



Special Committee on the College of Law Meeting

September 17, 2025

Time: 10:45 a.m.

Grand Ballroom

Committee Members: Belvin Perry, Chair
Jocelyn Dopson-Rodriguez, Natlie Figgers and Emery
Gainey

AGENDA

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|------------|---------------|-----------------------|
| I. | Call to Order | Chair Belvin Perry |
| II. | Roll Call | Ms. Valerie Singleton |

INFORMATIONAL ITEM

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|-------------|--------------------------------|------------------|
| III. | Update from the College of Law | Dr. Cecil Howard |
| IV. | Adjournment | |

Florida A&M University
COLLEGE OF LAW:

Advancing Legal Education, Faculty Accountability, Bar Readiness, and Institutional Excellence

Executive Summary

The Florida A&M University (FAMU) College of Law is undertaking a comprehensive and strategically coordinated transformation aimed at enhancing legal education, optimizing student outcomes, and positioning the institution for sustained excellence in the legal field. This report outlines the interrelated domains that constitute critical pillars of the College's reform agenda: **Faculty Accountability, Teaching Effectiveness, Faculty Development, Institutional Governance, Bar Passage and NextGen Bar Preparation, Experiential Learning, Strategic Partnerships and Career Development, and Infrastructure and Technology Modernization.**

A cornerstone of this transformation is the College's integrated strategy to strengthen faculty accountability, elevate instructional quality, enhance teaching effectiveness, and invest in ongoing faculty development. These efforts are central to improving student outcomes, advancing bar readiness, stabilizing the curriculum, and reinforcing transparent institutional governance. Informed by internal assessments and designed to identify omissions, and clarify and contextualize the Marsteller Report,¹ the College is implementing a comprehensive framework that promotes academic integrity, fosters cross-departmental collaboration, and aligns legal education with evolving licensure expectations.

Faculty performance is now evaluated through structured post-tenure and annual review processes that incorporate faculty classroom evaluation, student feedback, syllabus and exam review, and alignment with bar-tested content. Faculty with consistently low evaluations may be placed on formal improvement plans that include targeted mentorship and instructional development. At the same time, a system of recognition and incentives is being introduced to acknowledge and reward faculty who demonstrate excellence in teaching, scholarship, and

¹ As a result of the Marsteller Report, the College of Law convened an internal committee to evaluate key priorities and conduct a comprehensive, data-informed review of the College's transformation efforts. The College of Law has undertaken a thorough internal appraisal to assess its current position and ongoing progress. This internal assessment identifies initiatives and institutional strengths that support the College's long-term goals.

service. These measures reinforce the College's commitment to a high-impact, accountable academic environment aligned with institutional goals and student success metrics.

Redefining teaching effectiveness remains a top priority, with renewed emphasis on aligning pedagogical approaches with the competencies required for bar passage and effective legal practice. Faculty development workshops, peer collaboration, and integrated assessment methodologies are driving this alignment. Simultaneously, the College is strengthening its institutional governance framework through leadership continuity, revised faculty handbook, transparent decision-making processes, and the development of a new strategic plan designed to promote shared accountability and to clearly define the identity of "The FAMU Lawyer."

In response to evolving licensure standards, the College has launched a robust, data-informed bar passage strategy that embeds academic support early in the curriculum. Signature initiatives such as the **Writing Fellows Program**, **specialized courses for at-risk students**, and a **strategic partnership with BARBRI** are preparing students for both the traditional and NextGen Bar Exams, with a focus on sustained academic engagement and the mastery of essential legal skills.

The College's experiential learning programs, including legal clinics and externships, offer students hands-on training while serving local communities. Expansion of these programs, supported by new faculty and administrative resources, will ensure continued compliance with ABA standards and broaden opportunities for part-time and evening students.

Career development remains a core institutional priority. The College has built a robust infrastructure to support student employability through signature programming, mentorship, and direct employer engagement. New and renewed partnerships with corporate, judicial, and public service entities are helping to restore the College's visibility and open doors in high-growth legal sectors.

In tandem with academic reform, the College is also making **strategic investments in infrastructure and technology** to support student learning, bar passage, and professional readiness. These include modernized classrooms, collaborative learning spaces, and enhanced digital tools that promote interactive pedagogy. These improvements not only support academic innovation and workforce alignment, as envisioned by the State University System, but also address the unique challenges faced by the College's urban, commuter student population. From upgrading instructional technology and transforming the library into a collaborative learning hub to improving access to parking, housing, food services, and professional spaces, these investments are critical to creating an inclusive, forward-looking legal education environment.

Together, these initiatives form a unified and ambitious vision rooted in the FAMU Law mission: **to produce practice-ready, socially conscious graduates equipped to lead and serve the community broadly, and those marginalized by the legal system in particular.** With strategic investment, sustained governance, and a commitment to both academic and physical innovation, the College is well-positioned to enhance its institutional stature and deliver measurable, lasting outcomes for its students and stakeholders.

A. Faculty Accountability and Instructional Quality

The FAMU College of Law is advancing a coordinated strategy to strengthen faculty accountability, elevate instructional quality, enhance teaching effectiveness, and invest in faculty development. These efforts are central to improving student outcomes, advancing bar readiness, stabilizing the curriculum, and reinforcing transparent institutional governance. The College is implementing a comprehensive framework that promotes academic integrity, fosters cross-departmental collaboration, and aligns legal education with evolving licensure expectations.

Key Initiatives and Highlights

Faculty Performance Assessment and Accountability

The College is implementing structured measures to promote accountability, support faculty growth, and recognize excellence.

1. Strategic Accountability Measures:

- **Annual Faculty Evaluation**
 - All faculty will undergo an annual performance review conducted by their supervising administrator.
 - Reviews will include evaluation of syllabi, final exams, and alignment with course objectives.
 - Student evaluations will be considered in the overall assessment of teaching performance, provided a statistically significant percentage of evaluations are completed for each course.
- **Curriculum Relevance and Faculty Assignment**
 - Teaching assignments will be aligned with faculty expertise, prioritizing those who demonstrate consistent effectiveness in delivering bar-tested subject matter.
- **Post-Tenure Review and Faculty Performance Improvement Plans (FPIP)**
 - Faculty receiving consistently low evaluations or exhibiting a lack of engagement will be issued notice and placed on a structured FPIP.
 - The FPIP will include targeted mentorship, participation in instructional workshops, and follow-up reviews to assess progress.
- **Recognition and Incentives**
 - Faculty who are objectively determined to demonstrate excellence in teaching, scholarship, or service will be eligible for:

- Stipends linked to teaching or service-based grants
- Public recognition and institutional awards
- Graduate or teaching assistant support
- Priority consideration for strategic initiatives and leadership opportunities

These accountability mechanisms are designed to foster a culture of instructional excellence, ensure alignment with student success metrics, and reaffirm FAMU Law's commitment to high-impact, bar-aligned legal education.

2. Redefining Teaching Effectiveness

- Teaching integrates doctrinal content, bar exam preparation, and practical skills development.
- Faculty are encouraged to align instruction with bar-tested topics and utilize BARBRI tools where applicable.
- Bar performance is recognized as one, though not exclusive, indicator of instructional effectiveness.

3. Faculty Development

- Bar readiness is embedded into teaching practices without compromising academic rigor.
- Ongoing initiatives include:
 - Targeted workshops on legal instruction and assessment design
 - Peer-to-peer sharing of effective teaching practices
 - Integration of formative, bar-style assessments
- Faculty participation in BARBRI enrichment programming has increased since Fall 2024.

4. Curricular Stability

- A moratorium on curricular changes remains in place while the 2025 bar exam data is reviewed.
- New course proposals are under evaluation for alignment with NextGen Bar competencies.
- Spring 2025 initiatives include:
 - A faculty development tracking system
 - Voluntary BARBRI usage reporting
 - Launch of a centralized faculty resource portal
 - Peer-led instructional workshops

5. Strategic Instructional Integration

- Cross-department collaboration among doctrinal, Legal Research and Writing (LRW), and Academic Support and Bar Preparation (ASBP) faculty, and experiential learning is essential for instructional alignment.

- Unified learning outcomes are being aligned with ABA standards and bar exam competencies.²
 - Curriculum mapping efforts ensure logical sequencing and skill progression.
 - Integrated rubrics and bar diagnostic data are being used for both instructional improvement and student advising.
 - Standardized messaging across courses is being developed to reinforce core legal writing and reasoning principles.
- 6. Instructional Innovation and Scholarship**
- Financial limitations have impacted the availability of instructional grants, conference participation, and summer teaching opportunities.
 - Recommendations include increasing funding and exploring flexible instructional models, such as three-semester rotations, to support expanded part-time offerings.
- 7. Leadership Continuity**
- The Dean has implemented corrective actions to improve faculty morale and operational accountability.
 - A five-year strategic plan was developed last year, and is now being reviewed in context with this report. with a focus on measurable benchmarks and a commitment to transparency.
- 8. Governance and Engagement**
- Regularly reviewing the College of Law Faculty Handbook to emphasize shared governance, transparency, and institutional memory.
 - Ongoing engagement strategies include:
 - Town Halls, Fireside Chats, Faculty Pre-Planning Workshops, and a faculty retreat
 - An annual State of the College report
 - Expanded outreach through alumni and community partnerships
 - A College-wide branding initiative is underway to articulate and promote the identity of “The FAMU Lawyer.”

² ABA Course Level Learning Outcomes: Minimum **Learning Outcomes Required** (ABA Standard 302(b)): Every course offered by a law school must have specific, measurable learning. For **required courses**, the law school shall demonstrate that the learning outcomes align with the outcomes. (ABA Standard 302 (c))-Required courses must adopt the same minimum learning outcomes identified for the knowledge, skills, or competencies taught.

B. Cross-Departmental Instructional Consistency

To promote consistent student skill development, the College is institutionalizing collaboration across doctrinal, LRW, ASBP, and experiential education programs. This coordination supports integrated pedagogy and reinforces essential lawyering competencies.

Strategic Implementation Measures:

professional skills and knowledge necessary for competent and ethical participation as a member of the legal profession.

- **Unified Learning Outcomes**
 - All courses must articulate learning outcomes and formative assessments aligned with ABA and bar exam competencies.
 - A shared skills matrix is being developed to track the introduction and reinforcement of critical learning objectives.
- **Curriculum Mapping and Sequencing**
 - Faculty will coordinate instruction in legal reasoning, rule application, and analytical writing.
 - Sequenced course planning will support scaffolded learning throughout the curriculum.
- **Integrated Assessments**
 - Standardized rubrics will be adopted for legal writing, IRAC reasoning, and problem-solving.
 - Formative assessments modeled after bar exam formats will be embedded across doctrinal courses.
- **Cross-Departmental Collaboration**
 - Regular meetings among doctrinal, LRW, ASBP, and experiential education faculty will facilitate alignment and responsiveness to student performance data.
 - Consistent messaging across courses will reduce confusion and promote mastery.
- **Shared Data Use**
 - Bar prep diagnostics, such as the BARBRI 1L Skills Assessment, will inform both instruction and academic support.
 - Faculty will have access to aggregated performance data to enhance advising and instructional design.
- **Ongoing Faculty Development**
 - Continued participation in BARBRI faculty workshops will be encouraged.
 - Peer observation and interdepartmental sharing of instructional strategies will be formalized as part of faculty development.

Next Steps

- Institutionalize annual faculty evaluations with transparent, objective criteria and consistent review processes
- Finalize and implement policies for Faculty Performance Improvement Plans and faculty recognition
- Launch a professional development calendar focused on bar-related pedagogy and peer-led teaching practices
- Complete curriculum mapping and finalize the shared skills matrix
- Expand access to data dashboards to inform instruction and advising
- Advance governance reforms with clearly defined roles and accountability structures

B. Bar Passage and Preparation for the NextGen Bar Exam

The College of Law has adopted a multifaceted strategy to improve bar passage outcomes and align academic programming with the NextGen Bar Exam. Through integrated academic support, enhanced faculty engagement, and targeted curricular redesign, the College is embedding bar readiness throughout the student experience and preparing both faculty and students for the evolving licensure landscape.

Key Initiatives and Highlights

1. Writing Support Infrastructure

- The Writing Center and Writing Fellows Program offer individualized and peer-led support to improve students' legal writing abilities and strengthen bar exam performance.

2. Strategic Partnership with BARBRI

- Institutional agreement provides:
 - 1L through 3L access to BARBRI's online study tools and exam prep resources.
 - Free access to BARBRI's comprehensive post-graduation bar review course.

3. Curricular Enhancements and Early Intervention

- *1L Curriculum Reform*: "Introduction to Analytical Skills" restructured from a one-credit two-semester course into a 2-credit fall course to optimize skills development earlier in the 1L curriculum.
- *2L Targeted Skills Course*: A new practical, skills-focused course that seeks to strengthen students' legal problem-solving abilities. Mandatory for students 2,7 and below GPA; elective for others.
- *Bar Prep Course Sequence*: Adjusted from two separate 4-credit hours bar prep courses to a single, comprehensive two-semester 3/2 credit-hour bar prep course to promote iterative learning.

- *R.I.S.E. TA Program*: Peer-led skill workshops on multiple-choice strategy, issue spotting, and essay writing.
- *1L Skills Diagnostic*: Assesses students' reading comprehension, rule recall, issue spotting, and application skills with targeted follow-up support.

4. Faculty Development and Alignment

- Launch the five-year strategic plan and track progress through public reporting
 - Pursue additional funding to support faculty innovation and instructional quality
 - Deepen alumni and community engagement to support faculty visibility and impact
 - Faculty workshops (in partnership with BARBRI) support pedagogical alignment with NextGen standards
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Next Steps

- *Legal Drafting*: Replaces Appellate Advocacy as the third required course in the Legal Research and Writing curriculum with emphasis on the practical writing skills that align with the NextGen Bar Exam's objectives.
 - Monitor curriculum effectiveness through longitudinal outcomes data.
 - Deepen faculty engagement in bar preparation.
 - Improve student data tracking to inform instruction and advising
 - Launch educational campaigns on NextGen Bar Exam for students and alumni.
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C. Experiential Learning Programs

Key Program Areas and Highlights

1. Clinical Programs

- All year-round clinics:
 - *Guardian ad Litem Clinic* – civil representation for foster youth.
 - *Mediation Clinic* – Florida Supreme Court mediator certification pathway.
 - *Economic Justice Clinic* – transactional services for entrepreneurs, small businesses, and nonprofits working in local communities, as well as legacy planning and heirs' property prevention designed to help address community wealth gaps.

- **Since Fall 2021-Summer 2025-(last 4 years)**
 - 136 students enrolled in Clinics (Mediation, GAL, and Economic Justice)
 - 63 students in the Mediation Clinic
 - 51 students in the Guardian Ad Litem Clinic (GAL)
 - 22 students in the Economic Justice Clinic
- 17 Certified Legal Interns (CLI) through clinics (GAL and Economic Justice Clinic)
- 2. Field Placement (Externships)**
 - Fall 2021-Summer 2025, 308 externs placed at 230+ sites.
 - 75 students have become CLIs through externships.
 - Priority (designated) Site relationships include:
 - 5th District Regional Conflict Counsel
 - Community Legal Services of Mid-Florida
 - Ninth Circuit Office of the Public Defender
 - Optional clinic participation and competition from Field Placement limit clinic engagement.
- University limitations on hybrid learning currently constrain growth.
- Current policy prioritizes bar-tested coursework; however, NextGen alignment creates new synergies between clinics and licensure preparation.

Next Steps

- In response to forthcoming ABA changes increasing the required experiential learning credits from 6 to 12, FAMU Law is prioritizing the expansion of its clinics and externships, enhancing staffing, and aligning offerings with bar competencies to ensure students are well-prepared and in full compliance with new standards. This proposal, while not formally adopted, will be voted on by the ABA in September 2025. If it is approved, it would not take effect until 2030.

Potential new clinics must account for both community need and accommodation of part-time students who are typically unable to participate in a program centered on the 9-5 courtroom schedule.

- **Community Need:** Based on discussions with partnering legal advocacy organizations, the areas of greatest need include:
 - Elder Law
 - Consumer Law
 - Domestic Violence & Family Law
 - Veteran's Law

- Part-time opportunities: The ABA mandates that part-time students be provided equivalent learning opportunities as full time students. The potential clinics listed below would not require students to adhere to the 9-5 court calendar.
- Appellate Advocacy
- Legal Policy and Advocacy
- Estate planning- (.)
- Bankruptcy clinic, given our proximity and growing relationship to the federal courthouse across the street from the College.

Expansion hinges on sustainable, multi-year funding.

- Secure funding for an externship director.
- Currently conducting student and community needs assessments.
- Continue judicial and organizational pipeline discussions.
- Currently develop site relationship with U.S. District Court (Middle District)
- Recommendation: Establish a Director of Externships position within the Clinic program to support expansion and oversight.
- Promote the Bar's relevance of clinics to drive student enrollment.
- Align advising with ABA-mandated experiential requirements.

D. Data Driven Assessment

The College of Law strategically plans to continue American Bar Association (ABA), State of Florida, and University required assessment of its bar passage and student success. Additionally, however, the College plans to aggressively monitor and assess the curriculum for optimal outcomes and opportunities for improvement from the various key performance indicators.

Key Initiatives and Highlights

1. Development of a comprehensive assessment Decision Support System (DSS)

- With the funds from the FAMU Legislative Budget Request (LBR), the FAMU College of Law plans to develop and implement a Decision Support System (DSS) that integrates data from various sources and presents actionable insights.
- To support the law school in conducting holistic assessments related to key outcomes such as student success, student progression, bar passage, career readiness, and ABA compliance.
- Information from the DSS will be used to make critical data-driven decisions regarding curriculum changes, teaching methods, student course requirements, and academic support related to bar passage.
- Launch centralized data analytics system with actionable insights.

2. Assessment of all outcomes as charged by the Dean and/or Faculty Assessment Committee

- Assess the College of Law's compliance with ABA Standards
- Create curriculum maps for all bar-tested subjects relative to bar exam Subject Matter Outlines or Florida Exam Specifications requirements.
- Assess the College of Law's readiness for success on the upcoming NexGen Bar Exam
- Assess all pre-bar examination student performance indicators that suggest academic support will be needed for success on the bar examination.
- Analyze the February and July 2025 bar exam results to determine if further curriculum changes are necessary.
- Revise assessment plan to measure student learning effectively.

3. To reengage an Assistant or Associate Dean for Student Learning and Assessment who shall be responsible for the above-mentioned Assessment Plan, strategy, and DSS with the appointment of the permanent Dean.
 - Create roles for data, assessment, and faculty development.
 - Elevate Strategic Initiatives role to Assistant Dean level.

Next Steps

- Assemble all historical assessment data in whatever format or source and develop a professionally recommended technological system that will allow all needed annual reports and ad-hoc queries to make decisions.
- The Dean should engage the Faculty Assessment Committee to meet annually, supply them with institutional memory, and charge them with the overall needed assessment of the FAMU College of Law.
- Raise the Director of Strategic Initiatives role to the Assistant Dean level.

E. Career Development and Strategic Partnerships

The College of Law is conducting a comprehensive evaluation of its career development infrastructure, strategic partnerships, and areas for growth. Existing programs offer a broad foundation of support and exploration of critical career pathways. Enhanced visibility, targeted resource investment, and additional outreach are essential to strengthening student outcomes and elevating the College's professional profile.

Key Challenges

- Weakness in sustained partnerships with the legal community.
- Declining visibility among judicial and bar leaders.
- Lack of prominence in any areas of the law.
- Lost or unpursued relationships.

Career Development Programs

- **Core Services:** Career planning, mock interviews, job search assistance, professional development programming on career pathways, and graduate employment data collection and reporting.
- **Signature Events:** Career Week, Government Week, JD Advantage Night, Regional Days (Tampa, Jacksonville).
- **Cyclical Recruitment Initiatives:** Fall and Spring Recruitment: provides on-campus interview opportunities, virtual interview opportunities, and resume collections.

- **Specialized Offerings:**
 - Judicial Speed Networking (Latimer-Hawkins Judicial Council),
 - LinkedIn profile building,
 - OCI bootcamp and pre-OCI Bootcamp,
 - Mentoring programs,
 - Summer is Here, But My Internship Isn't,
 - AbbVie Legal Academies (M&A and Compliance).

Professional Identity Formation

- Collaboration with the Orange County Bar Association Professionalism Committee on civility, feedback, and wellness.

Key Relationships

- Key relationships include AbbVie, Holland & Knight, Bank United, Siemens Energy, Thermo Fisher, Lowndes, Rumberger Kirk, Adams & Reese, Cole Scott Kissane, Community Legal Services of Mid Florida, Orange County Bar Association, 9th Judicial Circuit Public Defender, 9th Judicial Circuit State Attorney Office, and the ABA Environmental Section.
- Annual partnerships with Inns of Court and Southeastern Law School Consortium broaden reach.
- Developing relationships with the Association of Corporate Counsel (Central Florida) and Consilio.

Opportunities

1. Expand judicial clerkship pathways.
2. Reinstate a pro bono service requirement.
3. Strengthen in-house counsel exposure and corporate engagement.
4. Develop public interest pathways, including post-graduate fellowship programs.
5. Increase virtual programming reach.

Obstacles

1. Staffing and travel limitations,
2. Scheduling conflicts/vying for free calendar space for students,
3. Inconsistent student participation,
4. Challenging nature of walk-in student appointments,
5. Lack of funding for food at student programming and for students joining - attorney/professional-related organizations.

Next Steps

- Develop and reestablish strategic relationships with the judiciary and employers.
 - Increase staffing and virtual infrastructure.
 - Pilot new initiatives in clerkships and public interest careers.
 - Market existing programs to improve awareness and engagement.
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F. Advancing Student Success Through Strategic Infrastructure and Technology Investments

The College of Law's strategic priorities for infrastructure and technology enhancements will directly support academic engagement, bar readiness, career preparation, and student well-being. These investments are essential to ensuring student success, fostering innovation in legal education, and improving long-term student outcomes.

Key Initiatives and Highlights

1. Classroom Modernization

- Upgrade instructional hardware, software, and connectivity across classrooms.
- Enable high-impact, interactive pedagogy that supports faculty innovation and student engagement.
- Ensure graduates are technologically proficient and workforce-ready.
- Aligns with the State University System's (SUS) goals for academic innovation and operational efficiency.

2. Library as a Collaborative Learning Hub

- Install screen-sharing and screencast capabilities in group study rooms.
- Support collaborative learning, bar preparation, and exposure to digital tools used in legal practice.
- Reinforce bar-tested competencies through interactive, student-centered spaces.

3. On-Campus Interview Suite

- Develop a fully equipped, professional-grade interview suite with integrated video conferencing.
- Eliminate barriers for students without quiet or professional virtual spaces.
- Expand career readiness and improve access to employment opportunities.

4. Expanded Student Support Services

- Modernize the Writing Resource Center with technology-enhanced learning tools.
- Offer individualized support for legal writing and communication, core skills for academic and professional success.

- Launch a minor capital improvement project to create dedicated academic engagement and peer collaboration spaces.
- 5. **Addressing Basic Student Needs**
 - Recognize the unique challenges of FAMU Law’s downtown Orlando location.
 - Mitigate the absence of on-campus housing, dining, and health services, which disproportionately affect financially vulnerable students.
 - Prioritize initiatives such as expanded student parking and access to essential well-being resources to support retention.
- 6. **Enhanced Communication and Engagement Tools**
 - Invest in podcasting and audio-visual technologies to support academic programming, legal scholarship, and professional development.
 - Equip faculty, students, and staff to produce high-quality legal content and engage with contemporary legal discourse.

Next Steps

- Conduct a needs assessment to prioritize classroom and library technology upgrades.
 - Develop a phased implementation plan for Writing Resource Center modernization.
 - Explore partnerships to address basic needs and student services.
 - Launch an institution-wide initiative to integrate communication technology into legal instruction and outreach.
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Marketing & Communications (2025–2026 and Beyond)

This marketing plan is designed to highlight admissions/recruiting, alumni engagement, and success stories at Florida A&M University (FAMU) College of Law. The strategies outlined here directly support the College’s **Five Strategic Focus Areas**:

- Admissions
- Bar Preparation
- Climate
- Marketing and Communications
- Recruitment and Retention of Faculty and Staff

Unlike the prior cycle, which relied on limited internal resources, this plan leverages **expanded budgetary support** to broaden reach, enhance professional production quality, and sustain multi-channel campaigns. Efforts will now extend beyond one year, creating a **scalable, long-term framework** for marketing excellence.

1. Admissions & Recruiting Strategy

Goal: Increase student enrollment and attract highly credentialed, mission-driven applicants.

Expanded Tactics:

- **Targeted Social Media Campaigns:**
 - Sophisticated, segmented advertising on Facebook, LinkedIn, Instagram, and TikTok, using both organic and paid campaigns.
 - Geographically targeted ads in key markets (Florida, Southeast, HBCU pipeline institutions, and national LSAC markets).
 - Collaborations with influencers (alumni and student leaders) to amplify reach.
- **Website Modernization:**
 - Ongoing optimization of Admissions and program pages with refreshed photos, videos, and SEO-rich content highlighting signature initiatives (e.g., *Economic Justice Clinic*, *Heirs' Property Fellows*).
 - Implementation of a **dynamic admitted-students portal** with exclusive video greetings, checklists, scholarship highlights, and FAQs.
- **Printed & Digital Collateral:**
 - Professionally designed brochures, one-pagers, and digital flipbooks for both physical and virtual recruitment.
 - High-quality storytelling photography to showcase student life and faculty engagement.
- **Experiential Recruitment Events:**
 - Regional recruiting receptions for admitted students and families.
 - Law Preview Days featuring mock classes, networking opportunities, and alumni panels.

Deliverables (2025–26 cycle):

- Monthly graphics, reels, and testimonials (Aug. 2025 – July 2026).
- Quarterly updates to Admissions web content.
- Three print/digital publications (Sept. 2025, Nov. 2025, Jan. 2026).
- Launch of admitted-students portal by March 2026.
- Two regional recruiting receptions (Spring 2026).

KPIs:

- Increase in qualified applications year over year.
- Improved yield rate (admits to deposits).
- Growth in social media followers and engagement by prospective students.
- Increased event attendance and post-event conversions.

2. Alumni Engagement Strategy

Goal: Strengthen alumni relations, increase participation in programs, and encourage donations and mentorship.

Expanded Tactics:

- **Signature Alumni Events:**
 - Annual in-person *Alumni & Friends Gala* tied to fundraising.
 - Regional mixers in Orlando, Miami, Atlanta, Washington D.C., and New York.
 - Virtual “Fireside Chats with the Dean” each semester.
- **Digital Engagement:**
 - Relaunch monthly *Alumni Update Newsletter* with modern design and personalized content.
 - Leverage **FAMU Connect** for mentorship, career networking, and alumni-to-student connections.
- **Alumni Recognition:**
 - Partner with Legal Rattlers to reestablish annual *Distinguished Alumni Awards* with ceremony coverage in University and community outlets to be managed by alumni.
 - Expand alumni spotlight features on website and social media.
 - Highlight alumni at Florida Bar, National Bar Association, and other legal industry conventions.
 - Promote alumni through traditional advertising, including billboards.
- **Fundraising Alignment:**
 - Integrate alumni giving campaigns into storytelling features.
 - Offer donor recognition tiers (mentorship, event invitations, naming opportunities).

Deliverables (2025–26 cycle):

- Monthly alumni newsletters beginning Sept. 2025.
- Official FAMU Connect campaign launch by Nov. 2025.
- At least two major alumni networking events annually.
- Alumni web page redesign completed by May 2026.

KPIs:

- Growth in alumni participation in events and mentorship programs.
- Increase in active FAMU Connect registrations.
- Higher open and click-through rates for newsletters.
- Measurable growth in alumni donations.

3. Success Stories & Brand Visibility Strategy

Goal: Leverage compelling stories from students, alumni, faculty, and staff to elevate brand reputation and inspire prospective students, employees, donors, and partners.

Expanded Tactics:

- **Storytelling Campaign:**
 - Monthly multimedia news releases highlighting achievements, pitched to local and national legal/education outlets.
 - Quarterly compilation into a polished digital newsletter for external stakeholders (BOT, donors, partners).
 - Dedicated campaign identity: *"FAMU Law: Bold Futures, Lasting Impact."*
- **Digital & Broadcast Content:**
 - *FAMU Law on the RISE* graphic series for social screens and feeds.
 - *Legal Connections* TV show (quarterly, Orange TV and FAMU TV20).
 - *Your Legal Launch Pad* podcast, expanded to a year-round format with seasonal themes.
 - Professionally produced video testimonials (3–4 annually), integrating closed-captioning and ADA compliance.
- **Social Media Integration:**
 - Daily content streams featuring success stories, campus updates, and milestone celebrations.
 - Thematic weekly posts (e.g., #MotivationMonday, #FAMULawFriday).

Deliverables (2025–26 cycle):

- Monthly news releases (Sept. 2025 – Aug. 2026).
- Quarterly digital newsletters (Oct. 2025, Jan. 2026, Apr. 2026, Jul. 2026).
- Quarterly TV shows and ongoing podcast episodes.
- At least three professionally produced testimonial videos by May 2026.

KPIs:

- Increased website traffic to success stories.
- Growth in social media engagement (shares, comments, reach).
- Media coverage in regional/national legal and higher education press.
- Positive stakeholder feedback and stronger reputation indicators.

4. Measurement & Continuous Improvement

Data & Analytics:

- Website (Google Analytics), social media dashboards, and CRM admissions funnel reports will track engagement, conversions, and ROI.

Surveys & Feedback:

- Post-event and post-campaign surveys for students, alumni, and partners.
- Sentiment tracking via digital platforms.

Adjustments:

- Quarterly review meetings to evaluate performance.
- Continuous refinement of tactics, with resources shifted to highest-performing initiatives.

Marketing & Communications Conclusion

This Marketing Strategy positions FAMU's College of Law to compete vigorously for top students, cultivate alumni loyalty, and amplify institutional impact. With new budgetary flexibility and professionalized campaigns, the College can elevate its brand visibility, reinforce its mission, and strengthen stakeholder confidence at the local, regional, and national levels.

Report Conclusion

The Florida A&M University (FAMU) College of Law is advancing a comprehensive, student-centered strategy that integrates academic rigor, bar exam preparedness, and career readiness into every aspect of the educational experience. Through sustained focus on teaching effectiveness, faculty development, and institutional governance, the College is cultivating a culture of excellence, accountability, and continuous improvement.

Its data-informed approach to bar passage, strategically aligned with the demands of the NextGen Bar Exam, demonstrates a deep and measurable commitment to student success and licensure outcomes. Concurrently, the expansion of experiential learning opportunities and the strengthening of strategic partnerships underscore the College's mission to produce practice-ready, service-minded graduates who are equipped to lead and serve in an evolving legal landscape.

By aligning infrastructure, academic programming, and institutional policies with national accreditation standards and the lived needs of its students, FAMU Law is reaffirming its role as a leader in excellence and innovation in legal education. With intentional investment and shared commitment, the College is well-positioned to shape the next generation of legal professionals and deliver lasting impact across the communities it serves.

Board of Trustees College of Law Special Committee
Effectiveness and Faculty Development Subcommittee¹

OBJECTIVE: To foster a culture of continuous improvement, data-informed decision-making, and institutional accountability, ensuring students graduate prepared for the bar and the practice of law, while meeting or exceeding ABA compliance and peer benchmarks

Strategic Initiative 1: Enhance Academic Excellence and Student Success

1.1 Curriculum Standardization & Alignment

- Develop sequenced, standardized curriculum aligned with ABA Standards and NextGen Bar Exam.
- Map learning outcomes, integrate core competencies, and create standardized syllabi and timelines.
- Add educational specialist support for execution.

1.2 Formative & Summative Assessments

- Require regular formative assessments (quizzes, essays, MBE-style questions).
- Standardize feedback protocols and mid-semester evaluations.
- Train faculty in assessment design and feedback delivery.

1.3 Pre-Matriculation & Academic Support

- Launch for-credit “Foundations for Law School Success” summer program.
- Use diagnostics to identify support needs early (e.g., writing, reading).
- Establish “Looping Program” for content retention and strengthen academic support services.

1.4 Bar Passage Preparedness

- Embed bar skills throughout curriculum; conduct phased diagnostics.
- Revise bar prep courses, workshops, and post-grad support.

¹ Committee Members: Carl Cartwright – Student; Professors Robert Abrams and Patricia A. Broussard.

- Use bar performance data to drive curricular improvements.

1.5 Culture of Academic Rigor & Accountability

- Reinforce academic expectations for students and faculty.
- Monitor faculty preparedness, teaching quality, and compliance with ABA Standards.
- Address classroom management and teaching effectiveness proactively.

1.6 Data Collection, Assessment, & Continuous Improvement

- Implement a comprehensive data system for outcomes tracking.
- Create feedback loops for curriculum revision (“closing the loop”).
- Use benchmarking and annual reporting to inform decision-making.

Curriculum Mapping (Example)

What information should be included in each course's curriculum map?

1. Basic Course Information:

- **Course Name and Number:** (e.g., Contracts I, LAW 601)
- **Credit Hours:**
- **Prerequisites/Co-requisites:** Any courses that must be taken before or concurrently.
- **Course Type:** Required, Bar-tested elective, General elective, Clinic, etc.
- **Typical Semester Offered:** (Fall, Spring, Summer)
- **Lead Instructor(s)/Faculty Responsible for the Map:**

2. Course Description:

- The official description from the course catalog.
- A brief elaboration on the course's purpose and scope if the catalog description is too general.

3. Course-Specific Learning Outcomes (CSLOs):

- Clear statements of what students are expected to **know, understand, and be able to do** upon successful completion of the course. These should be specific, measurable, and aligned with Programmatic Learning Outcomes (PLOs).
- *Example for Contracts:* "Students will be able to identify the elements of a legally enforceable contract." "Students will be able to analyze a fact pattern to determine if a breach of contract has occurred and identify potential remedies," etc.

4. Alignment with Programmatic Learning Outcomes (PLOs):

- Explicitly map each CSLO to the broader PLOs of the J.D. program. This demonstrates how the course contributes to the overall educational goals of the law school.
- *Example:* "CSLO 1 (Identify elements of a contract) supports PLO A (Knowledge and understanding of substantive and procedural law) and PLO B (Legal analysis and reasoning)."

5. Alignment with ABA Standards:

- Identify specific ABA Standards that the course helps fulfill. For example:
 - **Standard 302 (Learning Outcomes):** The CSLOs themselves.
 - **Standard 303(a)(1) (Curriculum):** Coverage of substantive and procedural law.
 - **Standard 303(a)(3) (Experiential course requirements):** If it's a clinic or simulation course.

- **Standard 303(b) (Professional skills; professional identity):** If the course explicitly develops these.
- **Standard 303(c) (Bias, cross-cultural competency, and racism):** If the course addresses these topics.

6. Alignment with Bar Exam Competencies (including NextGen):

- List the specific topics and skills covered in the course that are tested on the relevant bar examination(s) (Florida Bar, MBE, and the NextGen Bar Exam).
- For NextGen, this should include both "Foundational Concepts and Principles" (e.g., contract formation, breach, remedies) and "Foundational Lawyering Skills" (e.g., issue spotting, legal analysis, problem-solving, legal research if applicable to the course).

7. Major Topics/Content Areas Covered:

- A detailed outline of the substantive legal doctrines, principles, and rules taught in the course. This would reflect the "Core Content Guides" we discussed.
- *Example for Torts:* Intentional Torts, Negligence (Duty, Breach, Causation, Damages), Defenses, Strict Liability, Products Liability, etc.

8. Key Lawyering Skills Developed/Reinforced:

- Beyond doctrinal knowledge, specify the legal skills students will practice and develop.
- *Examples:* Case synthesis, statutory interpretation, legal reasoning, critical thinking, fact analysis, issue spotting, application of law to facts, oral communication (in class), legal writing (if applicable).

9. Approximate Timeline/Sequencing of Topics:

- A general guide (e.g., week-by-week or module-by-module) indicating the order and approximate time dedicated to each major topic. This ensures consistent coverage, especially in multi-section courses. [This is a major addition to current practice and the things required for inclusion in course syllabi.]

10. Primary Instructional Methods:

- Describe the main teaching methods used (e.g., Socratic dialogue, case method, lecture, problem-based learning, simulations, group discussions, online components).

11. Key Assessment Methods (Formative and Summative):

- **Formative Assessments:** List the types of low-stakes or ungraded assessments used to monitor learning and provide feedback during the course (e.g., in-class hypos, short

quizzes, practice exam questions, peer review, clicker questions, ungraded IRAC exercises).

- **Summative Assessments:** Describe the major graded assessments used to evaluate student mastery of the learning outcomes (e.g., final examination format – essay, multiple-choice, performance test; research papers, projects, presentations, graded midterm).
- Briefly explain how these assessments measure the stated CSLOs.

12. Essential Readings/Resources:

- Identify the primary casebook(s), statutory supplements, and any other essential materials required for the course.

13. Relationship to Other Courses in the Curriculum:

- **Prerequisites:** How does this course build on knowledge/skills from prerequisite courses?
- **Foundation for Future Courses:** How does this course prepare students for more advanced or specialized courses?
- **Integration/Overlap:** Identify where concepts from this course are reinforced or potentially overlap with content in other courses (this helps in program-level mapping to ensure efficient coverage).

The background of the cover is a photograph of a large, multi-story brick building, likely a law school building, with a modern architectural style. Palm trees are visible in the foreground and background, suggesting a tropical or subtropical location. The sky is a hazy, light blue.

FLORIDA A&M UNIVERSITY COLLEGE OF LAW

Preliminary Internal Assessment Report

September 17, 2025

Executive Overview

- ❑ Comprehensive transformation focused on student success, bar readiness, and institutional excellence.
- ❑ Anchored in faculty accountability, governance, bar prep, experiential learning, and career development.
- ❑ Aligned with NextGen Bar Exam standards and evolving professional expectations.
- ❑ Ultimate Student Experience.



Faculty Accountability & Instructional Quality

- ❑ Annual and post-tenure reviews with structured evaluations.
- ❑ Faculty Performance Improvement Plans (FPIPs) for low evaluations.
- ❑ Recognition and incentives for excellence.
- ❑ Faculty development through workshops, BARBRI integration, and curriculum mapping.



Bar Passage & NextGen Preparation

- ❑ Writing Fellows Program, early skills diagnostics, and expanded academic support.
- ❑ BARBRI partnership for 0L–3L access and post-grad bar prep.
- ❑ Revised curriculum: Intro to Analytical Skills, Targeted Skills Course, redesigned Bar Prep.
- ❑ R.I.S.E. peer-led workshops.



Experiential Learning

- ❑ Clinics: Guardian ad Litem, Mediation, Economic Justice (136 students in 4 years).
- ❑ Externships: 308 placements at 230+ sites since 2021.
- ❑ Preparing for ABA's increase in experiential credits (6 → 12).
- ❑ Exploring new clinics: Elder Law, Consumer Law, Domestic Violence, Veterans Affairs, and Bankruptcy.



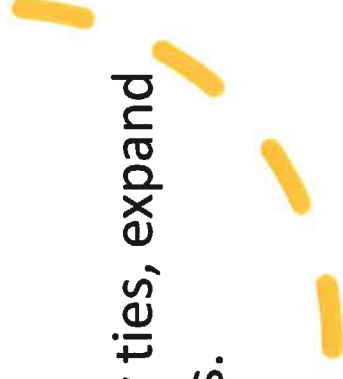
Data-Driven Assessment

- ❑ Decision Support System (DSS) funded by LBR.
- ❑ Centralized analytics for curriculum mapping, advising, performance monitoring.
- ❑ Annual Faculty Assessment Committee oversight.



Career Development & Partnerships

- ❑ Signature programs: Career Week, Government Week, JD Advantage Night, OCI.
- ❑ Special events: Judicial Speed Networking, AbbVie Legal Academies.
- ❑ Opportunities: clerkships, pro bono requirement, corporate/public interest pathways.
- ❑ Next steps: rebuild judiciary ties, expand staffing, pilot new initiatives.



Infrastructure & Technology

- ❑ Classroom modernization with interactive tools.
- ❑ Library redesign into collaborative hub.
- ❑ On-campus interview suite with video conferencing.
- ❑ Expanded Writing Resource Center and peer collaboration spaces.
- ❑ Addressing basic needs: housing, dining, parking, wellness.



Marketing & Communications

- ❑ Admissions: targeted campaigns, website modernization, experiential events.
- ❑ Alumni engagement: gala, mixers, newsletters, FAMU Connect, awards.
- ❑ Success stories: storytelling campaign, TV show, podcast, testimonials, billboards.
- ❑ Measurement: analytics, surveys, quarterly reviews.



Conclusion

- ❑ Student-centered, data-informed, practice-ready legal education.
- ❑ Emphasis on bar passage, experiential learning, partnerships, infrastructure.
- ❑ Shared commitment, accountability, and innovation ensure lasting impact.



