

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

- New Instructional Program
- Substantial Expansion/Major Modification
- Cooperative Degree Program
- Within Existing Resources, or
- Requiring New Resources

University of Baltimore

Institution Submitting Proposal

Family Law

(Certificate in Family Law)

Title of Proposed Program

Spring 2017

Post-master's certificate

Award to be Offered

Projected Implementation Date

Proposed HEGIS Code

Proposed CIP Code

School of Law

Department in which program will be located

Associate Dean Amy Sloan

Department Contact

410-837-4468

Contact Phone Number

asloan@ubalt.edu

Contact E-Mail Address

Signature of President or Designee

Date

Mission

The University of Baltimore provides innovative education in business, public affairs, the applied liberal arts and sciences, and law to serve the needs of a diverse population in an urban setting. UB is committed to lifelong learning and seeks to make excellent educational opportunities available to students who are motivated by professional advancement. UB has set among its goals for its students' career readiness through innovation. The proposed post-J.D. (post-master's) Certificate in Family Law is strongly aligned with UB's mission and its goals. This new certificate will enable professionals to advance and continue to learn and grow in their knowledge and skills.

Characteristics of the Proposed Program

- 16 credits
- Instruction will be in person, but (consistent with other courses) students may have limited opportunity to complete exercises through hybrid learning
- Taught by full-time family law faculty in combination with experienced, partner-level family law practitioners
- 5 required courses* (four 3-credit courses and one 4-credit course):
 - Business of Family Law (3-credits)
 - Financial Foundations for Family Lawyers (3-credits)
 - Psychology, Child Development, and Mental Health in Family Law Matters
 - The Craft of Advocacy (3-credits) **
 - Working through a Family Law Case – Start to Finish (4-credits)

*Courses can be taken in any sequence allowing students to enter the program at any semester or term.

** Anticipate advanced credit available for this course for either 1) UB law graduates who have completed the 15-credit Family Law Concentration or 2) other law graduates who have taken 15 credits in family-law related courses.

Adequacy of curriculum design and delivery to related learning outcomes:

Certificate in Family Law Mission Statement and Learning Outcomes

Certificate in Family Law Mission Statement

In the Certificate in Family Law program, the University of Baltimore School of Law provides attorneys with the specialized training needed for the effective practice of family law, including knowledge of the relevant law, knowledge in areas impacting family law cases (e.g., finance, child development, mental health), and the technical skills needed to litigate or otherwise resolve a family law case. This is achieved through intensive

coursework, problem-solving, and simulations of real cases, taught by School of Law full-time faculty and prominent family law practitioners.

Learning Outcomes for Certificate in Family Law

Students who successfully complete the Certificate in Family Law program will be proficient in their ability to:

1. Apply statutes, rules, case law, and regulations to the facts of family law cases.
2. Explain other subject-matter areas that arise in the context of family law cases.
3. Articulate all of the components necessary to establish one's own family law practice.

Admission and Credit Requirements

The proposed Certificate in Family Law is a 16-credit certificate program. Students must have obtained their J.D. degree to be admitted to the certificate program. The program consists of 5 courses. Four of the 5 required courses are 3-credit hours and one course is 4 credit-hours. Students who meet the following criteria will be granted advanced standing for one 3-credit course ("The Craft of Problem-Solving and Advocacy in Family Law"):

- UB Law graduates who completed the Concentration in Family Law as part of their J.D. program;
- Graduates of other law schools who have earned 15 credits in family law or related coursework with a grade point average of 2.67 in that coursework.
- The proposed courses are:
 - The Craft of Problem-Solving and Advocacy in Family Law (3 credits)
 - Financial Foundations for Family Lawyers (3 credits)
 - Psychology, Child Development, and Mental Health in Family Law Matters (3 credits)
 - Understanding the Business of Practicing Family Law (3 credits)
 - Working Through a Family Law Case – Start to Finish (4 credits)

Course descriptions are attached.

Adequacy of provisions for evaluation of program (as outlined in COMAR 13B.02.03.15).

The Certificate in Family Law program will utilize the existing evaluation systems, including assessment methods in place to meet accreditation standards. Students will provide feedback and evaluations via the system the university has established to obtain student evaluations. Full-time faculty will be evaluated annually under our current evaluation system for full-time faculty. Adjunct faculty will be evaluated periodically under our current system for review and evaluation of adjunct faculty at the law school.

Consistency with the State's minority student achievement goals (as outlined in COMAR 13B.02.03.05 and in the State Plan for Postsecondary Education).

University of Baltimore is a highly diverse urban university and considers diversity a core value of the institution. The university is committed not only to providing educational opportunities for minority students, but also to ensuring their success. The law school, too, is committed to increasing diversity in the school and in the legal profession. For example, UB School of Law works in collaboration with the HBIs to provide a pipeline program that introduces students from those institutions to the skills needed for law school.

This program, however, is a post-JD program; therefore, those goals are not applicable specifically to this proposed certificate program.

Relationship to low productivity programs identified by the Commission:

The proposed program is not applicable to such programs.

Critical and compelling regional or Statewide need as identified in the State Plan:

Forty-three percent (43%) of case filings in Maryland's Circuit Courts were family law cases in FY 2014; this high percentage reflects a trend toward more and more such cases that began about twenty years ago and continues across the United States. In short, in Maryland and in most states, family law cases are the most numerous among case types.

However, despite the large number of family law cases and studies that show better outcomes when people have legal representation in family law cases, many people cannot access lawyers. Recent data from the Maryland courts in 2011 concerning self-represented litigants in family law cases showed that both parties represented themselves or were *pro se* in 41% of the cases, and one party was *pro se* in 75% of the cases. That trend also continues with real consequences not only to the judicial system, but also to families.

This certificate will help prepare practicing attorneys to handle family law cases and enable more Maryland families to have access to qualified counsel.

Quantifiable & reliable evidence and documentation of market supply & demand in the region and State:

Research has revealed that there are few post-J.D. programs in family law. Only three law schools in the country offer an LLM in Family Law (Hofstra University, Chicago-Kent College of Law, and Loyola University Chicago School of Law). No law schools appear to offer post-JD certificates in family law.

UB School of Law obtained a grant to conduct a market needs assessment regarding the feasibility of the School of Law offering an LLM/Certificate in Family Law (June 2014). As part of the study, the marketing consultant convened three focus groups to gain insight

into early career attorneys' need for and interest in additional study in family/juvenile law. The consultant also interviewed 26 highly experienced family law practitioners, including law firm partners, Circuit Court judges, heads of government agencies, and nonprofit directors, to discuss the value to their organizations of early career attorneys earning an LLM or Certificate in Family Law.

The needs assessment study provided substantial guidance regarding the need for and interest in post-JD training in family law. According to the study:

- Participants in the focus groups and practitioner interviewees were very enthusiastic about a stand-alone Certificate in Family Law program that would offer a practical approach to the practice of family law and would emphasize experiential learning.
- Early career attorneys expressed a substantial need for and interest in additional study, particularly in the practical areas of law, such as how to prepare court filings, financial matters that affect custody and divorce, and law firm management.
- Focus group participants wanted more cross-disciplinary training.
- Law firm partners and nonprofit/government agency representatives were very positive about the value of additional family law study, with several saying that their firms would pay for their early career attorneys to take additional courses.

Reasonableness of program duplication:

As noted above, there are no Certificate programs in Family Law in the country. Thus, there is no duplication within Maryland

Relevance to Historically Black Institutions (HBIs)

Since this is a post-JD program and there are no law schools at HBIs, UB's proposed Certificate in Family Law will not be directly relevant nor will it impact programming at HBIs.

If proposing a distance education program, please provide evidence of the Principles of Good Practice (as outlined in COMAR 13B.02.03.22C).

N/A.

Resources and Finance

Adequacy of Faculty Resources

The courses have been developed and will be overseen by existing tenured family law faculty at the law school. Additionally, tenured faculty will partner with experienced, partner-level family law practitioners to teach the courses. These practitioners who will serve as adjunct faculty in the proposed program have participated in the feasibility and

marketing study, served as part of the Practitioners' Advisory Workgroup, and contributed to the curriculum development.

Adequacy of Library Resources

The existing UB School of Law library resources will be adequate to support the proposed Certificate in Family Law. Currently, the law library serves the UB J.D. program, which features courses on family law topics, the Family Law and the Mediation for Families Clinics, and the Sayra and Neil Meyerhoff Center for Families, Children and the Courts. Additionally, UB has the Langsdale Library, where students also can access library resources.

Adequacy of Physical Facilities, infrastructure and instructional equipment

The courses in the Certificate in Family Law will be taught primarily in the evenings and on weekends to accommodate working professionals. The law school has sufficient classrooms and technology in its new state-of-the-art building to support this proposed certificate program. UB has significant experience teaching online and hybrid courses through its Sakai platform.

Adequacy of financial resources with documentation (as outlined in COMAR 13B.02.03.14)

As noted above, UB School of Law has obtained grants from the UB Foundation to conduct a needs assessment, marketing study and to support the participation of experienced family law practitioners in the development of curriculum for the proposed certificate program. Primarily, it has used existing faculty and staff resources to develop the program and UB will continue to rely on those existing university resources to administer and support this program.

The program will generate additional tuition revenue and those revenues will be used to defray any program costs including any adjunct faculty or technological services the program will require. Mainly however, this program will build on the well-established family law expertise that exists currently on the UB School of Law faculty to guide and assess this new program. The existing infrastructure in Academic Affairs, Admissions, Career Development, Law Library and other university partners will support this program.

- Complete Table 1: Resources and Table 2: Expenditures for the first five years of program implementation are to be entered. Figures should be presented for five years and then totaled by category for each year.
- Provide a narrative rationale for each of the resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

Resources and Expenditures

Institutions typically can provide the departments developing programs with references to sources both on and off campus to help in completing the resource and expenditure tables. There are campus-specific definitions of full- and part-time students for research and comprehensive institutions, for example, as well as different projections for how many in-state and out-of-state students and full-time and part-time students might be expected to enroll in a particular new program. Consult with the Dean, Institutional Research Director, or Provost as to the best source of data at the Institution.

Explanatory footnotes for assumptions made in projecting student and faculty FTE and for any special resource or expenditure data noted are encouraged to add clarity and understanding to the proposal.

TABLE 1: RESOURCES					
Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Reallocated Funds					
2. Tuition/Fee Revenue (c+g below)	\$ 70,488	\$ 313,280	\$ 313,280	\$ 313,280	\$ 313,280
a. #F.T Students	0	0	0	0	0
b. Annual Tuition/Fee rate					
c. Annual Full Time Revenue (a x b)					
d. # Part Time Students	12	20	20	20	20
e. Credit Hour Rate (fees reallocated)	\$979	\$979	\$979	\$979	\$979
f. Annual Credit Hours	6	16	16	16	16
g. Total Part Time Revenue (d x e x f)	\$ 70,488	\$ 313,280	\$ 313,280	\$ 313,280	\$ 313,280
3. Grants, Contracts, & Other External Sources					
4. Other Sources					
TOTAL (Add 1 - 4)	\$ 70,488	\$ 313,280	\$ 313,280	\$ 313,280	\$ 313,280

Table 1: Resources

Tuition calculation - Year 1 is based on 12 students each taking six credit hours (2 courses - 3 credits each) and paying \$979.00 per credit

Tuition calculation - Years 2 on is based on at least 20 students each taking sixteen credits (4 credits in summer/ 6 credits in fall/ 6 credits spring) and paying \$979.00 per credit

TABLE 2: EXPENDITURES					
Expenditure Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Total Faculty Expenses (b + c below)*	\$ 7,800	\$35,535	\$35,535	\$35,535	\$35,535
a. # FTE					
b. Total Salary	\$ 7,200	\$30,900	\$30,900	\$30,900	\$30,900
c. Total Benefits	\$ 600	\$4,635	\$4,635	\$4,635	\$4,635
2. Total Administrative Staff Expenses (b + c below)					
a. # FTE					
b. Total Salary – Prog. Dir. Is faculty; no additional cost					
c. Total Benefits					
3. Total Support Staff Expenses (b + c below) -	\$5,563	\$5,563	\$5,563	\$5,563	\$5,563
a. # FTE	0.1	0.1	0.1	0.1	0.1
b. Total Salary (avg. \$42,500)	\$4250	\$4250	\$4250	\$4250	\$4250
c. Total Benefits	\$1313	\$1313	\$1313	\$1313	\$1313
4. Equipment					
5. Library					
6. New or Renovated Space					
7. Other Expenses					
TOTAL (Add 1 - 7)	\$13,363	\$41,089	\$41,089	\$41,089	\$41,089

*Expenditure calculation - Year 1 is a partial year based on two adjuncts each teaching a three credit course for which they each receive \$3,600 per course (\$1,200 per credit) and associated fringes.

* Year 2ff. based on adjuncts teaching 7/16 the credits at \$1,200 per credit (\$8400), and regular faculty would teach 9/16 the credits at \$2,500 per credit (\$22,500).

**PROPOSAL FOR A NEW COURSE TITLED
"UNDERSTANDING THE BUSINESS OF PRACTICING FAMILY LAW"
Post-JD Certificate in Family Law**

<u>Course Title:</u>	Understanding the Business of Practicing Family Law
<u>Credit Hours:</u>	3
<u>Course Prerequisites:</u>	None
<u>Type of Course:</u>	Seminar
<u>Open Enrollment:</u>	Yes
<u>Suggested Class Size:</u>	12-15 students

Catalog Description:

Understanding the Business of Practicing Family Law

This course is designed to help family law practitioners understand the business of practicing family law. Family law, like the practice of many other areas of law, requires knowledge of how to: get a client in the door, decide what clients to take on and what clients to turn away, create an environment attractive to clients, staff the practice, manage the finances, etc. The course will cover: beginning a family law practice, managing client relationships, and managing a family law practice. The course will familiarize students with the challenges of a family law practice, including the family law client who is often emotionally vulnerable, which places additional responsibilities on the practitioner. The course also will cover ways in which the practitioner can establish appropriate boundaries and maintain his/her own sense of equilibrium.

Content Outline

1. How to open a practice (topics in this area may be taught over several classes)
 - a. Differences between large firms, small firms, and going solo
 - b. Hiring staff
 - i. How to handle pregnant associates / workers
 - ii. Whether and which positions are necessary, e.g. an office receptionist
 - c. Office appearance
 - i. Office furniture and arrangement
 - ii. Sharing space and/or staff with other attorneys
 - d. Office attire
 - e. Timekeeping / setting your hourly rate
 - i. Unbundling legal services / discrete task representation
 - ii. Managing bills
 - f. IOLTA accounts / Escrow Accounts
 - g. Malpractice insurance
 - h. Office management software and other essential technology
 - i. Work flow and organization

2. How to get/manage client relationships (topics in this area may be taught over several classes)
 - a. Getting clients in the door
 - i. How to find clients, e.g. websites, bar associations
 - ii. Initial client meetings
 - iii. Protocol for addressing clients

PROPOSAL FOR NEW COURSE TITLED "THE CRAFT OF PROBLEM-SOLVING AND ADVOCACY IN FAMILY LAW"

Post-JD Certificate in Family Law

<u>Course Title:</u>	The Craft of Problem-Solving and Advocacy in Family Law
<u>Credit Hours:</u>	3
<u>Course Prerequisites:</u>	None
<u>Type of Course:</u>	Seminar/Workshop
<u>Open Enrollment:</u>	Yes
<u>Suggested Class Size:</u>	12-15

Catalog Description:

The Craft of Problem-Solving and Advocacy in Family Law

This course is designed to provide a very hands-on approach to representing children, parents, and other potential caregivers through mediation, arbitration, and negotiation; speaking; and writing. This is a practice-oriented class, using real-life examples. Students will be required to prepare quick-turnaround written and oral presentations that will be critiqued by practitioners and judges.

Content Outline

1. Advocacy opportunities in client representation
 - a. Getting to know the client, setting the ground rules, identifying options
 - b. Holistic approach for the entire family
 - c. Alternatives to court
 - d. Assisting in the resolution of personality/emotional/mental health/addiction issues
 - e. Role play: student practice with assessment of student's ability
2. Advocacy opportunities in negotiation and litigation
 - a. Negotiation/litigation theory
 - b. Strategies and tactics in negotiation/litigation
 - c. Specialized skills and tools unique to the field of family law
 - d. Specialized skills and tools unique to the field of juvenile law
 - e. Role play: student practice with assessment of student's ability
3. Advocacy opportunities in writing and speaking
 - a. Writing – as a form of creating a record
 - i. Style
 - ii. Form
 - (I) Complaint vs. motion vs. discovery vs. letters
 - (II) General vs. specific
 - (III) Offer/ settlement letters
 - (IV) Roadmap/ order of priority
 - (V) Persuasive writing: "What We Write Matters" in the outcome of proceedings
 - b. Speaking – as a form of creating a record
 - i. Style

PROPOSAL FOR NEW COURSE TITLED "PSYCHOLOGY, CHILD DEVELOPMENT, AND MENTAL HEALTH IN FAMILY LAW MATTERS"

Post-JD Certificate in Family Law

<u>Course Title:</u>	Psychology, Child Development and Mental Health in Family Law Matters
<u>Credit Hours:</u>	3
<u>Course Prerequisites:</u>	None
<u>Type of Course:</u>	Seminar
<u>Open Enrollment:</u>	Yes
<u>Suggested Class Size:</u>	12-15

Catalog Description:

Psychology, Child Development, and Mental Health in Family Law Matters

This course is designed to help family law practitioners understand the mental health needs of adults and children, the stages of child development, and the roles they play in family law representation. Participants will learn how to engage mental health professionals and other court experts, interpret their reports and testimony, and interact with them effectively. The course also will help participants identify and develop the self-care skills necessary to maintain their own mental and emotional health when engaged in family law practice. Teaching methods will include presentation, discussion, and experiential learning activities.

Content Outline

1. Child development
 - a. Developmental milestones for children
 - b. The significance of children not meeting those milestones
 - c. Considerations when interviewing children
2. Trauma and children (will bring in a mental health professional to help teach this class)
 - a. Environmental trauma
 - b. Intrafamilial trauma
 - i. Divorce
 - ii. Abuse/neglect
 - c. Situational trauma
3. Abuse and neglect
 - a. Counseling parents and children about abuse
 - b. Consequences of filing a protective order regarding abuse: the intersection of public and private legal processes
 - c. Investigating a claim of abuse
 - d. "False" claims of abuse
 - i. Shielding laws
 - ii. Security clearances
4. Children with special needs

PROPOSAL FOR NEW COURSE TITLED "FINANCIAL FOUNDATIONS FOR FAMILY LAWYERS"
Post-JD Certificate in Family Law

Course Title: Financial Foundations for Family Lawyers
Credit Hours: 3
Course Prerequisites: None
Type of Course: Seminar/Workshop
Open Enrollment: Yes
Suggested Class Size: 12-15

Catalog Description:

Financial Foundations for Family Lawyers

This course is designed to provide an overview of the financial matters that lawyers confront in family law cases. The course will cover: financial fundamentals, such as types of property and income; taxation; preparing financial facts, such as valuation practices and preparation of key documents; and addressing certain problems concerning financial matters, among other topics.

Content Outline

- I. Overview

- II. Financial Fundamentals
 - A. Marital Property/Non-Marital Property
 1. Theory and Tracing
 - a. Theory
 - b. Tracing
 - c. Increase in value
 - d. Miscellaneous
 2. Types
 - a. Property
 - i. Real estate
 - ii. Intangible personal property:
 - (I) Sole proprietorships
 - (II) Corporations
 - (III) Several types of partnerships
 - (IV) Limited liability companies
 - (V) Estates
 - (VI) Trusts
 - b. Debt
 - i. Credit card
 - ii. Home equity
 - iii. Loans from family
 - iv. Tax debts
 - v. Business debts
 - vi. Judgments
 - vii. Marital debt



DOCUMENT P: COURSE DEFINITION

See Course and Program Development Policy and Procedures
(<http://www.ubalt.edu/template.cfm?page=257>) for instructions.

1. DATE PREPARED

1/14/2016

2. PREPARED BY

Laurie Beth Harow

3. DEPARTMENT/DIVISION

School of Law

4. COURSE NUMBER(S) with SUBJECT CODE(S)

LAWF 910

5. COURSE TITLE

Working through a Family Law Case—Start to Finish

6. CREDIT HOURS

4 credits (was approved for 3 credits in December Law faculty meeting. Will be voted on 4 credits in January 28th Law School Faculty Meeting)

7. CATALOG DESCRIPTION

This course is designed to provide students with a detailed roadmap of the progression of a family law case. It will help family law practitioners to deepen their understanding of the important intersections that they and their client must cross at each phase of the case. The course will cover the progress of a family law case from first client contact, to key decision points, to preparing the case for settlement or trial. This hands-on, real-world course will give students a wide range of opportunities to learn and practice strategies for effectively managing the process. The heart of the course will be a semester-long, creative simulation of a family law case, which offers a real-world experience of the challenges and key intersections of a family law case. [Open Enrollment]

8. PREREQUISITES

None

9. COURSE PURPOSE (how the course is to be used in the curriculum; e.g., required for the major, elective, etc.)

Certificate Requirement

Faculty available to teach in the PMC in Family Law include the following:

Barbara Babb, J.D., Associate Professor of Law and Founder and Director of the Sayra and Neil Meyerhoff Center for Families, Children and the Courts, has been the guiding hand for the development of the certificate. She is the editor-in-chief of The Association of Family and Conciliation Courts' (AFCC) quarterly journal, *Family Court Review (FCR)*, which is the leading interdisciplinary academic and research journal for family law professionals. Professor Babb joined AFCC in the early 1990's and served as chair of the AFCC Court Services Task Force; she has been on *FCR's* editorial board since 1999.

Margaret Johnson, J.D., Professor of Law and Director of the Bronfein Family Law Clinic. Johnson teaches the Bronfein Family Law Clinic. She also teaches Family Law, Property Law, and Special Topics in Applied Feminism and is co-director of the Center on Applied Feminism, which applies the insights of feminist legal theory to legal practice and policy. She serves on the board of the Women's Law Center of Maryland and is Co-President of the Clinical Legal Education Association (CLEA). Johnson is a member of the bars of the State of Maryland and the District of Columbia.

Allison Korn, J.D., is a Clinical Fellow in the Family Law Clinic, which she joined in June 2014. Prior to joining the faculty, Korn was an adjunct professor and clinical programs coordinator at the University of Mississippi, School of Law. She also worked as staff attorney for National Advocates for Pregnant Women and was part of the inaugural class of Family Defense Attorneys at the Bronx Defenders in New York, where she represented parents charged with abuse and neglect and fought against unnecessary removal of children from their families.

Elizabeth Samuels, J.D., Professor of Law. Samuels joined the permanent faculty in 1989. She worked as a journalist before attending law school, where she was an editor of the *University of Chicago Law Review* and an attorney in the Mandel Legal Aid Clinic. Following law school, she served as law clerk to Judge James L. Oakes, United States Court of Appeals for the Second Circuit. After clerking, she was a legal services attorney and an adjunct law professor in Alabama. She was the director of the School of Law's first-year Legal Skills Program from 1987 to 1994. Samuels does *pro bono* work in the civil rights and the child and family law areas, and she has published on adoption rights, among other related topics.

Odeana Neal, J.D., Associate Professor of Law. Neal joined the faculty in 1989 after being a supervising attorney in the D.C. Law Students in Court Program. She had previously worked at the Harvard Legal Aid Bureau and clerked for the District of Columbia Court of Appeals. For the 1993-94 academic year, she was on leave as a visiting faculty member at Syracuse University School of Law. She teaches Interviewing, Negotiating and Counseling, Juvenile Justice and Property and had previously run the law internship program. Neal has been active in the Association of American Law Schools' Section on Minority Groups, serving on its executive committee for several years and chairing the section one year. Her scholarly interests include race and the law, sexual orientation and the law, and clinical legal education. Her writings have appeared in the *Berkeley Women's Law Journal*, *Kansas Journal of Law and Public Policy*, *New York Law School Law Review*, and the *Southern California Interdisciplinary Law Journal*.

Fred Brown, J.D., Associate Professor of Law. Brown joined the faculty in 1990. He teaches in the area of federal income taxation and directs the University's Graduate Tax Program. He has published articles on matters concerning international taxation as well as articles addressing fundamental income tax features such as realization and nonrecognition. In 2000-01, Brown served as an academic adviser to the staff of the Joint Committee on Taxation in connection with the Joint Committee staff study of the overall state of the federal tax system. In 2007, he was awarded the Saul Ewing Award for Excellence in Teaching in the Area of Transactional Law. In 2011, Brown was awarded the Tax Excellence Award by the Taxation Section of the Maryland State Bar Association. Before joining UB, Brown practiced tax law with the firm of Shaw, Pittman, Potts and Trowbridge in Washington, D.C. Previously, he was an acting assistant professor at the New York University School of Law's Graduate Tax Program.

Adjunct Faculty Members would be selected from qualified local professionals and upon hire, profiles will be posted at <http://www.law.ubalt.edu/faculty/adjunct/adjunctprofiles.cfm>.

Faculty member who will consult and share materials but not teach:

Jane Murphy, J.D., Laurence M. Katz Professor of Law and Director of the Mediation Clinic for Families. Prior to UB, Murphy was on the faculty of Georgetown University Law Center and in private practice with a Baltimore law firm

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specializing in employment and family law. She has published articles on family and children's issues in the *Cornell Law Review*, the *ABA Family Law Quarterly* and other journals, and she co-authored two books on family conflict resolution. In 1995, Murphy was appointed by the attorney general and lieutenant governor to Maryland's Family Violence Council. She has served as chair of the Association of American Law School's Section on Family and Juvenile Law, was appointed to the AALS Committee on Clinical Legal Education in 1999, and is on the editorial board of *Family Court Review*.