

**Supreme Court of Ohio Commission on Professionalism
Student to Lawyer Symposium**

Gambrell Award Application Form

Name of Organization: The Supreme Court of Ohio Commission on Professionalism

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Application prepared by: Lori L. Keating, Esq., Secretary, Supreme Court of Ohio
Commission on Professionalism

Project/Program Title: Student to Lawyer Symposium

Web Site Address for Project/Program:

<http://www.supremecourt.ohio.gov/Boards/CP/symposium.asp>

Starting Date: December 3, 2010

Supreme Court of Ohio Commission on Professionalism Student to Lawyer Symposium

Executive Summary

Background: Under Ohio Gov. Bar R. XV, the Supreme Court of Ohio Commission on Professionalism is charged with monitoring and coordinating professionalism efforts and activities in Ohio law schools and assisting in the development of law school curricula that emphasizes professionalism. At Commission meetings, members have discussed the question of how law schools may best promote professionalism and give due attention to the formation of professional identity in their students. Our conversation has been framed by insights brought to light in the Carnegie Foundation's *Educating Lawyers: Preparation for the Profession of Law* and Roy Stuckey's *Best Practices for Legal Education: A Vision and a Road Map*. The Commission thought it would be helpful to promote an exchange of best practices of how to promote professionalism education in law schools, so the Student to Lawyer Symposium was created.

Purpose: The purpose of the Student to Lawyer Symposium was to bring together law school academics, experienced practicing attorneys, judges, law school students, and new lawyers to discuss how law schools and the rest of the legal community may better prepare students to be exemplary legal professionals.

Format: The symposium was held on Friday, December 3, 2010, from 10:00 AM – 3:30 PM at the Supreme Court of Ohio. Discussion was highly encouraged by incorporating Ohio's law schools in the preparation of the event and by inviting a modest amount of attendees (about 80) who had a genuine interest in the topic. Several of Ohio's law school deans, as well as Justices of the Supreme Court of Ohio, were in attendance. Our first substantive discussion was a panel presentation, and the individual speakers who presented later in the day set aside significant periods of their speaking time to entertain questions from the audience. To encourage attendance, CLE credit was awarded to attendees, and breakfast and lunch were provided, free of charge.

Preparation: Participation by Ohio's law schools was critical to the success of the symposium. Each of Ohio's law school deans were asked to: 1) designate one faculty member to attend in addition to the dean; 2) submit written course materials; and 3) record a video that summarized the current efforts of his or her law school in preparing students to be exemplary legal professionals.

Evaluation: Attendees were given evaluation forms and the feedback received was exceedingly positive. Universally, our speakers were rated as excellent or good. With the exception of one "undecided" response, all attendees who completed an evaluation form indicated that they would be interested in attending another similar event in the future.

Future continuation of this project: The event was videotaped and posted on the Commission on Professionalism's website so that it may be replayed by anyone in the legal community. The Commission is interested in undertaking another Student to Lawyer Symposium next year, so long as we have new topics to discuss and additional insights to share.

Supreme Court of Ohio Commission on Professionalism Student to Lawyer Symposium

Project Description

Background: Under Ohio Gov. Bar R. XV, the Supreme Court of Ohio Commission on Professionalism is charged with monitoring and coordinating professionalism efforts and activities in Ohio law schools and assisting in the development of law school curricula that emphasizes professionalism. At Commission meetings, members have discussed the question of how law schools may best promote professionalism and give due attention to the formation of professional identity in their students. Our conversation has been framed by insights brought to light in the Carnegie Foundation's *Educating Lawyers: Preparation for the Profession of Law* and Roy Stuckey's *Best Practices for Legal Education: A Vision and a Road Map*. The Commission thought it would be helpful to promote an exchange of best practices of how to promote professionalism education in law schools, so the Student to Lawyer Symposium was created.

Purpose: The purpose of the Student to Lawyer Symposium was to bring together law school academics, experienced practicing attorneys, judges, law school students, and new lawyers to discuss how law schools and the rest of the legal community may better prepare students to be exemplary legal professionals.

Video: The best way to understand this project is to view the video of the event, which is available to the public on the Commission on Professionalism's website at <http://www.supremecourt.ohio.gov/Boards/CP/default.asp>. A copy of the event DVD will be mailed simultaneously with this application.

Course Materials: The course materials are posted at <http://www.supremecourt.ohio.gov/Boards/CP/symposium.pdf>. An electronic copy of the course materials is also provided on the DVD that will be mailed along with this application.

In addition to the course materials submitted by symposium speakers, each school in Ohio was asked to submit written materials about their school's new initiatives and developments in the spirit of the *Carnegie Report*. These items were included in our course manual so that experienced practitioners, judges, and others in attendance could see changes already made by law schools in revising curricula and introducing supplemental programming.

Promotion of Discussion: Discussion was highly encouraged by incorporating Ohio's law schools in the preparation of the event and by inviting attendees who had a genuine interest in the topic. Several of Ohio's law school deans, as well as Justices of the Supreme Court of Ohio, were in attendance. Our first substantive discussion was a panel presentation, and the individual speakers who presented later in the day set aside significant periods of their speaking time to entertain questions from the audience. To encourage attendance, CLE credit was awarded to attendees, and breakfast and lunch were provided, free of charge.

Agenda: The Student to Lawyer Symposium was held on Friday, December 3, 2010, from 10:00 AM – 3:30 PM at the Supreme Court of Ohio. The day’s presentations included the following:

Welcome by the Supreme Court of Ohio: Two Supreme Court Justices gave opening remarks, emphasizing the importance of the topics at hand to the Court.

Video from Law School Deans: Ohio has ten law schools (a number that includes Northern Kentucky University Chase College of Law, which is minutes away from Cincinnati), and the Commission on Professionalism wanted to give each dean an opportunity to address our attendees. Having a panel discussion with ten law school deans did not seem manageable and asking some deans to speak and not others was deemed problematic; therefore, the Commission asked each of the deans to record a video answering questions about how professionalism is taught in their law schools. These questions included:

1. How do you integrate professionalism issues into classes other than your required Professional Responsibility/Ethics course?
2. How do you teach students about their responsibilities to their clients, the justice system, and the public good?
3. How do you cultivate professional judgment in your students?
4. Does your school go beyond legal ethics and address wider matters of morality and character?
5. What challenges does your school face in preparing students to be legal professionals?
6. How might your local legal community assist in your efforts?
7. How might the Commission on Professionalism assist in your efforts?
8. Is there anything else you would like to add?

Deans were asked to keep answers as brief and to the point as possible. The Commission Secretary reviewed the videos and selected responses from each dean to include in a compilation video that was ultimately played at the symposium. The video was played in two separate ten-minute segments; one before and one after the panel discussion.

Panel Discussion - Developing the Professional Identity: This was a panel discussion about how law schools and the legal community assist in the transition from law school student to legal practitioner, and what can be done to improve the process. The panel members included a judge, an experienced attorney, a law school professor, a new lawyer, and assistant disciplinary counsel. One of the points that became clear during this discussion is that although the formation of professional identity begins in law school, it is a process that cannot be completed on the day of graduation.

The panelists were asked some questions that mirrored questions asked in the Deans’ Video. In addition, they were asked to identify their most valued experience from law school and what they thought the legal community can do to better to assist new lawyers coming out of law school.

Panelist Michael Distelhorst, a professor at Capital University Law School, made it very clear that in his opinion, law schools are making incremental changes in the spirit of the *Carnegie* and *Stuckey* reports, but what needs to come next are foundational and fundamental changes. Professor Distelhorst referred to his course materials for support of his firmly held beliefs that 1) the legal education system is producing more lawyers than the market can support and 2) that some external pressure will be needed to make significant progress in legal education, as there are full-time faculty members who will never vote for and make the changes that are needed to truly affect legal education.

Panelist Lori Brown, assistant disciplinary counsel, described the problems that her office sees with new attorneys, who are not adequately trained in law school for the stress, competition, and aggression that accompany the practice of law. The new lawyer panelist talked about her participation in the Supreme Court of Ohio Lawyer to Lawyer Mentoring Program, which gave her invaluable training about what it means to be a lawyer that she did not receive during the law school experience.

The experienced practitioner and the judge on the panel talked about new, innovative ideas from the legal community to better assist new lawyers in their transition from student to practitioner. Chris Habel, a lawyer at Frost Brown Todd, spoke about his firm's new First Year Associate Program, which reduced the billable hours for first-year associates from 1,800 to 1,000 and then imposed a 1,000 hour training requirement. Although the starting salary for new lawyers was decreased from \$110,000 in some places to \$80,000 in order to implement this program, new associates are saying that the training provided through this program is "worth its weight in gold." Panelist Judge Stephen McIntosh talked about the Columbus Bar Association's new program for new lawyers to be launched in the months ahead, which will provide office space, administrative support, and mentoring to several new lawyers who are not employed and who would like to start practices of their own.

One of the highlights from the panel conversation was a new lawyer in the audience who said that she wished that the law schools would have a more honest discussion with their students about what their starting salaries, realistically speaking, would be upon graduation. A law school dean replied by agreeing that law schools do need to be more transparent about the starting salaries of their graduates. The symposium provided a forum for this new lawyer and others to talk candidly with the legal community about their experience in entering the legal practice.

Re-thinking the Traditional Law School Model: This was a discussion of Washington & Lee University School of Law's New Third Year, a program that focuses on professional development through simulated and actual practice experiences. The presentation was made by Professor Robert Danforth, associate dean for academic affairs and professor of law, Washington & Lee University School of Law, Lexington, Virginia.

What was truly remarkable about this new program at Washington and Lee University was how radically different it is from the traditional third-year law school experience.

Skills-based training, rather than lecture or even group discussion, is the heart of the instruction. Students take a two week long skills immersion course at the beginning of each semester, one focusing on litigation and conflict resolution, the other on transactional practice. Students take four elective courses, one real-client experience (a clinic or externship) and three additional electives taught in a problems-solving based, practicum style. Students also complete sixty hours of law-related service and participate in a semester-long professionalism program.

Professor Danforth's presentation addressed why his law school decided to make such a departure from the traditional model and how they convinced faculty to adopt this change, the importance of professionalism in the Washington & Lee tradition, and the successes and challenges of this new program. He talked about the organizational challenge of hosting trials, which at one point totaled forty-two trials in one day. He also spoke about teaching students how to work with difficult clients and manage client expectations, how to exercise their strategic judgment, and how to develop project management and time management skills

Bringing the Profession to Legal Education: How the Local Bench and Bar Can Prepare the Next Generation of Lawyers Through Mentoring: David Bateson, the Director of the Mentor Externship Program at University of St. Thomas School of Law, discussed his program, which was awarded the Gambrell Professionalism Award in 2005. This mentoring externship program is fully integrated into the law school curriculum and is required for second and third year students. Mr. Bateson made clear that if you put together a thoughtful, flexible program through your law school, the local bench and bar will be very willing to participate. Mr. Bateson was extremely receptive to audience questions about how to start and maintain such a comprehensive and beneficial mentoring program for law school students. He also provided some "templates" in the course materials that show what questions are covered under topics selected by students in their mentoring plans.

Mentoring for New Attorneys – The Supreme Court of Ohio Lawyer to Lawyer Mentoring Program: This was a segment about the Supreme Court of Ohio Lawyer to Lawyer Mentoring Program, a voluntary state-wide program available to lawyers who have been recently admitted to the practice of law in Ohio. Lori Keating, Secretary to the Commission on Professionalism and the administrator of the program, spoke about how the program works, its mentor requirements, and program requirements. She called upon attendees to become mentors. Ms. Keating spoke not only as to how mentoring teaches new lawyers about their professional role, but to the benefits that mentoring brings to mentors and to the entire legal community.

Top 10 Practical Ways to Incorporate Professionalism in Your Teaching: Patrick Fischer, an experienced practitioner and former Commission on Professionalism member, talked about how to improve professionalism education in law school. Mr. Fischer acknowledged a perceived gap between academics and practitioners that must be bridged. He asserted that if academics would become more familiar with the realities of the legal workplace, they could better instill a sense of professional identity in their students. Mr.

Fischer encouraged members of academia to go to bar association meetings, to co-teach with practitioners, and perhaps co-counsel with practitioners in a transactional deal or lawsuit. Mr. Fischer stressed the importance of addressing professionalism issues creatively in every class, rather than relegating these concerns to a single course. He concluded by stating that if we increase how effectively we teach professionalism, everyone benefits - our law school students who become new attorneys, our established practitioners, our system of justice, and the public.

Concluding Remarks: A concluding statement was provided by the Administrative Director of the Supreme Court that summarized what had been discussed during the day. To bring home what this is all about, the Administrative Director talked about his son, who had just been admitted to the Ohio bar, and what he can expect as he begins his legal career.

Supreme Court of Ohio Commission on Professionalism Student to Lawyer Symposium

Success of Project

A. The goals that the Student to Lawyer Symposium aimed to achieve included the following:

- Educate the rest of the legal community about what changes law schools have implemented in reaction to the *Carnegie Report* and *Stuckey's Best Practices*.
- Create an open discussion about professionalism education that involves several key groups in the legal community – law school students, new lawyers, experienced practitioners, judges, academics, and disciplinary counsel.
 - One part of this conversation is between law school leadership in Ohio (i.e. law school deans and other interested faculty) with the rest of the legal community and addresses how we may best infuse the teaching of professionalism and ethics into the law school experience. The *Carnegie Report* asks how law schools may ensure that new lawyers are prepared to engage in the rich complexity of the real world.
 - The second part of this dialogue addresses the responsibility that the greater legal community has in bringing new lawyers into the profession – this includes both welcoming new members and continuing the education they received in law school by mentoring, training, and advising new lawyers.
- Showcase outstanding examples of innovative change in legal education from other states to encourage Ohio law schools to undertake similar curriculum changes.

(Please note that Ohio law schools have also made impressive curriculum improvements, and these measures are highlighted in our written course materials and the deans' video; however, as far as the live presentations were considered, the Commission on Professionalism thought that bringing in presenters from out-of-state schools would bring fresh ideas to our state. By doing so, the Commission also avoided the politically difficult decision of which of Ohio's fine law schools should be designated as examples to emulate at the event.)

- Showcase outstanding examples of innovative approaches that law firms and bar associations have taken in training and mentoring new lawyers in Ohio.
- Demonstrate the Supreme Court of Ohio's commitment to the issues presented at the Student to Lawyer Symposium through the participation of several of our Justices at the event.

- Ultimately, by better preparing law school students to be practitioners and then continuing this training when new lawyers enter the legal community, the hope is that the newest members of our profession will be more competent, ethical, and professional lawyers. This, in turn, will elevate the professionalism of our legal community.

B. The impact of the Student to Lawyer Symposium was measured and evaluated primarily by the Student to Lawyer Evaluation form, which was distributed to attendees at the presentation. Please see the PDF attached to this application for a complete summary of our evaluation results. All comments we received are contained in this document. Universally, our speakers were rated as excellent or good. With the exception of one “undecided” response, all attendees who completed an evaluation form indicated that they would be interested in attending another similar event in the future.

C. The Commission on Professionalism feels that the goals of the Student to Lawyer Symposium were met. We saw this program as the beginning of an important discussion to have in Ohio. We aimed for a candid, free exchange of ideas between academia and other segments of the legal community about how to best prepare law school students to be exemplary legal practitioners. The type of discussion the Commission on Professionalism hoped to foster was exemplified when a new lawyer in the audience said that she wished that the law schools would have a more honest discussion with their students about what their starting salaries, realistically speaking, would be upon graduation. A law school dean replied by agreeing that law schools do need to be more transparent about the starting salaries of their graduates. Another example showing the frank and meaningful dialogue achieved came through the remarks of panelist Professor Michael Distelhorst, who made it very clear that in his opinion, law schools are making incremental changes in the spirit of the *Carnegie* and *Stuckey* reports, but what needs to come next are foundational and fundamental changes. Professor Distelhorst referred to his course materials for support of his firmly held beliefs that 1) the legal education system is producing more lawyers than the market can support and 2) that some external pressure will be needed to make significant progress in legal education, as there are full-time faculty members who will never vote for and make the changes that are needed to truly affect legal education.

Perhaps one of the greatest accomplishments of the day was to answer law school deans’ questions about how they could integrate the recommendations of *The Carnegie Report* and *Stuckey’s Best Practices* into their existing law school format and what changes could successfully be made to that format. Our out-of-state presenters showed the potential for an alternative law school model and demonstrated that those models, with creativity and commitment, indeed can work. In previous discussions between the Commission on Professionalism and the Ohio law school deans, the deans had insisted that they could not change the way they teach law students until the bar examination changes. The symposium challenged that line of thinking.

D. The Student to Lawyer Symposium was publicized in a media release from the Supreme Court of Ohio on December 3, 2010. Please see http://www.supremecourt.ohio.gov/PIO/news/2010/lawSymposium_120310.asp. In addition, the Student to Lawyer Symposium was discussed at the annual Bench Bar Deans meeting in March

2011, which was hosted by the Ohio State Bar Association. This is a meeting between each of Ohio's law school deans, selected members of the Ohio State Bar Association staff, selected members of the Supreme Court of Ohio staff, and the Chief Justice of the Supreme Court of Ohio. The deans talked about what they had appreciated about the event and offered suggestions to the Commission regarding the execution of similar events in future years.

**Supreme Court of Ohio Commission on Professionalism
Student to Lawyer Symposium**

Professionalism

The Student to Lawyer Symposium enhanced professionalism among lawyers by promoting a thoughtful discussion about what law schools and the rest of the legal community may do to better prepare law school students and new lawyers to be exemplary legal professionals. This is a conversation that is vitally important now, in our tough economic climate. Many new lawyers either have to hang out their own shingle because hiring at firms is down, or when they do get their foot in the door at a firm the demands of billable hours makes one-on-one mentoring that much more unlikely to occur. In such times, it is critical that new lawyers are properly prepared to engage in the rich complexity of the real world. If the newest of our profession become more competent, ethical, and professional lawyers, the professionalism of the legal community will indeed be elevated.

Supreme Court of Ohio Commission on Professionalism Student to Lawyer Symposium

To Do Kit

For a state to host its own event similar to the Supreme Court of Ohio Student to Lawyer Symposium, it should follow these steps:

1. Select speakers and set an agenda:
 - If possible, include as introductory speakers Justices of the Supreme Court of your state. (If hosted by a bar association, ask the bar president to make the opening remarks.) You may want to acknowledge and briefly discuss the *Carnegie Report* and *Stuckey's Best Practices* in your opening remarks.
 - Having a panel discussion may be a good early segment in your symposium. Our panel discussion was entitled “Developing the Professional Identity.” This panel discussed how law schools and the legal community assist in the transition from law school student to legal practitioner, and what can be done to improve the process. The panel members included a judge, an experienced attorney, a law school professor, a new lawyer, and assistant disciplinary counsel. Questions to ask panelists include:
 - a. What was your most valued experience from law school and why? Based on that experience, do you believe that the *Carnegie Report* is correct in suggesting that professionalism needs to be better integrated into substantive courses?
 - b. From your experiences with new lawyers, do you think new lawyers coming out of law school have a good understanding of what “professionalism” really means? For that matter, do you think more experienced lawyers have a sufficient understanding of “professionalism”?
 - c. In what ways do you see law schools successfully preparing students to be exemplary legal professionals? What do you think law schools can do better in this regard? From what you know from your own experience in law school, would you perceive obstacles to your recommendations?
 - d. What can the rest of the legal community do better to assist new lawyers coming out of law school?
 - e. What part does mentoring play in the professional development of new lawyers, and do you feel that new lawyers are receiving the mentoring they need?

- Carefully select individual speakers who will represent innovative ideas for promoting the infusion of professionalism and ethics education in law schools and in the training of new lawyers entering the profession.
 - It may be helpful to ask speakers to cover the following subjects during their discussions:
 - a. Explain how your program works.
 - b. Explain how professionalism is important to your law school or legal organization and how this program is a continuation of that tradition.
 - c. Why did your law school or legal organization decide to make such a dramatic change?
 - d. How did your law school or legal organization get its leadership and members (or faculty) on board to make this change?
 - e. How do you respond to concerns that implementing a program like yours is cost-prohibitive?
 - f. For law schools, how do you respond to concerns that changing the curriculum in this manner might not allow enough class time for law schools to teach what is necessary for their students to pass the bar exam?
 - g. What challenges have you faced in implementing your program?
 - h. What kind of feedback have you received about your program so far?
 - i. How do you plan to assess the success of this program?
- Instruct all speakers that they are to set aside significant periods of time during their presentations to entertain questions from the audience.

2. Make a guest list:

- Bring all parties to the table – invite law school students, new lawyers, experienced practitioners, judges, disciplinary counsel, and academics.
- Invite the dean of each law school in your state to attend. Send a formal letter followed by emails and phone calls as needed. Ask each dean to designate at least one faculty member to attend in addition to the dean.
- Also invite people who, for personal or professional reasons, you know have a particular interest in improving legal education and training new lawyers to be exemplary professionals.

- Diversify the audience so that attendees:
 - a. Come from both urban and rural legal communities
 - b. Work for large and small employers
 - c. Come from a wide array of practice areas
 - Limit your audience to a number that will promote a discussion atmosphere. (Perhaps aim for 50-80 attendees.)
3. Make additional efforts to secure attendance:
- Send out Save the Dates three to four months ahead of event date. About six weeks before the event date, send out an electronic and a paper invitation, designating a RSVP date. (For an example, see our electronic invitation, attached.) Make it known to invitees that they have been specially selected to participate in this forum. If necessary, follow electronic and paper invitations with personal phone calls to invitees.
 - To show the importance of the symposium, have leaders of the bench and bar present. Invite Supreme Court Justices and heads of bar associations to attend.
 - Keep in contact with law school deans and their faculty through emails and phone calls in the months before the symposium.
 - As an incentive to attend the event, offer free CLE credit to attendees, as well as refreshments for breakfast and lunch, free of charge.
4. Assemble course materials:
- Include a summary of the Carnegie Foundation's *Educating Lawyers: Preparation for the Profession of Law* and Roy Stuckey's *Best Practices for Legal Education: A Vision and a Road Map* in your course materials to introduce these works to any attendees who are not familiar with them and to remind other attendees about what these reports say.
 - Invite each law school in your state to submit written materials that demonstrate their school's new initiatives and developments in the spirit of the *Carnegie Report* and *Stuckey's Best Practices*. Establish a page limit so that law school submissions are of comparable lengths.
 - Ask panelists and individual speakers to submit written materials that describe the programs they will be discussing. Also, when appropriate, encourage panelists to submit materials articulating the challenges they face. (For example, see the two articles submitted by panelist Professor Michael Distelhorst: *Deciphering law schools' post-graduate employment data* and *Preaching What They Don't Practice*:

- Ask each law school dean to record a video that summarizes the current efforts of his or her law school in preparing students to be exemplary legal professionals.

(If you have a small number of law schools in your state you may opt to make this presentation with a live panel. If you have several law schools, however, making a video is a way to showcase what the law schools are doing in a succinct, interesting manner.)

Ideas for questions include:

- a. How do you integrate professionalism issues into classes other than your required Professional Responsibility/Ethics course?
- b. How do you teach students about their responsibilities to their clients, the justice system, and the public good?
- c. How do you cultivate professional judgment in your students?
- d. Does your school go beyond legal ethics and address wider matters of morality and character?
- e. What challenges does your school face in preparing students to be legal professionals?
- f. How might your local legal community assist in your efforts?
- g. How might the Commission on Professionalism assist in your efforts?
- h. Is there anything else you would like to add?

In your instructions to the deans, ask them to keep answers as brief and to the point as possible. (Our recommended answer time for a question was about a minute.) See the attached email to the deans for more details.

Once videos are submitted, select responses from each dean to include in a compilation video to be played at the symposium. Make sure the compilation video is representative of the law schools' efforts yet short enough to hold the audience's attention. (Our video featured at least two responses from each of our ten law school deans and was played in two ten-minute segments.)

5. Host the symposium in a welcoming way that invites discussion from all attendees.

- Set the tone with your first speaker to explain the importance of the topics and the kind of discussion you hope to promote. Make sure that attendees realize they have been specially selected to participate.
 - Consider having a panel presentation early on in the program, which includes representatives of those in attendance. (Our panel featured a new lawyer, an experienced practitioner, a judge who was also a local bar president, an assistant disciplinary attorney, and a law school professor.)
 - Ask individual presenters to set aside significant periods of their speaking time to entertain questions from the audience.
 - Break for an informal lunch so that attendees have the opportunity to relax and talk to each other about the program.
6. Ask symposium attendees to complete an evaluation form before leaving for the day. (As a guide, please see our evaluation form, which is attached to this submission.)
7. Videotape the symposium and distribute copies afterwards.
- If financially feasible, record the event as it happens so that it can be reviewed by attendees and others in the legal community after the event concludes. Send DVD copies to all persons on your guest list and post a link on the Internet that is accessible to all.
8. After time passes and the dialogue (hopefully) continues, consider planning another similar event in the future, bringing in new ideas and reports of progress.

professor
judge
dean
practitioner
clerk

JOIN THE
DISCUSSION



THE SUPREME COURT *of* OHIO

COMMISSION ON PROFESSIONALISM
65 South Front Street
Columbus, Ohio 43215-3431

student to  **LAWYER**
Professionalism in the first year & beyond

PRESENTATION HIGHLIGHTS

RE-THINKING THE TRADITIONAL LAW SCHOOL MODEL

A discussion of Washington & Lee University School of Law's New Third Year, a program that focuses on professional development through simulated and actual practice experiences. *Presented by Robert Danforth, associate dean for academic affairs and professor of law, Washington & Lee University School of Law, Lexington, Va.*

BRINGING THE PROFESSION TO LEGAL EDUCATION: HOW THE LOCAL BENCH AND BAR CAN PREPARE THE NEXT GENERATION OF LAWYERS THROUGH MENTORING

An introduction to the University of St. Thomas School of Law's Mentor Externship program, a three-year required program that combines real-world legal experience with thoughtful reflection to promote student understanding of professionalism issues that arise in law practice, as well as practical insight into being a professional lawyer. *Presented by David Bateson, director of mentor externship, University of St. Thomas School of Law, Minneapolis, Minn.*

PROMOTING THE PROFESSIONAL IDENTITY

A panel discussion about how law schools and the legal community assist in the transition from law school student to legal practitioner, and what can be done to improve the process. This conversation will include views from the judiciary, the practicing bar, law schools, new lawyers and those who enforce Ohio's disciplinary rules.

DEANS' VIDEO

Deans will discuss their schools' efforts to teach professionalism as they prepare students for the practice of law, highlighting successes, challenges and how the legal community can provide assistance.



THE SUPREME COURT of OHIO

STUDENT TO LAWYER SYMPOSIUM

PREPARING LAW SCHOOL STUDENTS TO BE EXEMPLARY PROFESSIONALS

Friday, December 3, 2010

10 a.m. — 3:30 p.m.

Ohio Judicial Center

Columbus

The **STUDENT TO LAWYER SYMPOSIUM** will bring together law school academics, experienced practicing attorneys, judges, law school students, and new lawyers to discuss how law schools and the legal community can better prepare students to be exemplary legal professionals.

Boxed lunches will be provided.

An application for 3.75 hours of CLE credit is pending.

RSVP by November 15 to
www.supremecourt.ohio.gov/symposium
or student2lawyer@sc.ohio.gov
or Commission on Professionalism, 614.387.9317.

For more information,
visit www.supremecourt.ohio.gov/Boards/CP.

Student to Lawyer Symposium Deans' Video

It is our hope that each law school will tape a short video with the assistance of the media department in your associated university. Alternatively, the Supreme Court of Ohio can provide production assistance. **If the Supreme Court's assistance is needed, please contact Lori Keating (at 614.387.9317 or lori.keating@sc.ohio.gov) as soon as possible to schedule a taping.**

Video Guidelines

To ensure consistency in the final product, please follow these guidelines in taping:

- Camera shot of Dean: This should be a bust shot, interview style (Subject should look slightly to the left or right of the camera, presumably at the interviewer, rather than directly in to the camera.)
- Asking questions: Each question (from the list below) should be asked by a speaker off-camera. This speaker will be edited out and replaced by a uniform speaker during the Supreme Court's editing process.
- Audio: Please use a lavalier microphone attached to tie or lapel and draped in such a way that the cord is not visible.
- Acceptable video formats: DV NTSC (native format to us), DvCam, DVCPro, Mini DV, DVD (data or DVD format), DigiBeta, Beta SP
- If possible, include "beauty shots" of the campus or photograph shots of the campus that can be incorporated in the editing process.

Underlying Theme

"Professional identity" is the third apprenticeship outlined in the Carnegie Foundation's *Educating Lawyers: Preparation for the Profession of Law*. Also called the "apprenticeship of professionalism and purpose," it may be described as professionalism, social responsibility, or ethics. It is focused on forming legal professionals who are both competent and responsible to clients and the public. The *Carnegie Report* recommends that professionalism should become more explicit and better diffused throughout the law school experience.

Questions to Be Answered

In making your video, simply answer the following questions:

1. How do you integrate professionalism issues into classes other than your required Professional Responsibility/Ethics course?
2. How do you teach students about their responsibilities to their clients, the justice system, and the public good?

3. How do you cultivate professional judgment in your students?
4. Does your school go beyond legal ethics and address wider matters of morality and character?
5. What challenges does your school face in preparing students to be legal professionals?
6. How might your local legal community assist in your efforts?
7. How might the Commission on Professionalism assist in your efforts?
8. Is there anything else you would like to add?

Please try to keep answers as brief and to the point as possible. **The recommended answer time is about a minute. Please do not exceed one to two minutes.** The Commission realizes that this will be a challenge, as deans will likely have much that they would like to share. However, this time guideline is necessary to ensure that all deans are featured in the video. Each dean's responses will be edited and played along with what other deans say. Keep in mind that it will be easier to include responses in our finished product that are shorter. Also realize that the written materials submitted by each law school for our symposium manual will supplement the information stated in the video.

Please submit your video to Lori Keating by Monday, November 15th. Thank you!

Sent 9/30/10

Subject line – Student to Lawyer Symposium

Dear Dean:

By now you should have received a Save the Date and a letter of invitation from the Supreme Court of Ohio Commission on Professionalism for our Student to Lawyer Symposium, to be held on Friday, December 3rd. As Secretary to the Commission on Professionalism, I sincerely hope that you will choose to attend this event.

The Commission has spent a considerable amount of time planning the Student to Lawyer Symposium. However, to make the day truly meaningful, we are seeking the assistance of the law school deans. We recognize that this will require a time commitment on your part, but we hope you are willing to help.

In particular, we are asking that you:

- 1. Designate a fellow faculty member to add to our guest list.** You know the members within your institution who are most interested and involved in the message of the *Carnegie Report*. Seating for the symposium is limited, but we would like to have two attendees from each Ohio law school: hopefully this includes you (or an associate dean if you are unable to attend) and the faculty member you designate. **Please email me the name, title, and contact information of the faculty member you select by Monday, Oct. 18th so that he/she may be added to our guest list and receive a formal invitation to the symposium.**
- 2. Submit materials from your school to include in our course manual.** At our meeting last December, some schools distributed written materials about their school's new initiatives and developments in the spirit of the *Carnegie Report*. We would like our course materials to include these types of items so that experienced practitioners, judges, and others in attendance understand that law schools have already made significant changes by revising curricula and introducing supplemental programming. Each school will have its own section in the symposium materials, so we ask that you submit your school logo as well as a campus photograph to feature on a page that will mark the beginning of the materials for your institution. **Please submit these materials in an electronic format by Monday, Nov. 1st.**
- 3. Add your voice to our "Deans' Video."** The Commission on Professionalism is asking each law school to produce a short video with the assistance of the media department in your associated university. Each dean will be asked to answer a set of questions, and the Commission will edit and combine responses with those from other deans. We recognize that this will require considerable time and effort on the part of each law school dean, but we hope that this will create a powerful, interesting, and succinct presentation from the law schools for the benefit of our symposium audience. **For further information about the Deans' Video, please see the attached document. Please submit your video by Monday, Nov. 15th.**

Only with the enthusiastic support of our law schools will the Student to Lawyer Symposium will be successful. I hope that you may assist us with these important preparations for our event. Please feel free to contact me with questions or concerns that you may have about any of these items. Thank you!

COMMISSION ON PROFESSIONALISM
65 SOUTH FRONT STREET, COLUMBUS, OH 43215-3431

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ERIC BROWN

SECRETARY
LORI KEATING

JUSTICES
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Dean Martin H. Belsky
C. Blake McDowell Law Center
150 University Avenue
Akron, OH 44325-2901

Dear Dean Belsky:

On behalf of the Supreme Court of Ohio Commission on Professionalism, I am writing to invite you to our Student to Lawyer Symposium, to be held on Friday, December 3rd, from 10:00 AM – 3:30 PM at the Ohio Judicial Education Center.

As you will recall, last December Ohio law school deans met with the Commission to discuss how law schools were teaching professionalism and cultivating a sense of professional identity in their students. This conversation was framed by insights brought to light in the Carnegie Foundation's *Educating Lawyers: Preparation for the Profession of Law* and Roy Stuckey's *Best Practices for Legal Education: A Vision and a Road Map*. During our discussion of what the Commission might do to assist the law schools in their efforts, it was suggested that the Commission host a law school symposium. That idea was well received, and this event is the result.

Attendees at the Student to Lawyer Symposium will include law school academics, experienced practicing attorneys, judges, law school students, and new lawyers. Our intent is to foster a meaningful discussion on what law schools may do to best prepare new lawyers to be exemplary professionals. We hope that you will plan on joining us.

At the heart of the discussion are the efforts law schools have made and will make in the future. I respectfully request that you, as dean of your law school, assist us with the final stages of our symposium planning in three significant ways:

- **Designate a fellow faculty member to add to our guest list.** You know the members within your institution who are most interested and involved in the message of the *Carnegie Report*. Seating for the symposium is limited, but we would like to have two attendees from each Ohio law school: hopefully this

includes you (or an associate dean if you are unable to attend) and the faculty member you designate.

- **Submit materials from your school to include in our hand-outs.** At our meeting last December, some schools distributed written materials about their school's new initiatives and developments in the spirit of the *Carnegie Report*. We would like our course materials to include these items so that experienced practitioners, judges, and others in attendance understand that law schools have already made significant changes by revising curricula and introducing supplemental programming.
- **Add your voice to our "Dean's Video."** At the symposium the Commission would like to play a video featuring Ohio's law school deans. To this end, we are asking each law school to produce a short video, perhaps with the assistance of the media department in your associated university. (Alternatively, the Supreme Court of Ohio can provide production assistance.) Each Dean will be asked to answer a set of questions, and the Commission will edit and combine your responses with those of your colleagues. We hope that this will create a powerful, interesting, and succinct presentation from the law schools for the benefit of our symposium audience.

In the upcoming days, our Commission Secretary will be contacting you via email with more information about the symposium and instructions on how to make each of these submissions. In the meantime, for further information about the Student to Lawyer Symposium, including a list of presentations, please visit the Commission's website at <http://www.supremecourt.ohio.gov/Boards/CP>.

The Commission has spent considerable time planning this forum in the hope of having a meaningful conversation on a state-wide level. The ultimate success of the Student to Lawyer Symposium, however, depends upon the enthusiastic support of our law schools. I hope that you choose to set aside time in your demanding schedule to assist us in the final preparations for this event and join us in the discussion.

Sincerely,

Stephen R. Lazarus
Chair, Commission on Professionalism

THE SUPREME COURT OF OHIO
COMMISSION OF PROFESSIONALISM
Student to Lawyer Symposium - Evaluation Results
 December 3, 2010

	<u>Excellent</u>	<u>Good</u>	<u>Average</u>	<u>Fair</u>	<u>Poor</u>	<u>No Response</u>	
1. How well would you rate the overall content of this program? Mean: 4.68	15	7	0	0	0	3	
2. How well would you rate the overall quality of the presenters? Mean: 4.68	16	5	1	0	0	3	
3. How well was the seminar organized? Mean: 4.36	12	8	1	0	1	3	
4. How useful was the information that was presented? Mean: 4.41	12	7	3	0	0	3	
5. How would you rate the presentations:							

“Law School Dean’s Video”	<u>Excellent</u>	<u>Good</u>	<u>Average</u>	<u>Fair</u>	<u>Poor</u>	<u>No Response</u>	<u>Mean</u>
➤ Captured relevant information from each Dean	7	8	5	2	0	3	3.91
➤ Provided new information that was new to me	5	5	6	5	1	3	3.36
➤ Provided information that was useful to me	6	3	6	6	1	3	3.32

Comments:

- Good introduction to what OH law schools are doing, but it’s fairly superficial. I think hearing from students who have gone through particular programs, reflecting on experiences would be more revealing.
- It was good to hear what others are doing.
- Same old information – nothing new or innovative.
- Excellent way to communicate issues and ideas. It was well done, direct and to the point and it could have been longer with more questions.
- Really still seem defensive.
- As adjunct faculty, I am somewhat familiar with law school education issues.
- Not needed – didn’t learn enough from each school.
- Ok – as one of the Dean’s – not worth my time to do and it was all fully expected in terms of what all the Deans said.
- Comments from the Deans could have been provided in writing to provide more time for panels and substantive presentations.
- Would have liked to hear professor perspectives.

“Developing the Professional Identity” (Stephen Lazarus (Panel Moderator))	<u>Excellent</u>	<u>Good</u>	<u>Average</u>	<u>Fair</u>	<u>Poor</u>	<u>No Response</u>	<u>Mean</u>
➤ Communicated and responded in a clear and helpful manner	17	5	0	0	0	3	4.77
➤ Was knowledgeable about the subject matter	16	4	0	0	0	5	4.80
➤ Gave me an opportunity to ask questions and make comments	17	2	0	0	0	6	4.89
➤ Kept panelists on point	17	4	0	0	0	4	4.81

“Developing the Professional Identity” Lori Brown (Disciplinary Counsel Panelist)	<u>Excellent</u>	<u>Good</u>	<u>Average</u>	<u>Fair</u>	<u>Poor</u>	<u>No Response</u>	<u>Mean</u>
➤ Communicated and responded in a clear and helpful manner	15	4	1	1	0	4	4.57
➤ Was knowledgeable about the subject matter	13	5	0	1	0	6	4.58
➤ Provided information that was useful to me	13	4	1	0	1	6	4.47

“Developing the Professional Identity” Michael Distelhorst (Law Professor Panelist)	<u>Excellent</u>	<u>Good</u>	<u>Average</u>	<u>Fair</u>	<u>Poor</u>	<u>No Response</u>	<u>Mean</u>
➤ Communicated and responded in a clear and helpful manner	16	4	1	1	0	3	4.59
➤ Was knowledgeable about the subject matter	15	3	2	0	0	5	4.65
➤ Provided information that was useful to me	15	2	3	0	0	5	4.60

“Developing the Professional Identity” Chris Habel (Experienced Practitioner Panelist)	<u>Excellent</u>	<u>Good</u>	<u>Average</u>	<u>Fair</u>	<u>Poor</u>	<u>No Response</u>	<u>Mean</u>
➤ Communicated and responded in a clear and helpful manner	19	3	0	0	0	3	4.86
➤ Was knowledgeable about the subject matter	18	2	0	0	0	5	4.90
➤ Provided information that was useful to me	18	1	1	0	0	5	4.85

“Developing the Professional Identity” Katheryn McFadden (New Lawyer Panelist)	<u>Excellent</u>	<u>Good</u>	<u>Average</u>	<u>Fair</u>	<u>Poor</u>	<u>No Response</u>	<u>Mean</u>
➤ Communicated and responded in a clear and helpful manner	14	3	4	1	0	3	4.36
➤ Was knowledgeable about the subject matter	12	3	4	1	0	5	4.30
➤ Provided information that was useful to me	12	3	3	2	0	5	4.25

“Developing the Professional Identity” The Honorable Stephen McIntosh (Judge Panelist)	<u>Excellent</u>	<u>Good</u>	<u>Average</u>	<u>Fair</u>	<u>Poor</u>	<u>No Response</u>	<u>Mean</u>
➤ Communicated and responded in a clear and helpful manner	16	6	0	0	0	3	4.73
➤ Was knowledgeable about the subject matter	15	5	0	0	0	5	4.75
➤ Provided information that was useful to me	15	5	0	0	0	5	4.75

Comments:

- This is such a multifaceted problem/issue, maybe narrowing or bullet pointing certain facets will help go deeper into one or two ideas.
- I would have appreciated a short discussion on having to bring practicality into every classroom vs. overhauling the system to incorporate huge practical experiences. I think the answer is somewhere in the middle.
- I would have appreciated a short discussion on how to bring practicality into every classroom vs. overhauling the system to incorporate huge practical experiences. I think the answer is somewhere in the middle.
- Terrific and knowledgeable, passionate and committed.
- Panel was great. Thoughts for law school applicants to make job experience in the real world a pre-requisite for law school admission.
- Great discussion, could have gone longer, every participant was a strong one.
- Panelists’ candor about issues was refreshing.
- This session generated a lot of good discussion. We could have used more time.
- A good panel.
- Need to keep an eye on Columbus Bar’s Residency Program.

“Re-Thinking the Traditional Law School Model” Prof. Robert Danforth (Associate Dean, Washington & Lee University School of Law)	<u>Excellent</u>	<u>Good</u>	<u>Average</u>	<u>Fair</u>	<u>Poor</u>	<u>No Response</u>	<u>Mean</u>
➤ Communicated and responded in a clear and helpful manner	22	2	0	0	0	1	4.92
➤ Was knowledgeable about the subject matter	22	1	0	0	0	2	4.96
➤ Provided information that was useful to me	21	1	0	0	1	2	4.78

Comments:

- Not really pertinent to me. But he made excellent points about practical learning -combine theory/substantive law with practicum. Learn by Doing.
- Really liked this idea.
- Very useful. Great program.
- Really liked this idea.
- Very helpful.
- Sounds like an excellent model – In history the Commission Professionalism modeled itself after much we learned from Georgia and we as a Commission spent hours studying their mentoring program – Washington & Lee sounds like their program has evolved over years of curriculum development. It sounds like it is a success.
- Interested in having him again once he has realized outcome.
- Very informative!
- Positive attitude.
- Very interesting program.
- This is a fascinating idea, but I wonder how many law schools will have the resources and initiative to implement something like this. The speaker was terrific. He provided lots of useful information and was very responsive to questions.
- Excellent
- Very helpful to illustrate possibilities of alternative law school programs.

“Bringing the Profession to Legal Education” David Bateson (Mentor Externship Director, St. Thomas School of Law)	<u>Excellent</u>	<u>Good</u>	<u>Average</u>	<u>Fair</u>	<u>Poor</u>	<u>No Response</u>	<u>Mean</u>
➤ Communicated and responded in a clear and helpful manner	22	0	0	0	0	3	5.00
➤ Was knowledgeable about the subject matter	21	0	0	0	0	4	5.00
➤ Provided information that was useful to me	20	0	0	1	0	4	4.86

Comments:

- Seems like Lawyer to Lawyer Mentoring for law students.
- Great program, wish we had something similar at my school.
- He needed more time. Awesome program.
- Great program. Wish we had something similar at my school.
- Very helpful.
- Excellent presentation – very informative and useful.
- Excellent model, again obviously this was years in the making with an influential driving force who was able to sell the school. I agree that once the “Professional” lawyers or law firms are sold on the importance of professionalism in law school the cost could be reduced through the volunteer of time for CLE.
- Like to hear him again.
- Excellent speaker!
- Excellent presentation – command of subject was great.
- Excellent
- Needs to work on time management.
- Makes you want to return to law school.

“Mentoring for New Attorneys” Lori Keating (Secretary, Supreme Court of Ohio’s Commission on Professionalism)	<u>Excellent</u>	<u>Good</u>	<u>Average</u>	<u>Fair</u>	<u>Poor</u>	<u>No Response</u>	<u>Mean</u>
➤ Communicated and responded in a clear and helpful manner	15	3	1	0	0	6	4.74
➤ Was knowledgeable about the subject matter	15	3	1	0	0	6	4.74
➤ Provided information that was useful to me	14	2	1	0	2	6	4.37

Comments:

- Don’t read mentor comments that are in the slides.
- Ms. Keating was pressed for time. She used her time very well.
- It is clear Lori is committed to her responsibility as Secretary of the Commission. As a former member, I commend her hard work. This program was excellent.
- We can get tons of mentors.
- Excellent Job!!!
- Organized.
- Not needed – we can read the brochure – she was fine, but we were running late. Skip it. We don’t need the marketing campaign for mentors. Not a good use of our time.
- Not needed – O’Donnell covered it. This made the program too long. She was not short.

“Top Ten Practical Ways to Incorporate Professionalism in Your Teaching” Patrick Fischer (Attorney, Keating Muething & Klekamp)	<u>Excellent</u>	<u>Good</u>	<u>Average</u>	<u>Fair</u>	<u>Poor</u>	<u>No Response</u>	<u>Mean</u>
➤ Communicated and responded in a clear and helpful manner	16	2	1	0	1	5	4.60
➤ Was knowledgeable about the subject matter	13	4	2	0	1	5	4.40
➤ Provided information that was useful to me	12	3	3	1	1	5	4.20

Comments:

- Law schools do a lot of these things and there are good reasons we don’t do others of these.
- Excellent and informative.
- I had the privilege to serve on the commission with Pat.
- Most schools do all ten suggested methods.
- Great ideas and content, but not realistic for law schools, which have difficult faculty who do not care to focus on professionalism issues. (Faculty would never hire a solo-practitioners’ for the faculty).
- Inspiring!!!
- Compassionate.
- He didn’t talk to law schools first. We already do almost everything he suggested. More of us would do more of it – but, almost nothing was a new idea.

Would you be interested in attending another event like this in the future?

<u>YES</u>	<u>NO</u>	<u>UNDECIDED</u>	<u>NO RESPONSE</u>
22	0	1	2

Comments

- Please send notices to others in the law school, not just Dean.

Please suggest additional topics of interest that the Commission on Professionalism might address at a future presentation

- “How to” hang a shingle! Professional & Ethical pitfalls, Do & Don’ts, Why it can be a feasible option & why it’s necessary for unemployed J. D.’s. (No J.D. should be unemployed!)
- Incorporating practicality into every class.
- Professionalism in and out of classroom. Professionalism vis-à-vis social media/online reputation. Non-traditional career workshops for faculty members on incorporating professionalism into various courses – promote tools and resources available to use in class.

- Incorporating practicality into every class. Example: In current program have students draft 12b motions – in evidence use problems and not cases, have the students argue to the professor to get a piece of evidence in or keep it out. Move away from Socratic Method it's not a professional development tool.
- Bar exam requirements/What employers look at in interviewing – to incentivize practical experience in law school.
- A narrow topic, admittedly, but discussing how to provide professionalism in a part-time program would be very useful. Given the schedule part-time students, providing them a program is far more difficult.
- Follow-up and continued discussion on law school curriculum designees in the 2nd and 3rd year to prepare students for real world. Thoughts of requiring 4 years of law school wherein 4th year is an intro or internship required for graduation like a medical career.
- Reduction in complaint with discussion, counsel best practices, how to avoid malpractice/better professionalism.
- Need input and participation from bar examiners!!!
- Do sessions on specific topics related to law schools and new lawyers. Such as how co-ops can work – Northeastern Law School model – would be useful to have Scot Mote and Lori Brown in depth session on mental health/substance abuse and how they relate to discipline problems.

Any further observations or comments on the Symposium

- Thanks for all your efforts!
- Not enough is done to recognize need for mentoring even if not in practice (i.e. doing non-traditional career with law degree). More encouragement for mentoring with the local county bar associations. Commission do “lunch & learn” workshops for law students on mentoring.
- Invite more students. We have the closest perspective on what skills we need/want to learn.
- Excellent!
- Great take-aways! Terrific ideas. It would be wonderful if we could take this message to all of the faculty members. That message cannot come from within the building. Overall, a great program.
- I like his idea of co-teach with practicalities require: Law schools to provide opportunities, field trips to courts or administrative agencies as part of clinics practical applications. Pay incentive CLE's not \$.
- Could Pat's document from Bar's symposium be shared? Or e-mailed?

- Get some ABA and Federal Court people involved.
- Good dialog – The speakers from St. Thomas and Washington & Lee were great. Panel was good too.
- Outstanding! Congratulations to Commission members and staff for putting together a great program. More microphones – too much down time with only one.
- Thank you so much for holding this session. Also, as a first year mentor in the Lawyer-to-Lawyer program, congratulations on serving as a model on how to design and implement an outstanding program. Lori Keating rocks!



**STUDENT TO LAWYER SYMPOSIUM
EVALUATION FORM
DECEMBER 3, 2010**

Please circle the category that best describes you:

- | | | |
|-----------------|-------------------------------------|--------------------------------|
| Judge | Experienced Practitioner (5+ years) | New Lawyer (less than 5 years) |
| Law School Dean | Law School Professor | Law School Student |
| Other | | |

Please provide your comments and suggestions about today's symposium. Rate the following aspects of this seminar on a scale of 1 (lowest) to 5 (highest):

- | | Lowest → Highest |
|---|------------------|
| 1. How well would you rate the overall content of this program? | 1 2 3 4 5 |
| 2. How well would you rate the overall quality of the presenters? | 1 2 3 4 5 |
| 3. How well was the seminar organized? | 1 2 3 4 5 |
| 4. How useful was the information that was presented? | 1 2 3 4 5 |
| 5. Presentations | |
| Law School Dean's Video | |
| Captured relevant information from each Dean | 1 2 3 4 5 |
| Provided new information that was new to me | 1 2 3 4 5 |
| Provided information that was useful to me | 1 2 3 4 5 |

Additional observations or comments about the Deans' video:

“Developing the Professional Identity”

Stephen Lazarus (Panel Moderator)

Communicated and responded in a clear and helpful manner	1	2	3	4	5
Was knowledgeable about the subject matter	1	2	3	4	5
Gave me an opportunity to ask questions and make comments	1	2	3	4	5
Kept panelists on point	1	2	3	4	5

Lori Brown (Disciplinary Counsel Panelist)

Communicated and responded in a clear and helpful manner	1	2	3	4	5
Was knowledgeable about the subject matter	1	2	3	4	5
Provided information that was useful to me	1	2	3	4	5

Michael Distelhorst (Law Professor Panelist)

Communicated and responded in a clear and helpful manner	1	2	3	4	5
Was knowledgeable about the subject matter	1	2	3	4	5
Provided information that was useful to me	1	2	3	4	5

Chris Habel (Experienced Practitioner Panelist)

Communicated and responded in a clear and helpful manner	1	2	3	4	5
Was knowledgeable about the subject matter	1	2	3	4	5
Provided information that was useful to me	1	2	3	4	5

Katheryn McFadden (New Lawyer Panelist)

Communicated and responded in a clear and helpful manner	1	2	3	4	5
Was knowledgeable about the subject matter	1	2	3	4	5
Provided information that was useful to me	1	2	3	4	5

The Honorable Stephen McIntosh (Judge Panelist)

Communicated and responded in a clear and helpful manner	1	2	3	4	5
Was knowledgeable about the subject matter	1	2	3	4	5
Provided information that was useful to me	1	2	3	4	5

Additional observations or comments about the panel presentation:

“Re-Thinking the Traditional Law School Model”

Prof. Robert Danforth (Associate Dean, Washington & Lee University School of Law)

Communicated and responded in a clear and helpful manner 1 2 3 4 5

Was knowledgeable about the subject matter 1 2 3 4 5

Provided information that was useful to me 1 2 3 4 5

Additional observations or comments about “Re-Thinking the Traditional Law School Model”:

“Bringing the Profession to Legal Education”

David Bateson (Mentor Externship Director, St. Thomas School of Law)

Communicated and responded in a clear and helpful manner 1 2 3 4 5

Was knowledgeable about the subject matter 1 2 3 4 5

Provided information that was useful to me 1 2 3 4 5

Additional observations or comments about “Bringing the Profession to Legal Education”:

“Mentoring for New Attorneys”

Lori Keating (Secretary, Supreme Court of Ohio’s Commission on Professionalism)

Communicated and responded in a clear and helpful manner 1 2 3 4 5

Was knowledgeable about the subject matter 1 2 3 4 5

Provided information that was useful to me 1 2 3 4 5

Additional observations or comments about “Mentoring for New Attorneys”:

“Top Ten Practical Ways to Incorporate Professionalism in Your Teaching”

Patrick Fischer (Attorney, Keating Muething & Klekamp)

Communicated and responded in a clear and helpful manner 1 2 3 4 5

Was knowledgeable about the subject matter 1 2 3 4 5

Provided information that was useful to me 1 2 3 4 5

Additional observations or comments about “Top Ten Practical Ways”:

7. Would you be interested in attending another event like this in the future?

Yes No Undecided

8. Please suggest additional topics of interest that the Commission on Professionalism might address at a future presentation:

9. Feel free to add further observations or comments the Symposium:

Thank you for your participation at the Student to Lawyer Symposium.