Site Evaluation Workshop for Site Team Chairs, Law School Representatives and New Site Evaluators

*September 6 - 7, 2019*

Loews Chicago O’Hare Hotel
Rosemont, IL 60018
Site Evaluation Workshop for Site Team Chairs, Law School Representatives and New Site Evaluators

September 6-7, 2019

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**Site Evaluation Workshop for Site Team Chairs, Law School Representatives and New Site Evaluators**

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**Friday, September 6 - Site Team Chairs Workshop**

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<td>11:00 a.m.</td>
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| 11:45 – 12:15 p.m. | Welcome and Overview  
**Speakers:** Barry Currier, Barbara Studenmund and William Adams  
Current Issues in ABA process, AALS membership review process and workshop program |
| 12:15 - 1:15 p.m. | Site Team Chairs Lunch                                                   |
| 1:15 - 1:45 p.m. | How to Use the New Automated System  
**Speaker:** Kenneth Williams  
Training on submission and review of documents |
| 1:45 - 2:15 p.m. | Self-Study, Site Report Template (attachments and reports)  
**Speakers:** Ed Butterfoss and William Adams |
| 2:15 - 2:45 p.m. | Standards for Discussion  
**Speaker:** William Adams |
| 2:45 – 3:00 p.m. | Beverage Break                                                           |
| 3:00 – 4:00 p.m. | Before, During and After the Visit  
**Speakers:** Mary Lu Bilek and Ed Butterfoss |
4:00 – 4:30 p.m.  | Distance Education  
| **Speaker:** Barry Currier  

4:30 – 5:00 p.m.  | Questions  

**Friday, September 6**

**Joint Reception for Site Team Chairs, Law School Representatives and New Site Evaluators**

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| 5:30 p.m.  | Registration  
| **Grand Foyer**  |
| 6:00 – 7:00 p.m.  | Joint Reception  

**Saturday, September 7**

**Site Evaluation Workshop for Law School Representatives and New Site Evaluators**  
*Meeting Rooms are located on the Lobby Level*

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| 7:30 a.m.  | Registration  
| **Grand Foyer**  |
| 7:45 a.m.  | Breakfast Buffet  
| **Louvre 1**  |
| 8:30 – 9:00 a.m.  | **Welcome and Overview**  
| **Speakers:** Barry Currier, William Adams, and Barbara Studenmund  
| Overview of ABA Accreditation process, AALS membership review process and workshop program.  
| **Louvre 2 & 3**  |
| 9:15 – 10:00 a.m.  | **CONCURRENT SESSIONS**  
| **Guggenheim 3**  | **Preparing for the Site Visit and Writing the Site Report** [Site Evaluators]  
| **Speakers:** Ed Butterfoss and Camille deJorna  
| Assignments, school materials; materials from the ABA.  
| **Louvre 2 & 3**  | **Preparing for the Self Study and the Site Visit** [School Representatives]  
| **Speakers:** Mary Lu Bilek and William Adams  
| What schools need to do in preparing self-study and how to prepare for a productive site visit.  
| 10:00 – 10:15 a.m.  | **Beverage Break**  
<p>| <strong>Grand Foyer</strong>  |</p>
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<tr>
<th>Time</th>
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| 10:15 – 10:45 a.m. | Louvre 2 & 3 | **PLENARY SESSION**  
**During the Visit/Mock Site Team Meetings**  
**Speakers:** Mary Lu Bilek, Scott Pagel, Camille deJorna  
Entrance interview, class visits, faculty office visits, main campus appointments, clinic site visits, student meetings, alumni gathering, crises/complaints, review of records, communication within team and between team and school; going beyond the Standards. |
| 11:00 – 11:45 a.m. | Teylers | **DISCUSSION TOPICS**  
**Faculty** – Ed Butterfoss  
Including size and qualifications, resources and effectiveness, and responsibilities. |
|              | Prado 2  | **Students** – Stephanie Giggetts  
Including admissions, bar passage, student services, and consumer information. |
|              | Guggenheim 3 | **Organization and Administration** – Steve Bahls  
Including accreditation history; governance; finances; nondiscrimination, equality of opportunity, and diversity and inclusion. |
|              | Louvre 2 & 3 | **Program of Legal Education** – William Adams  
Including rigor, learning outcomes, and assessments; curriculum; experiential learning; distance education; studies outside the US; academic standards and support; academic requirements; and non-JD programs. Will include discussion of recurring issues. |
|              | Field | **Information Resources, Technology & Facilities** – Scott Pagel  
Including assessing the sufficiency of library staffing, services, collection and resources; library director status; “negative and material.” |
| 12:00 – 12:45 p.m. | Teylers | **DISCUSSION TOPICS**  
**Faculty** [repeated] |
<p>|              | Prado 2  | <strong>Students</strong> [for school representatives] |
|              | Guggenheim 3 | <strong>Organization and Administration</strong> [repeated] |
|              | Louvre 2 &amp; 3 | <strong>Program of Legal Education</strong> [repeated] |
|              | Field | <strong>Information Resources, Technology &amp; Facilities</strong> [repeated] |
| 12:45 - 1:30 p.m. | Louvre 1 | Lunch |</p>
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| 1:30 – 2:00 p.m. | **How to Use the New Automated System**  
***Speaker: Kenneth Williams***  
Training on How to Submit and Review Documents | *Louvre 2 & 3*  |                                                           |
| 2:00 - 2:30 p.m. | **Recurring Issues**  
***Speaker: William Adams*** | *Louvre 2 & 3*  |                                                           |
| 2:30 - 2:45 p.m. | **Break**                                              | *Grand Foyer*  |                                                           |
| 2:45 – 3:45 p.m. | **After the Visit/Mock Exit Interview with Dean**  
***Speakers: Mary Lu Bilek, Scott Pagel, Camille deJorna*** | *Louvre 2 & 3*  |                                                           |

Date: 8/13/19
Standard 204 of the ABA Standards and Rules of Procedure for Approval of Law Schools provides:

**Standard 204. SELF STUDY**
Before each site evaluation visit the law school shall prepare a self study comprising (a) a completed site evaluation questionnaire, and (b) a law school self assessment that includes (1) a statement of the law school’s mission and of its educational objectives in support of that mission, (2) an evaluation of the educational quality of the law school’s program of legal education, including a description of the program’s strengths and weaknesses, and (3) a description of the school’s continuing efforts to improve the educational quality of its program.

The 2019-2020 Self Study is made up of two parts:

**Part I. Site Evaluation Questionnaire [Standard 204(a)]**
- Narrative Responses
- Required Supplementary Materials

**Part II. Law School Self Assessment [Standard 204(b)(1) – (b)(3)]

**Part I. Site Evaluation Questionnaire (SEQ)**

**SEQ: Narrative Responses**

Download the Microsoft Word version of the 2019-2020 Site Evaluation Questionnaire from the Questionnaire page of the Section's website:
http://www.americanbar.org/groups/legal_education/resources/questionnaire.html

Complete the SEQ Narrative Responses using Microsoft Word, preferably using Arial 11 as the font and text size.

The narrative portion of the SEQ has six parts:

- **Organization and Administration**: Questions 1-19
- **Program of Legal Education**: Questions 20-43
- **Faculty**: Questions 44-55
- **Students**: Questions 56-69
- **Library and Information Resources**: Questions 70-77
- **Facilities, Equipment, and Technology**: Questions 78-81

The questions in the narrative portion of the SEQ match the subject matter of the questions in the Site Report Template and in the Decision Letter, so please do not delete any questions. If a question is not relevant, simply write, “Not applicable.”
SEQ: Required Supplementary Materials

There are three types of required supplementary materials – attachments, reports, and materials to be provided on-site.

**Attachments** include documents, policies, financial information, resumes, course information, and other materials submitted directly from the Law School.

**Reports** are generated by the ABAQuest system based on the data reported in the Annual Questionnaire.

**Materials to be provided on-site** are materials that are difficult to duplicate and can be reviewed by site team members during the site visit. Where appropriate, materials can be provided in electronic format.

When the data entry has been completed, the Law School should click the “Submit” button in the Admin Section of the ABAQuest system. Once that has been done, the Questionnaire will be closed. If there are any changes after submission, the Law School should contact the Managing Director’s Office.

To meet the Self Study submission deadline of at least six weeks prior to the site visit, Law Schools with a Fall site visit may be required to submit the Self Study prior to the date when the Annual Questionnaire closes. After the Annual Questionnaire closes, the Law School must inform the site team chair if any of the reports were amended after the Self Study was submitted.

**Part II: Law School Self Assessment**

Part II of the Self Study is the Law School Self Assessment in which the Law School must prepare an analysis of the Law School’s program of legal education that covers the substance of the requirements of Standard 204 (b)(1) – (b)(3).

The Self Assessment can be in one or multiple documents so long as the Law School clearly indicates how it is fulfilling the requirements of each of the particular items required by the Standard. [See Managing Director’s Guidance Memo on Standard 204 dated January 2015, updated March 2017.]

**Submission of Self Study**

**Timing**

The Self Study must be received by the team members and the Managing Director’s Office at least six weeks prior to the site visit. If the Self Study materials are not complete, the site visit could be delayed or cancelled.

As indicated above, Law Schools with Fall visits may be required to submit the Self Study materials to the team and the Managing Director’s Office prior to the date the Annual Questionnaire closes. If that is the case, the Law School should provide the most current
information available when the Self Study is submitted. Information should be updated after submission as necessary.

The Law School may begin work on the narrative portion of the SEQ as soon as the Council has approved the SEQ: Narrative Responses for the academic year of the Law School’s site visit. The approved SEQ: Narrative Responses for site visits held in the prior academic year may be used for preliminary work, but the narrative portion of the SEQ must be submitted using the template for the academic year in which the site visit will take place.

The Law School may begin work on the Self Assessment at any time. Most Law Schools begin work on the Self Assessment at least one year prior to the site visit. The Law School should begin work on the Self Assessment in sufficient time to prepare a probing and critical assessment of the Law School.

**Format**

The Law School must submit to the Managing Director’s Office one copy of the Self Study on a flash drive and one hard copy of the Self Study. The hard copy of the materials should be placed in 3-ring binders and should not be bound.

The school should contact the site team chair to determine whether the members of the site team want only electronic copies of the materials or both electronic and paper copies. A hard copy of the materials should be provided on-site for use by the site team.

The Dean’s Signature Page must be completed and uploaded to the Law School’s Admin Section in the ABAQuest system. A copy should also be included with the materials submitted to the Managing Director’s Office.

The Self Study – both the flash drive and hard copies – must be presented in the order indicated in the image below. Include each Attachment and each Report separately in the appropriate folder on the flash drive. **Do not** include them as one large document. Reports should be provided in Microsoft Word, not PDF.

Please make sure that the file path for each document on the flash drive is not excessively long. The file path includes the file names as well as folders, etc.
Address
Office of the Managing Director
ABA Section of Legal Education and Admissions to the Bar
321 North Clark Street, Floor 19
Chicago, IL  60654

Inquiries
For substantive questions about the Self Study, contact:
William Adams, Deputy Managing Director, William.Adams@americanbar.org, or
Kirsten Winek, Manager, Law School Analytics, Kirsten.Winek@americanbar.org

For technical questions about data entry and the Quest system, contact:
Ken Williams, Data Specialist, Kenneth.Williams@americanbar.org, or
Andrew Crane, Program Specialist, Andrew.Crane@americanbar.org
ORGANIZATION AND ADMINISTRATION

Accreditation History

1. General Information.

(a) State when the Law School was founded and the year in which it received ABA accreditation.

(b) If the Law School has separate locations, provide the date when the Council granted acquiescence to establish each separate location, including branch campuses. **Note: A separate location is a location within the United States at which the Law School offers more than 16 credit hours of the program of legal education and that is not in reasonable proximity to the Law School’s main campus.**

(c) State whether the Law School is public, private non-profit, or private for-profit. Identify any University or other entity with which the Law School is affiliated.

(d) Provide the name of the institutional accrediting body for the Law School or the University or other entity of which it is a part. State when the Law School or the entity of which it is a part was last re-accredited.

(e) Indicate the state licensing status of the Law School or the entity of which it is a part.

2. Fully Approved Law Schools.

(a) List any matters on which the Law School is currently reporting to the Council.

(b) If the Law School is aware of any third-party comments regarding its accreditation status since the last site evaluation, provide the Law School’s response to those comments.

3. Schools Seeking Provisional Approval.

Provide any relevant updates to the Law School’s feasibility study and reliable plan for coming into compliance with the Standards, in particular, the plan’s projections for students (number and qualifications), financing the Law School operation, and the relationship between the two.

4. Provisionally Approved Law Schools.

(a) List any matters on which the Law School is currently reporting to the Council, including all matters called to the attention of the Law School in the Council’s (or former Accreditation Committee’s) most recent decision letter.

(b) List the dates of all prior site evaluations.

(c) Discuss whether the projections in the reliable plan for students (number and qualifications) and financing the Law School operation have been met or revised.
5. Schools Seeking Full Approval.

(a) List any matters on which the Law School is currently reporting to the Council, including all matters called to the attention of the Law School in the Council’s or former Accreditation Committee’s most recent decision letter.

(b) List the dates of all prior site evaluations.

(c) Discuss whether the projections in the reliable plan for students (number and qualifications) and financing the Law School operation have been met or revised.

Governance

6. Standards 201(a)-(c).

(a) Describe how the Dean and the faculty have the primary responsibility and authority for planning, implementing, and administering the Law School’s program of legal education, including curriculum; methods of instruction and evaluation; admissions policies and procedures; and academic standards.

(b) Describe whether the Dean and the faculty recommend the selection, appointment and retention of faculty members. (Note: do not discuss the tenure process or any formal 405(c) long-term contract process here as those subjects are addressed in Questions 51 and 53).

(c) Describe how the faculty and dean each have a significant role in determining educational policy.

7. Standard 201(d).

If the Law School is part of a University or other entity, does the University or other entity have any policies that are inconsistent with the Standards? If yes, describe the policies and how they have been implemented (e.g., policies on academic freedom, nondiscrimination, tenure).

8. Standard 201(e).

(a) If the Law School is not part of a University, describe how it is governed by a board with responsibility and authority for ensuring operation of the Law School in compliance with the Standards.

(b) If the Law School is part of a University, describe how the Law School fits within the University organization (e.g., the reporting lines within the University).


(a) Describe the faculty and tenure status, duties, and qualifications of the dean. If the dean does not hold an appointment as a member of the faculty with tenure, describe the dean’s appointment and the extraordinary circumstances that led to the dean’s appointment to a position other than of a faculty member of the Law School with tenure.

(b) Is the position of the dean full-time? Describe how the Dean has the authority and support necessary to discharge the responsibilities of the position.
(c) If the Dean or Interim Dean was appointed since the last site evaluation, describe how the procedure used to select the Dean ensured meaningful involvement by the faculty or a representative body of the faculty.

(d) If there is a current dean search in progress, describe how the process to select the dean ensures meaningful involvement by the faculty or a representative body of the faculty. If there is an interim dean, describe how the interim dean was appointed and how long the interim dean has been in the position.

10. Standard 204.

Describe the process that was used to prepare this Site Evaluation Questionnaire and the Law School Self-Assessment, including a description of the Dean's and faculty's involvement in the process.

**Law School Finances**

11. Standards 202(a), 202(c), and 202(d).

(a) Describe the Law School's annual budget development and monitoring process, including which persons or groups are involved in the process.

(b) Describe the Law School’s long-term financial projection process, how many future years are projected, and list the key assumptions used.

(c) Explain how the Law School’s current and anticipated financial resources are sufficient to allow it to operate its program of legal education in compliance with the Standards.

(d) Do the Law School's financial plans for the next five years show that the Law School will be operating at a deficit during any one of those years? If yes, describe the plan or planning process (including the timeline of such a process) for managing the deficits in a way that allows the Law School to continue to operate its program in compliance with the Standards. Describe any special financial agreements, support agreements, or incentives between the Law School and its University or parent entity.

(e) For Law Schools that are part of a University:

   (1) Describe the University financial projection process, indicate how many years are projected, and describe how future projected deficits, if any, will be met.

   (2) Describe how any University current fiscal year operating deficit would be met.

(f) Describe any significant litigation affecting the Law School or the University or other entity of which it is a part, if applicable, and summarize the applicable insurance provider, policy limits, and deductibles. Provide a summary as to how the Law School or the University will fund the deductible and any potential losses outside of the insurance policy coverage, if applicable. [Note: “Significant litigation” is litigation that has the potential to negatively affect the current or anticipated financial resources available to the Law School, or the University’s or Law School's accreditation.]

(g) If the University or Law School has a bond rating from a national rating agency, state the
general bond ratings since the last review.

12. Standards 202(b) and 202(e) and Interpretation 202-1.

For Law Schools that are part of a University:

(a) How is the Law School given the opportunity to present its recommendations on budgetary matters to the University administration before the budget for the Law School is submitted to the governing board for adoption? List the individual(s) responsible for University budgeting, including contact information.

(b) Describe the manner in which the Law School obtains annually from the University an accounting and explanation for all charges and costs assessed against resources generated by the Law School and for any use of resources generated by the Law School to support non-Law School activities and central University services.

(c) Based on the relevant attachments and reports regarding the University’s operating income and expenditures for the past two fiscal years and the budgeted amounts for the current year, describe any concerns regarding the long-term viability of the institution or its ability to support the Law School in accordance with the Standards.

Non-Discrimination, Equality of Opportunity, Diversity and Inclusion

13. Standard 205 [Faculty and Staff].

(a) Does the Law School’s nondiscrimination policy regarding faculty and staff prohibit discrimination on the basis of race, color, religion, national origin, gender, sexual orientation, age, or disability? If the Law School is part of a University, does the Law School have a nondiscrimination policy that is separate from that of the University?

(b) Describe how the Law School fosters and maintains equality of opportunity for faculty and staff without discrimination or segregation on the basis of race, color, religion, national origin, gender, sexual orientation, age, or disability.

(c) If the Law School has a religious affiliation or purpose, state whether it has adopted and applies policies of employment of faculty and staff that directly relate to this affiliation or purpose. If so, please describe. Describe how notice of these policies has been given to faculty and staff prior to their affiliation with the Law School.


(a) Does the Law School’s nondiscrimination policy regarding students and student admissions and retention prohibit discrimination on the basis of race, color, religion, national origin, gender, sexual orientation, age, or disability?

(b) Explain how the Law School fosters and maintains equality of opportunity for students without discrimination or segregation on the basis of race, color, religion, national origin, gender, sexual orientation, age, or disability.

(c) If the Law School has a religious affiliation or purpose, has it adopted and applied policies of admission of students that directly relate to this affiliation or purpose? If yes, describe such
policies and indicate how the Law School provides notice of these policies to students prior to their affiliation with the Law School. If these policies are published on the Law School’s website, also provide the URL.

(d) Describe how the Law School communicates to every employer to whom it furnishes assistance and facilities for interviewing and other placement services the Law School’s firm expectation that the employer will observe the principles of non-discrimination and equality of opportunity on the basis of race, color, religion, national origin, gender, sexual orientation, age, and disability in regard to hiring, promotion, retention, and conditions of employment. If this information is published on the Law School’s website, also provide the URL.


Explain how the Law School has demonstrated by concrete action a commitment to providing full opportunities for the study of law and entry into the profession by members of underrepresented groups, particularly racial and ethnic minorities, and to having a student body that is diverse with respect to gender, race, and ethnicity.


Describe the Law School’s concrete actions that demonstrate the Law School’s commitment to having a full-time faculty that is diverse with respect to gender, race, and ethnicity. Provide details of recruiting and hiring efforts for the current and previous two academic years (AALS interviews, campus or other interviews, etc., for tenured, tenure-track, and contract faculty).

17. Standard 206(b).

For the current and previous two academic years, explain how the Law School has demonstrated by concrete action a commitment to having an adjunct/non-full-time faculty that is diverse with respect to gender, race, and ethnicity. Describe the results of these efforts.


For the current and previous two academic years, explain how the Law School has demonstrated by concrete action a commitment to having a staff that is diverse with respect to gender, race, and ethnicity. Describe the results of these efforts.


(a) Describe the Law School’s policies and procedures for assessing and handling requests for reasonable accommodations made by qualified individuals with disabilities. Indicate where in the Law School’s rules and regulations those policies and procedures are published.

(b) Describe how the Law School ensures adherence to those policies and procedures.

(c) How many students have received accommodations in the current and prior two academic years?
PROGRAM OF LEGAL EDUCATION

Rigor, Learning Outcomes, Assessments

20. Standards 301(a).

(a) What is the required 1L curriculum? Provide a list of the courses required and the number of credits.

(b) What is the required upper-level curriculum? Provide a list of the courses required and the number of credits.

(c) Describe anything else that contributes to the rigor of the Law School’s program of legal education that prepares its students, upon graduation, for admission to the bar and for effective, ethical, and responsible participation as members of the legal profession.

21. Standards 301(b) and 302.

Describe the learning outcomes that the Law School has adopted and state where they are published.


Describe how the Law School utilizes both formative and summative assessment methods in its curriculum to measure and improve student learning and to provide meaningful feedback to students.


Has the Law School adopted and implemented an assessment plan? Explain how the Law School conducts an ongoing evaluation of its program of legal education, learning outcomes, and assessment methods and uses the results to determine the degree of student attainment of competency in the learning outcomes and to make appropriate changes to improve the curriculum.

Curriculum


(a) Describe how the Law School ensures that each student satisfactorily completes one course of at least two credit hours in professional responsibility. Describe how the course includes substantial instruction in rules of professional conduct, and the values and responsibilities of the legal profession and its members.

(b) Describe how the Law School ensures that each student who enrolled prior to Fall 2016 (if any such students remain enrolled) meets the requirement of the former Standard that each student receive substantial instruction in the history, goals, structure, values, rules, and responsibilities of the legal profession and its members.
25. Standard 303(a)(2) and Interpretations 303-1 and 303-2.

(a) Describe how the Law School ensures that each student satisfactorily completes at least one writing experience in the first year that is faculty supervised.

(b) To demonstrate the rigor of the writing experience, include factual detail such as class size; the number and nature of the writing assignments; opportunities for students to submit drafts, receive faculty comments, and incorporate those comments in subsequent versions of the written work; reliance on teaching assistants; use of peer assessments; and the extent of faculty supervision.

26. Standard 303(a)(2) and Interpretations 303-1 and 303-2.

(a) Describe how the Law School ensures that each student satisfactorily completes at least one additional writing experience after the first year that is faculty supervised.

(b) To demonstrate the rigor of the writing experience, include factual detail such as class size, the number and nature of the writing assignments, opportunities to meet with the writing instructor, reliance on teaching assistants, use of peer assessments, and the extent of faculty supervision.

(c) If study outside the classroom, such as moot court, law review, or directed research, can be used to satisfy the upper-level writing requirement, explain how those experiences are faculty supervised and include opportunities for individualized assessment and multiple drafts.

27. Standard 303(b)(2) and Interpretations 303-3 and 303-4.

Describe how the Law School offers substantial opportunities for student participation in pro bono legal services, including law-related public service activities. Indicate the degree to which credit is granted for any pro bono activities and the extent to which those activities are supervised by the faculty.

28. Standard 305.

If academic credit is given for participation in the Law School's law review(s), moot court program(s), and any other competition(s), describe how the requirements of Standard 305 as to these activities are met, in particular, the requirement of Standard 305(c) that each student's academic achievement shall be evaluated by a faculty member?

Experiential Learning

29. Standards 303(a)(3), 303(b)(1), 304(e) and (f).

(a) Explain how the Law School curriculum provides each student with an opportunity to complete one or more experiential course(s) totaling at least six credit hours. Note: This requirement applied beginning with Fall 2016 1L students.

(b) How does the Law School ensure that each student satisfactorily completes one or more experiential course(s) totaling at least six credit hours?

(c) For students who enrolled prior to Fall 2016 (if any such students remain enrolled), describe how the Law School ensures that each student meets the requirement of the former Standard
that each student receive substantial instruction in other professional skills generally regarded as necessary for effective and responsible participation in the legal profession. List all courses used to satisfy this requirement.

(d) Describe how the Law School ensures that no student uses a single course to satisfy more than one requirement in Standard 303(a).

(e) List the opportunities the Law School offers for students to participate in law clinics or field placements.

(f) List the opportunities the Law School offers for student participation in pro bono legal services, including law related public service activities.

(g) Describe how credit granted for such experiential courses shall be commensurate with the time and effort required and the anticipated quality of the educational experience.

(h) How does the Law School ensure that each student in a simulation, law clinic, or field placement course has successfully completed sufficient prerequisites or receives sufficient contemporaneous training to assure the quality of the student experience?

30. Standard 304(a) [Simulation Courses].

If the Law School offers any simulation courses to satisfy the experiential course requirement of Standard 303(a)(3), how does it ensure that the courses meet the requirements of Standards 304(a)(1)-(6):

(1) integrate doctrine, theory, skills, and legal ethics, and engage students in performance of one or more of the professional skills identified in Standard 302;

(2) develop the concepts underlying the professional skills being taught;

(3) provide multiple opportunities for performance;

(4) provide opportunities for a student performance, self-evaluation, and feedback from a faculty member;

(5) a classroom instructional component; and

(6) provide direct supervision of the student’s performance by the faculty member.

31. Standard 304(a) [Law Clinics].

If the Law School offers any law clinics to satisfy the experiential course requirement of Standard 303(a)(3), how does the Law School ensure that the law clinics meet the requirements of Standards 304(a)(1)-(6):

(1) integrate doctrine, theory, skills, and legal ethics, and engage students in performance of one or more of the professional skills identified in Standard 302;

(2) develop the concepts underlying the professional skills being taught;
(3) provide multiple opportunities for performance;

(4) provide opportunities for a student performance, self-evaluation, and feedback from a faculty member;

(5) a classroom instructional component; and

(6) provide direct supervision of the student’s performance by the faculty member.

32. Standard 304(a) and (d) [Field Placement Programs].

(a) If the Law School offers any field placements to satisfy the experiential course requirement of Standard 303(a)(3), how does the Law School ensure that the field placements meet the requirements of Standards 304(a)(1)-(6):

   (1) integrate doctrine, theory, skills, and legal ethics, and engage students in performance of one or more of the professional skills identified in Standard 302;

   (2) develop the concepts underlying the professional skills being taught;

   (3) provide multiple opportunities for performance;

   (4) provide opportunities for a student performance, self-evaluation, and feedback from a faculty member or site supervisor;

   (5) a classroom instructional component, regularly scheduled tutorials, or other means of ongoing, contemporaneous, faculty-guided reflection; and

   (6) provide direct supervision of the student’s performance by the faculty member or site supervisor.

(b) Describe how the Law School’s field placement program satisfies the requirements of Standard 304(d):

   (1) A written understanding among the student, faculty member, and a person in authority at the field placement;

   (2) A method for selecting, training, evaluating, and communicating with site supervisors;

   (3) evaluation of each student’s educational achievement by a faculty member;

   (4) sufficient control of the student experience to ensure that the requirements of the Standard are met; and

   (5) A method of maintaining records to document the steps taken to ensure compliance with the Standard.
**Distance Education**


(a) If the Law School allows credit for distance education courses, describe:

(1) the process by which the academic content, method of course delivery, and method of evaluating student performance is approved. If this process differs from that used for reviewing other courses, explain the difference.

(2) how the Law School’s technological capacity, staff, information resources, and facilities are sufficient to ensure the educational quality of distance education.

(3) how the Law School ensures that credit is granted for distance education courses only if: (i) there is opportunity for regular and substantive interaction between faculty member and student and among students; (ii) there is regular monitoring of student effort by the faculty member and opportunity for communication about that effort; and (iii) the learning outcomes for the course are consistent with Standard 302.

(4) how the Law School ensures that a student may be granted no more than one-third of the credit hours required for the J.D. degree for distance education toward the J.D. degree;

(5) how the Law School ensures that a student may be granted no more than 10 credits for distance education courses during the first one-third of a student’s program of legal education;

(6) how the Law School has established an effective process for verifying the identity of students taking distance education courses that also protects student privacy; and

(7) whether there are any additional charges associated with verification of student identity, and, if so how students are notified at the time of registration or enrollment.

(b) Describe the training or support that is provided to ensure effective teaching in distance education courses.

**Studies Outside the United States**

34. Standard 307.

(a) If the Law School grants credit for student study at a foreign institution (including dual degree programs) under the *Criteria for Accepting Credit for Student Study at a Foreign Institution*, provide the statement required by Criterion I.A.3 that defines the educational objective the Law School seeks to achieve in allowing students to study abroad for credit toward the J.D. degree.

(b) Describe how the Law School complies with the requirements in Criterion I.A.4 of the *Criteria for Accepting Credit for Student Study at a Foreign Institution* that each student has an academic advisor and a written plan that defines the educational objectives the student seeks to achieve during the period of study abroad.

(c) Describe how the Law School ensures that students do not earn credits exceeding two-thirds of the credits required for the J.D. degree for participating in a program sponsored by an ABA
approved law school, including programs held in accordance with the Criteria for Approval of
Foreign Summer and Intersession Programs Established by ABA-Approved Law Schools;
programs held in accordance with the Criteria for Approval of Foreign Semester and Year-Long
Study Abroad Programs Established by ABA Approved Law Schools; and field placements
outside the United States.

(d) Describe how the Law School ensures that students do not earn credits exceeding one-third
of the credits required for the J.D. degree for any combination of (1) student participation in a
study outside the U.S. under the *Criteria for Accepting Credit for Student Study at a Foreign
Institution* and (2) credit granted for courses completed prior to admission at a law school outside
the United States in accordance with Standard 505(c).

(e) Describe how the Law School ensures that students do not earn credits exceeding two-thirds
of the credits required for the J.D. degree though credit awarded pursuant to Standards 307(b),
(c), and (d).

(f) Describe how the Law School ensures that students participating in study outside the United
States must have successfully completed sufficient prerequisites or must contemporaneously
receive sufficient training to assure the quality of the student educational experience.

(g) Please list all foreign program(s) offered by the Law School, including summer, intercession
and semester and/or year-long program(s) and for each program provide the following:

1. A completed *Supplemental Questionnaire* for Programs Offered by an ABA-
   APPROVED Law Schools in a Location Outside the United States.
2. For each program listed in this subsection, provide on-site for the site team, the student
evaluations of the program and faculty and any student complaints submitted during the most
recent accreditation period (i.e., 10 years). The record shall include the resolution of the
complaints.

**Academic Standards and Support**

35. Standard 308.

(a) Describe the Law School’s policies relating to academic standards, including those for:

1. regular class attendance;
2. good standing;
3. academic integrity;
4. graduation; and
5. dismissal.

(b) Indicate where in the Law School’s rules and regulations the policies are published.

(c) Describe the Law School’s written due process policies with regard to taking any action that
adversely affects the good standing or graduation of a student and state where they are published.
(d) Describe how the Law School ensures adherence to the policies described in subsections (a) and (c).


Describe how the Law School provides academic advising for students that communicates effectively its academic standards and graduation requirements, and that provides guidance on course selection.

37. Standard 309(b).

(a) How does the Law School provide academic support designed to afford its students a reasonable opportunity to complete the program of legal education, graduate, and become members of the legal profession? How does the Law School monitor and evaluate the success of its program?

(b) If the Law School imposes additional or different requirements based on a student's GPA, state of bar examination, or other factor, describe those differences here.

Academic Requirements

38. Standard 310.

(a) Describe the Law School's policies and procedures for determining the credit hours that it awards for coursework, including co-curricular activities for which credit is awarded, and how those policies and procedures require the minimum 42.5 hours of in-class and out-of-class work per credit. Also describe how the Law School assesses the amount of out-of-class student work required in each course. Indicate where in the Law School's rules and regulations the policies and procedures are published.

(b) Indicate how the Law School ensures adherence to those policies. Provide examples. [See Managing Director's Guidance Memo on Standard 310 dated May 2016.]

39. Standard 311(a) and Interpretation 311-1.

(a) Does the Law School require successful completion of at least 83 credit hours for graduation? Provide a citation and/or link to the applicable rule or policy.

(b) How does the Law School ensure that at least 64 of the credits required for graduation are earned through attendance in regularly scheduled classroom sessions or direct faculty instruction?

40. Standards 311(a) and (b) and Interpretations 311-2 and 311-3.

(a) Does the Law School require that the course of study for the J.D. degree may be completed no earlier than 24 months and, except in extraordinary circumstances, no later than 84 months after a student has commenced law study at the Law School or a law school from which the school has accepted transfer credit? Provide a citation and/or link to the applicable rule or policy. How does the Law School ensure adherence to this requirement?
(b) Indicate whether, since the last site evaluation, (1) any student has been allowed to exceed the 84-month limitation in Standard 311(b), and (2) if so, whether a statement explaining the extraordinary circumstances is in the student’s file. Describe any circumstances in which the Law School has allowed a student to exceed the 84-month limitation in Standard 311(b).

41. Standards 311(c) and (d).

(a) Describe how the Law School ensures that a student is not permitted under any circumstances to enroll at any time in coursework that exceeds 20 percent of the total credit hours required by the Law School for graduation. Provide a citation and/or link to the applicable rule or policy.

(b) Describe how the Law School ensures that credit for J.D. degree shall only be given for course work taken after the student has matriculated in a law school’s J.D. program of study, except for credit that may be granted pursuant to Standard 505. A Law School may not grant credit toward the J.D. degree for work taken in a pre-admission program.

42. Standard 312.

If the Law School has a part-time division that has received acquiescence from the Council, describe how the Law School provides students in that part-time division with reasonably comparable opportunities for access to: (a) the Law School’s program of legal education; (b) courses taught by full-time faculty; (b) co-curricular programs; and (d) other educational benefits.

**Non-J.D./Certificate Programs**

43. Standard 313, Interpretation 313-1, and Standard 506.

(a) Does the Law School offer a degree or certificate other than the J.D. degree?

(b) Has the Council granted acquiescence in the non-J.D. degree or certificate? If so, when?

(c) Does the Law School ensure that any reference to a non-J.D. degree or certificate does not announce or suggest that the degree is approved by the Council or “ABA-approved”?

(d) Indicate how the Law School ensures that enrollment of non-J.D. students does not interfere with the ability of the Law School to operate in compliance with the Standards and to carry out its program of legal education.
FACULTY

Faculty Size and Qualifications

44. Standard 401.
Summarize the qualifications and experience of the full-time faculty, including their academic qualifications, experience in teaching or practice, and scholarship.

45. Standard 402, Interpretations 402-1 and 402-2, and Definition (6).
(a) State whether full-time faculty members devote substantially all their working time to teaching, scholarship, service, and governance. Explain any exceptions.
(b) List any full-time faculty member who also has a full teaching load at another law school and describe the other teaching load.
(c) List any full-time faculty member who regularly engages in law practice or has an ongoing relationship with a firm or other business. Describe any such law practice or relationship with a firm or other business. For any faculty members noted above, describe how the Law School ensures that their outside activities do not unduly interfere with their responsibilities as full-time faculty members.

Teaching Resources and Effectiveness

46. Standard 403(a).
(a) Do the Contact and Credit Hours reports demonstrate that the full-time faculty teach substantially all of the first one-third of each student’s coursework? If not, explain.
(b) Do the Contact and Credit Hours reports demonstrate that the full-time faculty teach either more than half of all of the credit hours offered by the Law School or at least two-thirds of the student contact hours generated by student enrollment at the Law School? If not, explain.

47. Standard 403(b) and Interpretation 403-1.
(a) Describe how the Law School ensures the teaching effectiveness of full-time faculty.
(b) Describe how the Law School ensures the teaching effectiveness of adjunct/non-full-time faculty.

Responsibilities of Full-Time Faculty

(a) Describe the Law School’s policies regarding the responsibilities of full-time faculty that require the full-time faculty, as a collective body, fulfill these core responsibilities:

   (1) Teaching, preparing for classes, being available for student consultation about those classes, assessing student performance in those classes, and remaining current in the subjects being taught;
(2) Participating in academic advising, creating an atmosphere in which students and faculty may voice opinions and exchange ideas, and assessing student learning at the Law School;

(3) Engaging in scholarship as defined by the Law School;

(4) Service to the Law School and University, if applicable, including participation in Law School governance, curricular development, and other institutional responsibilities described in the Standards;

(5) Service to the profession, including working with judges and practicing lawyers to improve the profession; and

(6) Service to the public, including participation in pro bono activities.

(b) Indicate where the policies are published and describe how the Law School ensures adherence to those policies.

49. Standard 404(b).

(a) Describe how the Law School periodically evaluates the extent to which the faculty collectively discharges its core responsibilities under the Law School’s policies and the results of that evaluation.

(b) Describe how the Law School periodically evaluates how each faculty member discharges his or her responsibilities in teaching, scholarship, service to the Law School community, and professional activities outside of the Law School.

50. Standard 405(a).

(a) Describe how the Law School has established and maintains conditions adequate to attract and retain a competent faculty (Do NOT discuss compensation levels, including base salary, stipends and fringe benefits).

(b) Provide the following for the current and previous two academic years:

   (i) the names and ranks of those who have left the full-time faculty, including clinical, legal writing, and any other full-time faculty.

   (ii) the names and ranks of those who have been added to the faculty.

   (iii) the number, position, and the circumstances if offers of a faculty position have been declined.

51. Standard 405(b) and Interpretations 405-1 through 405-4; Standard 201(b) [Tenure].

(a) State whether the Law School has an established and announced policy with respect to tenure. Briefly summarize the policy.
(b) Describe the process for granting tenure and promotion of faculty, indicating the role of the faculty, dean, and central administration. If the Law School’s policy differs from that of the parent University, describe.

(c) Since the last site evaluation, explain any situation in which the recommendation of the law faculty and the Dean relating to promotion or tenure was not followed.

52. Standard 405(b) [Academic Freedom].

(a) Indicate whether the Law School has an established and announced policy with respect to academic freedom. Provide the policy.

(b) Indicate the extent to which the policy on academic freedom applies to all faculty members regardless of whether they are full-time, part-time or adjunct, and regardless of their status (i.e., tenure/tenure-track faculty, clinical faculty, legal writing faculty, and any others with teaching responsibilities).

53. Standard 405(c) and Interpretations 405-6 and 405-7.

(a) Describe the Law School’s system of security of position for full-time clinical faculty. Indicate if there are no clinics.

(b) If the full-time clinical faculty do not have a system of tenure, state the length of the contracts for full-time clinical faculty and describe the process for determining whether the contracts will be renewed, including whether the contracts are presumptively renewable.

(c) If the contract system does not lead to a presumptively renewable contract of at least five years in length, describe how the Law School ensures academic freedom and note whether it is the same academic freedom as provided to tenure-track faculty.

(d) Indicate the total number of full-time clinical faculty and how many are on short-term contracts.

54. Standard 405(c) and Interpretation 405-8.

(a) Describe how full-time clinical faculty participate in Law School governance in a manner reasonably similar to other full-time faculty members, including whether full-time clinical faculty participate in and vote at faculty meetings and whether they serve on faculty committees with voting rights.

(b) Describe the non-compensatory perquisites for full-time clinical faculty.

55. Standard 405(d) and Interpretation 405-9.

Explain the steps the Law School takes to afford legal writing faculty such security of position and other rights and privileges of faculty membership as may be necessary to (1) attract and retain a faculty well-qualified to provide legal writing instruction as required by Standard 303(a)(2), and (2) safeguard academic freedom. (Do NOT discuss compensation levels, including base salary, stipends and fringe benefits).
STUDENTS

Admissions

56. Standard 501(a) and (b) and Interpretation 501-3.

(a) Describe how the Law School adopts, publishes, and adheres to sound admissions policies and procedures consistent with the Standards, the Law School’s mission, and the objectives of its program of legal education.

(b) Describe how the Law School’s admission policies and procedures result in the admission only of applicants who appear capable of completing its program of legal education and being admitted to the bar.

(c) Insert Non-Transfer Attrition Report. If the Law School’s non-transfer attrition rate for a class exceeds 20%, explain.

(d) If the Law School has a pre-admission, special admission, or conditional admission program, please describe.

57. Standard 501(c).

During the current or previous two academic years, has the Law School readmitted any student who has been disqualified for academic reasons from the Law School, or admitted any student who has been disqualified from another law school? If so:

(a) identify the number of students previously disqualified for academic reasons that it has readmitted or admitted;

(b) for each student, provide the name of the student’s previous law school (if admitted from another law school), law school GPA, LSAT score, and UGPA; and

(c) describe the process used and state whether a statement of the considerations that led to the decision was placed in the admittee’s file.

58. Standards 502(a) through 502(c).

(a) Does the School, other than for admission permitted under Standard 502(b), require for admission to its J.D. degree program a bachelor’s degree that has been awarded by an institution that is accredited by an accrediting agency recognized by the United States Department of Education? For the current and previous two academic years, did the Law School admit to its J.D. degree program only students with a bachelor’s degree awarded by an institution that is accredited by an accrediting agency recognized by the United States Department of Education?

(b) Indicate the number of students admitted under the exceptions to Standard 502(b):

(1) students who completed three-fourths of the credits leading to a bachelor’s degree as part of a bachelor’s degree/J.D. degree program if the institution is accredited by an accrediting agency recognized by the United States Department of Education.
(2) graduates of an institution outside the United States if the Law School assures that the quality of the program of education of that institution is equivalent to that of institutions accredited by an accrediting agency recognized by the United States Department of Education.

(c) If the Law School admitted to its J.D. degree program any student who did not satisfy the requirements of Standard 502(a) or (b), describe the extraordinary circumstances that clearly demonstrate that each such student has an aptitude for the study of law. For every such admission, does the Law School include a statement of the considerations that led to the admission decision in the admittee’s file?

59. Standard 502(d) and Interpretations 502-1 and 502-2.

Describe the processes used to ensure that within a reasonable time after a student registers, the Law School has on file the student’s official transcripts verifying all academic credits undertaken and degree(s) conferred. Does the Law School’s policy ensure that all transcripts are received no later than October 15th, consistent with the Managing Director’s Guidance Memo dated January 2018, on this Standard, and what are the consequences/procedures for those students who fail to produce an official transcript by this deadline?

60. Standard 503 and Interpretations 503-1, 503-2, and 503-3.

(a) If the Law School admits students without requiring the LSAT pursuant to Interpretation 503-1, for each admission test used, please describe:
   (1) The process the Law School followed to reach the conclusion that the test was valid and reliable for the Law School. (Please provide a copy of the document demonstrating this fact to the Site Team.)
   (2) The Law School’s experience to date, including review of student performance and assessment of validity and reliability.

(b) If the Law School admits students without requiring the LSAT pursuant to Interpretation 503-3, describe those admissions and demonstrate that they comply with the Interpretation.

(c) Explain how the Law School uses the LSAT or other test results in a manner that is consistent with the current guidelines regarding proper use of the test results provided by the agency that developed the test.

61. Standard 504.

(a) Provide the URL where the Law School publishes on its website the statement on qualifications for admission to the bar as required by Standard 504. Does the Law School application for admission include the required statement? [See Attachment: Application for Admission]

(b) Describe the additional steps the Law School takes, as soon after matriculation as is practicable, to apprise entering students of the importance of determining the applicable character, fitness, and other requirements for admission to the bar in each jurisdiction in which they intend to seek admission to the bar.
62. Standards 505.

(a) Does the Law School admit students with credit for courses completed at another law school approved by the Council? If yes, describe how the Law School ensures that only credits granted are from the courses that were taken as a J.D. degree student.

(b) Does the Law School admit students with credit for courses completed at a law school in the United States that is not approved by the Council?

   (1) If yes, does the Law School ensure that the non-ABA-approved law school has been granted the power to confer the J.D. degree by the appropriate governmental authority in the non-ABA-approved law school’s jurisdiction or that the non-ABA-approved law school’s graduates are permitted to sit for the bar examination in the jurisdiction in which the non-ABA-approved school is located?

   (2) Describe how the Law School determines that the courses at the non-ABA-approved law school were undertaken as a J.D. degree student and that the content was such that credit would have been granted toward degree requirements at the admitting Law School?

   (3) What is the maximum number of credits allowed for courses completed at a non-ABA-approved-law school?

(c) Does the Law School admit students with credit for courses completed at a law school outside the United States?

   (1) If yes, describe how the Law School determines that it would have granted credit toward satisfaction of J.D. requirements for courses completed at the foreign law school?

   (2) What is the maximum number of credits allowed for courses completed at a foreign law school?

(d) Does the Law School admit students with credits for credit hours earned in an LL.M. or other post-J.D. program offered by the Law School?

   (1) If yes:

      (i) Explain how the Law School determines that the credit hours earned were pursuant to successful completion of a J.D. course or courses while the student was enrolled in a post-J.D. program.

      (ii) Does the Law School have a grading system for LL.M. or other post-J.D. students in J.D. courses that is comparable to the grading system for J.D. degree students in the courses?

   (2) What is the maximum number of credits allowed for credit hours earned in an LL.M. or other post-J.D. program?

(e) If the Law School grants credit as provided in Standard 505(a) through (d), does the Law School require for the J.D. degree that the student successfully complete a course of study that satisfies the requirements of Standard 311 and meets all of the Law School’s requirements for the awarding of the J.D. degree?
(f) Does the Law School limit the credit hours granted pursuant to Standard 505(b) through (d) to no more, individually or in combination, than one-third of the total credits the Law School requires for the J.D. degree.

**Bar Passage**

63. Standard 316.

Describe the Law School’s bar passage results, including any recent trends, positive or negative, the School has experienced and any efforts to deal with any negative trend, or any anomalous results the School has experienced.

**Student Services**

64. Standard 507 and Interpretations 507-1, 507-2, and 507-3.

(a) Describe how the Law School takes reasonable steps to minimize student loan defaults, including provision of debt counseling at the inception of a student’s loan obligations and again before graduation.

(b) For Law Schools not affiliated with a University, provide the student loan default rates for the current and previous two academic years.

(c) For Law Schools not affiliated with a University, is the Law School in full compliance with Title IV of the Higher Education Act? Explain any areas of non-compliance, indicating the date from which the institution has been out of compliance. State the result of all financial or compliance audits and program reviews since the last site evaluation.

65. Standard 508.

Describe how the Law School provides all its students, regardless of enrollment or scheduling option, with basic student services, including maintenance of accurate student records, academic advising and counseling, and financial aid and debt counseling. If the Law School does not provide these student services directly, describe how its students have reasonable access to such services from the University of which it is a part or from other sources.


(a) Describe how the Law School provides career counseling to assist students in making sound career choices and obtaining employment.

(b) Briefly describe the Law School’s employment outcomes. If the percentage of graduates who are “unemployed seeking” on the Employment Summary Report for any of the past three years is greater than 20%, and/or the percentage of graduates whose employment status is unknown is greater than 15%, discuss how the Law School has addressed or is addressing the issue.
**Consumer Information**


(a) Does the Law School have a link on its home page titled “ABA Required Disclosures,” as required by the Managing Director's Guidance Memo on Standard 509 dated July 14, 2014? Does that link direct the reader to a page that includes all of the disclosures (or a direct link to each of the disclosures) required by Standard 509?

(b) Provide the URLs for the locations on the Law School’s website where the following information is published:

   1. Standard 509 Information Report;
   2. Bar Passage Outcomes
   3. Employment Summary Reports; and
   4. The information required by Standard 509(c).

(c) Describe how the Law School obtains, verifies, publicizes, and distributes consumer information that is complete, accurate, and not misleading to a reasonable law school student or applicant.

(d) Indicate whether the Law School makes public its status as a law school approved by the Council and whether it does so accurately, including the name and contact information of the Council. [Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association, 321 North Clark Street, Chicago, IL 60654, 312-988-6738.]

68. Standards 509(b)(3) and 509(d) and Interpretation 509-3.

Indicate whether and how the Law School distributes Scholarship Retention Data to each applicant being offered a conditional scholarship at the time the scholarship offer is extended.

69. Standard 510.

(a) Describe the Law School’s student complaint policy, including appeal rights, if any, for complaints implicating the Law School’s compliance with the Standards. Indicate where the Law School’s complaint policy is published.

(b) Indicate whether the Law School maintains a record of the complaints submitted during the most recent accreditation period and maintains a record of the resolution of the complaints.
LIBRARY AND INFORMATION RESOURCES

70. Standards 601(a)(1), 601(a)(2), 601(a)(4), and 605 and Interpretation 605-1.

Explain how the Law School maintains a law library that:

(a) provides support through expertise, resources, and services adequate to enable the Law School to carry out its program of legal education, accomplish its mission, and support scholarship and research; and

(b) develops and maintains a direct, informed, and responsive relationship with the faculty, students, and administration of the Law School.

(c) remains informed on, and implements as appropriate, technological and other developments that affect the library’s support for the Law School’s program of legal education.

(d) provides the appropriate range and depth of reference, instructional, bibliographic, and other services to meet the needs of the Law School’s teaching, scholarship, research, and service programs.


Describe how the law library, working with the Dean and the faculty, engages in a regular planning and assessment process, including assessment of the effectiveness of the library in achieving its mission and realizing its established goals.

72. Standard 601(b).

(a) Describe the preparation, submission, determination, and administration of the law library budget. Describe any significant changes to the law library’s budget since the last site evaluation.

(b) Describe how the Law School provides, on a consistent basis, sufficient financial resources to the law library to enable it to fulfill its responsibility of supporting the Law School and to realize its established goals. Explain any exceptions as well as any significant changes since the last site evaluation.

73. Standards 602 and Interpretation 602-1.

(a) Describe how the Law School meets the following requirements:

(1) The Law School has sufficient administrative autonomy to direct the growth and development of the law library and to control the use of its resources.

(2) The director of the law library and the dean, in consultation with the faculty, determines library policy.

(3) The director of the law library and the dean are responsible for the selection and retention of personnel, the provision of library services, and collection development and maintenance.
(b) If the law library is administered as part of a University library system, indicate how the dean, the director of the law library, and the faculty of the Law School are responsible for the determination of basic law library policies, priorities, and funding requests.

74. Standard 603 and Interpretation 603-1.

(a) Is the law library administered by a full-time director whose principal responsibilities are managing the law library and providing information resources in appropriate formats to faculty and students?

(b) Describe the process for the selection and retention of the director of the law library, including whether the Law School determines the selection and retention of the director.

(c) Does the director of the law library have a law degree and a degree in library or information science? If not, describe how the director has knowledge of and experience in law library administration sufficient to support the program of legal education and enable the Law School to operate in compliance with the Standards.

(d) Does the law library director hold a law faculty appointment? If not, explain.

(e) Describe the extent to which the law library director has security of faculty position.

75. Standard 604 and Interpretation 604-1.

Briefly summarize the expertise and number of library staff to establish that the library has staff sufficient in number and expertise to provide appropriate services to the Law School.

76. Standards 606(a), 606(b), and 606(c) and Interpretations 606-1 and 606-2.

Briefly describe the library’s collection to establish that the library has a core collection of essential materials and a collection that effectively supports the Law School’s curricular, scholarly, and service programs and prepares students for effective, ethical, and responsible participation in the legal profession.

77. Standard 606(d).

Describe the method of formulating and periodically updating the law library’s written collection development plan. When was the library’s collection development plan last reviewed and updated?
FACILITIES, EQUIPMENT, AND TECHNOLOGY

78. Standard 701.

(a) Describe the technology available to support the teaching, scholarship, research, service, and administrative needs of the students, faculty, and staff of the Law School. Include hardware and software resources and technology infrastructure.

(b) Describe the technology staff support and the space for staff operations.

(c) Describe the financial resources available to the Law School to maintain and, as appropriate, adopt new technology.

(d) When was each Law School building constructed? If a Law School building has been remodeled or enlarged since the last inspection, state the date(s) and describe generally the work done.

79. Standards 606(e) and 702(a) and Interpretation 702-3.

Describe how the Law School provides the following:

(a) suitable class and seminar rooms in sufficient number to permit reasonable scheduling of all classes, skills offerings, and seminars;

(b) a law library that is suitable and sufficient in size, location, and design in relation to the Law School’s programs and enrollment to accommodate the needs of the Law School’s students and faculty and the law library’s services, collections, staff, operations, and equipment, including suitable space and adequate equipment to access and use information in whatever formats are represented in the collection;

(c) suitable and sufficient space for staff providing support services, including student support services, to the program of legal education;

(d) office space for full-time faculty members that is suitable and sufficient for faculty research, class preparation, and faculty-student conferences;

(e) sufficient space for part-time faculty members to conduct faculty-student conferences;

(f) suitable and sufficient space for equipment and records;

(g) sufficient and suitable space for conducting any in-house clinical programs in a manner that assures competent and ethical representation of clients and meaningful instruction and supervision of students, including confidential space for client interviewing, working on and discussing client cases, and security for client files;

(h) suitable and sufficient space for students and faculty for quiet study and research; and

(i) suitable and sufficient space for group study and other forms of collaborative work.
80. Standards 702(b) and 702(a)(5).

(a) Do all facilities and equipment meet all applicable health and safety codes? If not, describe any plans to address these deficiencies and the time frame in which they will be addressed.

(b) Describe any part of the Law School’s facilities that does not provide reasonable access and accommodations to persons with disabilities consistent with applicable law. Describe any plans to address any deficiencies and the time frame in which they will be addressed.

81. Standard 702 and Interpretations 702-1 and 702-2.

(a) If all or part of the facilities used by Law School programs are not owned free and clear (e.g., leased, subject to a mortgage, pledged as security), describe the terms of occupancy, including the overall lease or financing terms, duration, lease renewal terms, conditions, and termination or foreclosure provisions.

(b) If any of the Law School’s facilities are not under the exclusive control and reserved for the exclusive use of the Law School, explain how and by whom the facility is controlled. Describe how the arrangements permit the proper scheduling of all Law School classes and all other Law School activities and indicate who schedules classes or other activities.

(c) If some of the Law School’s facilities are used by others, state generally the hours per week of such use, indicating day and night use separately.
2019-2020 Self Study
Site Evaluation Questionnaire – Required Supplementary Materials
(to be used for site visits occurring in 2019-2020)

Required Reports

Question 1: General Information.

Report 1: J.D. and non-J.D. Enrollment


Report 2: Law School Finances

Question 15: Standard 206(a).

Report 3: Minority Admissions

Question 17: Standard 206(b).

Report 4: Teaching Resources

Question 20: Standards 301(a).

Report 5: Curricular Offerings


Report 6: Study Abroad Programs


Report 7: Non-J.D. Program Enrollment

Question 45: Standard 402 and Definition 6.

Report 8: Full Time Faculty Profiles

Question 46: Standard 403(a).

Report 4: Teaching Resources
Report 9: Contact Hours and Credit Hours

Question 56: Standard 501(a) and (b).

Report 10: Non-Transfer Attrition
Report 11: Admission and First Year Class Profile

Question 60: Standard 503 and Interpretation 503-3.
Report 12: Non-LSAT Admissions

**Question 63: Standard 316.**

Report 13: Bar Passage Report

**Question 66: Standard 508.**

Report 14: Employment Summary

**Question 67: Standard 509 and Interpretations 509-1, 509-2, and 509-4.**

Report 15: Financial Aid Report
Questions 6 and 8: Standards 201(a)-(c) and 201(e).

Attachment: An organizational chart of the University.

Attachment: For an independent Law School, the Law School’s basic governance documents (such as a charter or institutional bylaws).

Attachment: The most recent Dean’s report(s) to the President, Board of Trustees, and/or alumni, if any.

Question 9: Standard 203.

Attachment: Current resume of the Dean.

Attachment: An organizational chart of the Law School.

Attachment: The list of current faculty committees, together with the membership rosters for each.


Attachment: The two most recently completed audited financial statements for the University, and if the Law School has a separate financial statement, for the Law School.

Attachment: The Law School budget for the current fiscal year and the two most recently completed fiscal years.

Attachment: A summary of the current long-term debt, including debt service schedules.

Attachment: A summary of the endowment, quasi-endowment funds (and those acting as endowments), and permanently and temporarily restricted investment funds, held by or on behalf of the Law School for the current and previous two fiscal years. For funds held on behalf of the Law School, identify the nature of the funds and the conditions under which the Law School or University may access these funds.

Attachment: If the University or Law School has a bond rating from a national rating agency, the most recent general rating report from the agency.

Attachment: Budget projections for future years (up to three years, if available).

Question 13: Standard 205 [Faculty and Staff].

Attachment: A copy of the Law School’s and/or University’s (if the Law School is covered by the University’s) nondiscrimination/EEO policy relating to faculty and staff. If the policy is located on the Law School’s or University’s website, also provide the URL.
Question 14: Standard 205 [Students].

Attachment: A copy of the Law School’s and/or University’s (if the Law School is covered by the University’s) nondiscrimination/EOO policy relating to students. If the policy is located on the Law School’s or University’s website, also provide the URL.

Attachment: The published statement of equal opportunity in placement.

Question 19: Standard 207 and Interpretation 207-1.


Question 20: Standard 301(a).

Attachment: Required Curriculum.

Question 34. Standard 307.

Attachment: Supplemental Questionnaire for Programs Offered by an ABA-APPROVED Law Schools in a Location Outside the United States (if applicable)

Question 35: Standard 308.

Attachment: The Law School’s applicable standards for
(1) regular class attendance;
(2) good standing;
(3) academic integrity;
(4) graduation; and
(5) dismissal.

Attachment: Any Law School grade distribution policy, mandatory or otherwise.

Question 38: Standard 310.

Attachment: The Law School’s written policies and procedures for determining the credit hours that it awards for coursework.

Question 48: Standard 404(a).

Attachment: Law School (as distinct from University) policies with respect to a faculty member’s responsibilities in teaching, scholarship, and service to the Law School community and professional activities outside the Law School, if any.

Question 50: Standard 405(a).

Attachment: The Law School faculty handbook(s), bylaws, and constitution, if any.

Attachment: The Law School's academic freedom, tenure, and promotion policies and procedures.
Attachment: A copy of any written University or Law School policies that are different for clinical or legal writing and research faculty from those applicable to full-time tenured/tenure-track faculty.

Question 56: Standard 501(a) and (b).

Attachment: The Law School’s application for admission.

Attachment: The published statement of the Law School’s standards for admission.


Attachment: Current Law School catalog or equivalent or the URL if the catalog or equivalent is available on the web.

Attachment: A list of all courses that are included in the Law School’s course offerings, however published, but that have not been offered during the previous two academic years and are not being offered in the current academic year.

Question 68: Standards 509(b)(3) and 509(d) and Interpretation 509-3.

Attachment: Sample letters of conditional scholarship offers made to applicants in the current and previous two years.

Question 75: Standard 604 and Interpretation 604-1.

Attachment: Law Library Organizational Chart.

Question 77: Standard 606(d).

Attachment: Collection Development Plan.

Question 79: Standards 606(e) and 702(a) and Interpretation 702-3.

Attachment: Floor plans, maps, or similar guides of all Law School facilities that will assist site team members while on-site.

Question 81: Standard 702 and Interpretations 702-1 and 702-2.

Attachment: A copy of the lease documents for any portion of the facilities used for Law School programs that are subject to a lease.
Instructions for the Site Report Template

**Site Team Role**

The site team is responsible for submitting to the Council a report that addresses the factual information relevant to each of the Standards so that the Council can determine whether a school is in compliance with the Standards.

The team’s report should be candid in its evaluation of the school and its program and in reporting facts bearing on the school’s compliance with the Standards. The site team’s role is not to determine compliance with the Standards, but rather to report facts and observations to enable the Council to make the compliance determination. The report of the site evaluators should be written to give the Council as much information relevant to the Standards as possible, so it may take appropriate action based upon the team's report.

If a site visit report suggests conclusions as to whether a school complies with the Standards, is missing information, or has an overly congratulatory or critical tone, then the work of the Council is made more difficult and misunderstandings on the part of the law school can arise. For that reason, in such a case, the internal reviewer will sometimes ask for missing information, seek clarification on ambiguities, or make changes as appropriate. The Managing Director’s Office will seek assent to changes, but will make the final determination as to the final version of the report. A full report of the facts found and observations made by the site team will communicate effectively the team’s overall impressions without interfering with the responsibility that rests with the Council to conclude whether those facts establish compliance with the Standards.

Members of a site team have a challenging task to stay within the role of fact-finders, but the site team chair is an experienced site evaluator and will provide guidance and leadership on this issue.

The “Procedures for the Site Evaluation” discusses preparing for the site visit, the site visit schedule, and key elements of the visit.

**Site Report Template**

To promote consistency, efficiency, and fairness, the Council has developed a Site Report Template to be used by site evaluation teams. A copy of the template follows these instructions and will be sent to team members in hard copy and electronically. The template now contains 81 questions, reduced from the 91 questions in the template used for the previous several years.

The site team chair will assign each team member primary responsibility for certain portions of the site report. The site report consists of the following sections:

**Organization and Administration:** Questions 1–19
**Program of Legal Education:** Questions 20–43
After receiving assignments from the chair, team members should complete the report using the new template. Each team member should provide his or her completed portion of the template to the chair. Many chairs will ask team members to prepare a draft of their section of the report prior to the visit in order to focus on the areas where the team has questions.

General Guidelines for writing the report

*Remember to provide facts and not opinions or comparisons.*

*Respond to each question in the template. If a question is not applicable, please say “Not applicable.”* If the report is silent on a particular matter covered by the Standards, then the Council has no clear signal as to what the omission indicates. Often a brief sentence that indicates the matter was reviewed by the site visit team can eliminate confusion in the review of the school and save the school from having to report further information to the Council to provide assurance that the school is operating in compliance with a Standard.

*If a question has subsections, respond to each subsection separately.*

*Do not remove the questions from the template.* The completed template will include all of the questions and all of the responses. This is particularly important because the numbers in the template correspond to the numbers in the Site Evaluation Questionnaire (SEQ) submitted by the school and in the decision letter that will be drafted by the Council.

*Verify the information provided by the law school.* For some purely factual questions, it will be sufficient to copy or briefly summarize the response provided by the law school (usually in the SEQ – Narrative Responses), or in some cases to simply answer “Yes,” after verifying the information. **Please be sure to summarize rather than copy and paste large sections of the SEQ.** If you do decide to copy information from the SEQ, be certain to edit the information carefully to ensure it is responsive to the question and does not include language such as "our students," "we," "our policy," etc." For other questions, an analysis of the information provided or of observations made onsite will be more appropriate.

**Format of Final Report**

The template should be submitted in Word using Arial 11. The report should be single-spaced with double spaces after headings and between paragraphs. Do not indent
Reports drafted using the previous, 91-question template typically ranged from approximately 80 to 100 pages. Because the new template has ten fewer questions, reports using the current template may well be shorter.

The chair of the site evaluation team is responsible for putting the report together and for assuring that the style used throughout the report is consistent. The Council prefers to capitalize the terms “Law School” and “University” throughout the report and to use the Oxford comma.

Please make the report complete in itself and avoid the incorporation by reference of material contained in an appendix or in other documents. If the team acquires materials not included in the site evaluation documents, that it believes the Council should consider in its deliberations, those materials should be sent separately to the Managing Director’s Office.

**Timeline for Submission**

The chair should submit the Site Report electronically to William.Adams@americanbar.org in the Managing Director’s Office within six weeks following the visit. Once the office receives the report, it will be reviewed internally. The office may contact the chair if additional information or editing is needed prior to the report being sent to the school. After receiving the report, the law school has 30 days to respond to the report and make factual corrections. The report is then calendared with the Council for review. Delays in submission of the report result in delays in receipt of the report by the school and in review by the Council.
INTRODUCTION

(a) Name of the Law School visited and type of site visit:

(b) The date(s) of the site visit:

(c) Names of the site team members; indicate the chair of the site team:

(d) Brief synopsis of the site team’s activities onsite:
ORGANIZATION AND ADMINISTRATION

Accreditation History

1. General Information

(a) When was the Law School founded, where is it located, and when did it obtain its ABA accreditation?

(b) If the Law School has separate locations, provide the date when the Council granted acquiescence to establish each separate location, including branch campuses. [Note: A separate location is a location within the United States at which the Law School offers more than sixteen credit hours of the program of legal education and that is not in reasonable proximity to the Law School’s main campus.]

(c) State whether the Law School is public, private non-profit, or private for-profit. Identify any University or other entity with which the Law School is affiliated.

(d) Provide the name of the institutional accrediting body for the Law School or the University or other entity of which it is a part. State when the Law School or the entity of which it is a part was last re-accredited.

(e) Indicate the state licensing status of the Law School or the entity of which it is a part.

2. Fully Approved Law Schools.

(a) List any matters on which the Law School is currently reporting to the Council.

(b) Were any third-party comments received? If so, report on the nature of the comments and how the Law School addressed them.

3. Schools Seeking Provisional Approval.

Provide a thorough review of the Law School’s feasibility study and reliable plan for coming into compliance with the Standards. Discuss the plan’s projections for students (number and qualifications), financing the Law School operation, and the relationship between the two.

4. Provisionally Approved Law Schools.

(a) List any matters on which the Law School is currently reporting to the Council, including all matters called to the attention of the Law School in the Council’s or former Accreditation Committee’s most recent decision letter.

(b) List the dates of all prior site evaluations.

(c) Discuss whether the projections in the reliable plan for students (number and qualifications) and financing the Law School operation have been met or revised.
5. Schools Seeking Full Approval.

(a) List any matters on which the Law School is currently reporting to the Council, including all matters called to the attention of the Law School in the Council’s or former Accreditation Committee’s most recent decision letter.

(b) List the dates of all prior site evaluations.

(c) Discuss whether the projections in the reliable plan for students (number and qualifications) and financing the Law School operation have been met or revised.

**Governance**

6. Standard 201 (a)-(c)

(a) Describe how the Dean and the faculty have the primary responsibility and authority for planning, implementing, and administering the Law School’s program of legal education, including curriculum; methods of instruction and evaluation; admissions policies and procedures; and academic standards.

(b) Describe whether the Dean and the faculty recommend the selection, appointment and retention of faculty members. (Note: do not discuss the tenure process or any formal 405(c) long-term contract process here as those subjects are addressed in Questions 51 and 53).

(c) Describe how the faculty and dean each have a significant role in determining educational policy.

7. Standard 201(d).

If the Law School is part of a University, does the University have any policies that are inconsistent with the Standards? If so, indicate which policies are inconsistent and describe the policies the Law School has adopted and implemented to ensure operation of the Law School in compliance with the Standards.

8. Standard 201(e).

(a) If the Law School is not part of a University, provide the name and a brief description of the board that has the responsibility and authority for ensuring operation of the Law School in compliance with the Standards.

(b) If the Law School is part of a University, describe how the Law School fits within the University organization, (e.g., the reporting lines within the University).


(a) Describe the faculty and tenure status, duties, and qualifications of the dean. If the dean does not hold an appointment as a member of the faculty with tenure, describe the dean’s appointment and the extraordinary circumstances that led to the dean’s appointment to a position other than of a faculty member of the Law School with tenure.
(b) Is the position of the dean full-time? Does the dean have the authority and support necessary to discharge the responsibilities of the position? Explain if there are any facts that would call this into question.

(c) If the dean was appointed since the last site evaluation, describe how the procedure used to select the dean ensured meaningful involvement by the faculty or a representative body of the faculty. If the procedures did not ensure meaningful involvement, explain.

(d) If there is a current dean search in progress, describe how the process to select the dean ensures meaningful involvement by the faculty or a representative body of the faculty. If there is an interim dean, describe how the interim dean was appointed and how long the interim dean has been in the position.

10. Standard 204.

(a) Describe the processes that were used to prepare the document(s) required by Standard 204, including a description of the dean’s and faculty’s involvement.

(b) Does the Law School’s Self Assessment address the elements required by Standard 204(b):

   (1) a statement of the law school’s mission and of its educational objectives in support of that mission,

   (2) an evaluation of the educational quality of the law school’s program of legal education, including a description of the program’s strengths and weaknesses, and

   (3) a description of the school’s continuing efforts to improve the educational quality of its program. [Note: any major concerns raised in the Law School’s Self Assessment.]

**Law School Finances**

11. Standard 202(a), (c), and (d).

(a) Report the Law School’s operating income and expenditures for the past two fiscal years (if available) and the budgeted amounts for the current year. Describe the Law School’s annual budget development and monitoring process, including which persons or groups are involved in the process.  **Insert Report 2: Law School Finances**

(b) Describe the Law School’s long-term financial projection process, how many future years are projected, and list the key assumptions used.

(c) Explain how the Law School’s current and anticipated financial resources are sufficient to allow it to operate its program of legal education. If there are concerns raised in the record or onsite with respect to the Law School’s ability to operate in compliance with the Standards, provide sufficient facts to enable the Accreditation Committee to make a determination about the Law School’s compliance with Standard 202(a).
(d) Do the Law School's financial plans for the next five years show that the Law School will be operating at a deficit during any one of those years? If yes, describe the plan or planning process (including the timeline of such a process) for managing the deficits in a way that allows the school to continue to operate its program in compliance with the Standards.

(e) For Law Schools that are part of a University:

   (1) Describe the University financial projection process, indicate how many years are projected, and describe how future projected deficits, if any, will be met.

   (2) Describe how any University current fiscal year operating deficit would be met.

(f) Describe any significant litigation affecting the University or Law School.

(g) If the University or Law School has a bond rating from a national agency, state the general bond ratings since the last review.

12. Standards 202(b) and (e) and Interpretation 202-1.

For Law Schools that are part of a University:

(a) Is the Law School given the opportunity to present its recommendations on budgetary matters to the University administration before the budget for the Law School is submitted to the governing board for adoption? Explain.

(b) Does the Law School obtain annually from the University an accounting and explanation for all charges and costs assessed against resources generated by the Law School and for any use of resources generated by the Law School to support non-Law School activities and central University services? Explain.

(c) Report the University’s operating income and expenditures for the past two fiscal years and the budgeted amounts for the current year. Describe any concerns regarding the long-term viability of the institution or its ability to support the Law School in accordance with the Standards. Insert Attachment: The University budget for the current fiscal year and the two most recently completed fiscal years, or alternatively, audited financial statements for the University for the past two fiscal years.

Non-Discrimination, Equality of Opportunity, Diversity and Inclusion

13. Standards 205(b) and (c) and Interpretations 205-1, 205-2 and 205-5.

(a) Provide the Law School nondiscrimination policy that is applicable to faculty and staff. Does the policy prohibit discrimination on the basis of race, color, religion, national origin, gender, sexual orientation, age, and disability? Provide the citation or link to the policy and indicate where the policy is published. If the Law School is part of a University, indicate if the Law School has a nondiscrimination policy that is separate from that of the University. Explain.
(b) Describe how the Law School fosters and maintains equality of opportunity for faculty and staff without discrimination or segregation on the basis of race, color, religion, national origin, gender, sexual orientation, age, or disability.

(c) If the Law School has a religious affiliation or purpose, state whether it adopted and applies policies of employment of faculty and staff that directly relate to this affiliation or purpose. If so, please describe. Additionally, explain whether notice of these policies has been given to faculty and staff prior to their affiliation with the Law School.

(d) If the Law School has a religious affiliation or purpose, do any of the policies related to the religious affiliation, purpose, or policies contravene any other Standard, including Standard 405(b) concerning academic freedom?

14. Standards 205(a), (b), (c), and (d) and Interpretations 205-1, 205-2, 205-3, and 205-4.

(a) Does the Law School use admission policies or take other action to preclude admission of applicants or retention of students on the basis of race, color, religion, national origin, gender, sexual orientation, age, or disability? If yes, explain. Quote the nondiscrimination policy applicable to students and student admissions. Provide the citation or link to the policy and indicate where the policy is published. [Note: Provide the policy applicable to students and admissions not the statement applicable to employers, which is covered above in Question 13.]

(b) Explain how the Law School fosters and maintains equality of opportunity for students without discrimination or segregation on the basis of race, color, religion, national origin, gender, sexual orientation, age, or disability.

(c) If the Law School has a religious affiliation or purpose, has it adopted and applied policies for admission of students that directly relate to this affiliation or purpose? If yes, describe such policies and indicate how the Law School provides notice of these policies to students prior to their affiliation with the Law School. If these policies are published on the Law School’s website, also provide the URL.

(d) Describe how the Law School communicates to every employer to whom it furnishes assistance and facilities for interviewing and other placement services the school’s firm expectation that the employer will observe the principles of non-discrimination and equality of opportunity on the basis of race, color, religion, national origin, gender, sexual orientation, age, and disability in regard to hiring, promotion, retention, and conditions of employment. If this information is published on the Law School's website, also provide the URL.


(a) Review and verify information provided on Minority Admissions. Insert Report 3: Minority Admissions.

(b) Describe how the Law School demonstrates by concrete action a commitment to diversity and inclusion by providing full opportunities for the study of law and entry into the profession by members of underrepresented groups, particularly racial and ethnic minorities, and a commitment to having a student body that is diverse with respect to gender, race, and ethnicity.

Describe the Law School's concrete actions that demonstrate the Law School’s commitment to having a full-time faculty that is diverse with respect to gender, race, and ethnicity. [Note: Be sure to inquire about actions in addition to attending the AALS Faculty Recruitment Conference.]

17. Standard 206(b).

For the current and previous two academic years, describe the Law School's concrete actions that demonstrate the Law School’s commitment to having an adjunct /non-full-time faculty that are diverse with respect to gender, race, and ethnicity. [See Report 4: Teaching Resources]


For the current and previous two academic years, describe the Law School's concrete actions that demonstrate the Law School’s commitment to having a staff that is diverse with respect to gender, race, and ethnicity. Describe the results of these efforts.


(a) Briefly describe the Law School’s policies and procedures for assessing and handling requests for reasonable accommodations made by qualified individuals with disabilities. Provide the citation or link to the policies and indicate where the policies are published.

(b) Describe how the Law School ensures adherence to those policies and procedures.

(c) How many students have received accommodations in the current and prior two academic years?
PROGRAM OF LEGAL EDUCATION

Rigor, Learning Outcomes, Assessments

20. Standard 301(a).

(a) Based on a review of the law school’s program of legal education from the responses to the SEQ and the on-site visit, please discuss facts that indicate that the Law School is meeting the requirement to have a rigorous program of legal education that prepares its students, upon graduation, for admission to the bar and for effective, ethical, and responsible participation as members of the legal profession.

(b) What is the required 1L curriculum? Provide a list of the courses required and the number of credits.

(c) What is the required upper-level curriculum? Provide a list of the courses required and the number of credits.

21. Standards 301(b) and 302 and Interpretations 302-1 and 302-2.

Has the Law School adopted learning outcomes designed to achieve the objectives of the program of legal education? Indicate where the learning outcomes are published.


How does the Law School utilize both formative and summative assessment methods in its curriculum to measure and improve student learning and provide meaningful feedback to students?


Has the Law School has adopted and implemented an assessment plan? Explain how the Law School conducts an ongoing evaluation of its program of legal education, learning outcomes, and assessment methods and uses the results to determine the degree of student attainment of competency in the learning outcomes and to make appropriate changes to improve the curriculum.

Curriculum


(a) Does the Law School require that each student admitted beginning with the Fall of 2016 satisfactorily completes one course of at least two credit hours in professional responsibility that includes substantial instruction in rules of professional conduct, and the values and responsibilities of the legal profession and its members.

(b) Does the Law School require that each student who enrolled prior to Fall 2016 (if any such students remain enrolled) meets the requirement of the former Standard that each student receive substantial instruction in the history, goals, structure, values, and responsibilities of the legal profession and its members?
25. Standard 303(a)(2) and Interpretations 303-1 and 303-2.

(a) Describe how the Law School ensures that each student satisfactorily completes at least one writing experience in the first year that is faculty supervised.

(b) To demonstrate the rigor of the writing experience, include factual detail such as class size; the number and nature of the writing assignments; opportunities for students to submit drafts, receive faculty comments, and incorporate those comments in subsequent versions of the written work; reliance on teaching assistants; use of peer assessments; and the extent of faculty supervision.

26. Standard 303(a)(2) and Interpretations 303-1 and 303-2.

(a) Describe how the Law School ensures that each student satisfactorily completes at least one additional writing experience after the first year that is faculty supervised.

(b) To demonstrate the rigor of the writing experience, include factual detail such as class size, the number and nature of the writing assignments, opportunities to meet with the writing instructor, reliance on teaching assistants, use of peer assessments, and the extent of faculty supervision.

(c) If study outside the classroom, such as moot court, law review, or directed research, can be used to satisfy the upper-level writing requirement, explain how those experiences are faculty supervised and include opportunities for individualized assessment and multiple drafts.

27. Standard 303(b)(2) and Interpretations 303-3 and 303-4.

Describe how the Law School offers substantial opportunities for student participation in pro bono legal services, including law-related public service activities.

28. Standard 305.

Does the Law School grant credit toward the J.D. degree for courses (other than field placements) that involve student participation in studies or activities in a format that does not involve attendance at regularly scheduled class sessions, including moot court, law review, and directed research? If yes, how does the Law School satisfy the requirements of Standard 305 as to these activities, in particular, the requirement of Standard 305(c) that each student’s academic achievement shall be evaluated by a faculty member?

**Experiential Learning**

29. Standards 303(a)(3), 303(b)(1), 303(b)(2), 304(e) and (f).

(a) Describe how the Law School curriculum provides each student with an opportunity to complete one or more experiential course(s) totaling at least six credit hours.

(b) For students who enrolled in Fall 2016 and later, how does the Law School ensure that each student satisfactorily completes one or more experiential course(s) totaling at least six credit hours?
(c) For students who enrolled prior to Fall 2016 (if any such students remain enrolled), describe how the Law School ensures that each student meets the requirement of the former Standard that each student receive substantial instruction in other professional skills generally regarded as necessary for effective and responsible participation in the legal profession?

d) Describe how the Law School ensures that no student uses a single course to satisfy more than one requirement in Standard 303(a)?

(e) How does the Law School provide substantial opportunities to students for law clinics or field placements?

(f) Describe how the Law School offers substantial opportunities to students to participate in pro bono legal services, including law-related public service activities.

(g) Describe how credit granted for such experiential course shall be commensurate with the time and effort required and the anticipated quality of the educational experience.

(h) How does the Law School ensure that each student in a simulation, law clinic, or field placement course has successfully completed sufficient prerequisites or receives sufficient contemporaneous training to assure the quality of the student experience?

30. Standard 304(a) [Simulation Courses].

(a) If the Law School offers any simulation courses to satisfy the experiential course requirement of Standard 303(a)(3), how does it ensure that the courses meet the requirements of Standards 304(a)(1)-(6):

1. integrate doctrine, theory, skills, and legal ethics, and engage students in performance of one or more of the professional skills identified in Standard 302;

2. develop the concepts underlying the professional skills being taught;

3. provide multiple opportunities for performance;

4. provide opportunities for a student performance, self-evaluation, and feedback from a faculty member;

5. a classroom instructional component; and

6. provide direct supervision of the student’s performance by the faculty member.

(b) Do discussions with the faculty together with the course descriptions and/or syllabi of the simulation courses listed as satisfying the experiential course requirement demonstrate that the courses meet the requirements of Standard 304(a)(1)-(6) as well as 304(b)?
31. Standard 304(a) [Law Clinics].

(a) If the Law School offers any law clinics to satisfy the experiential course requirement of Standard 303(a)(3), how does the Law School ensure that the law clinics meet the requirements of Standards 304(a)(1)-(6):

(1) integrate doctrine, theory, skills, and legal ethics, and engage students in performance of one or more of the professional skills identified in Standard 302;

(2) develop the concepts underlying the professional skills being taught;

(3) provide multiple opportunities for performance;

(4) provide opportunities for a student performance, self-evaluation, and feedback from a faculty member;

(5) a classroom instructional component; and

(6) provide direct supervision of the student’s performance by the faculty member.

(b) Do discussions with the faculty together with the course descriptions and/or syllabi of the law clinics listed as satisfying the experiential course requirement demonstrate that the courses meet the requirements of Standard 304(a)(1)-(6) as well as 304(c)?

32. Standard 304(a) and (d) [Field Placement Programs].

(a) If the Law School offers any field placements to satisfy the experiential course requirement of Standard 303(a)(3), how does the Law School ensure that the field placements meet the requirements of Standards 304(a)(1)-(6):

(1) integrate doctrine, theory, skills, and legal ethics, and engage students in performance of one or more of the professional skills identified in Standard 302;

(2) develop the concepts underlying the professional skills being taught;

(3) provide multiple opportunities for performance;

(4) provide opportunities for a student performance, self-evaluation, and feedback from a faculty member or site supervisor;

(5) a classroom instructional component, regularly scheduled tutorials, or other means of ongoing, contemporaneous, faculty-guided reflection; and

(6) provide direct supervision of the student’s performance by the faculty member or site supervisor.

(b) Describe how the Law School’s field placement program satisfies the requirements of Standard 304(d):

(1) A written understanding among the student, faculty member, and a person in authority at the field placement;
(2) A method for selecting, training, evaluating, and communicating with site supervisors;

(3) evaluation of each student’s educational achievement by a faculty member;

(4) sufficient control of the student experience to ensure that the requirements of the Standard are met; and

(5) A method of maintaining records to document the steps taken to ensure compliance with the Standard.

(c) Do discussions with the faculty together with the course descriptions and/or syllabi of the field placement courses listed as satisfying the experiential course requirement demonstrate that the courses meet the requirements of Standard 304(a)(1)-(6) as well as 304(d)?

Distance Education


(a) If the Law School allows credit for distance education courses, describe:

(1) the process by which the academic content, method of course delivery, and method of evaluating student performance is approved. If this process differs from that used for reviewing other courses, explain the difference.

(2) how the Law School’s technological capacity, staff, information resources, and facilities are sufficient to ensure the educational quality of distance education.

(3) how the Law School ensures that credit is granted for distance education courses only if: (i) there is opportunity for regular and substantive interaction between faculty member and student and among students; (ii) there is regular monitoring of student effort by the faculty member and opportunity for communication about that effort; and (iii) the learning outcomes for the course are consistent with Standard 302.

(4) how the Law School ensures that a student may be granted no more than one-third of the credit hours required for the J.D. degree for distance education courses;

(5) how the Law School ensures that a student may earn no more than 10 distance education credits during the first one-third of a student’s program of legal education; and

(6) how the Law School has established an effective process for verifying the identity of students taking distance education courses that also protects student privacy.

(7) whether there are any additional charges associated with verification of student identity, and, if so how students are notified at the time of registration or enrollment.
(b) Describe the training or support that is provided to ensure effective teaching in distance education courses.

**Studies Outside the United States**

34. Standard 307.

If the Law School grants credit for student participation in studies or activities in a foreign country, provide the following information.

*Insert Report 6: Study Abroad Programs containing:*

- Report #6A: Summer/Intersession Programs for the Law School’s Own Students
- Report #6B: ABA-Approved Summer/Intersession Programs
- Report #6C: ABA-Approved Semester/Year-Long Study Abroad Programs

(a) If the Law School permits individual student study at a foreign institution in accordance with the Criteria for Accepting Credit for Student Study at a Foreign Institution, has the Law School developed and published a statement that defines the educational objectives the Law School seeks to achieve in allowing students to study abroad for credit toward the J.D. degree? *Insert Report #6D: Number of Students Earning Credit Towards the J.D. Degree at a Foreign Institution.*

(b) Describe how the Law School complies with the requirements in Criterion I.A.4 of the *Criteria for Accepting Credit for Student Study at a Foreign Institution* that each student has an academic advisor and a written plan that defines the educational objectives the student seeks to achieve during the period of study abroad.

(c) Describe how the Law School ensures that students do not earn credits for study outside the United States exceeding two-thirds of the credits required for the J.D. degree for participating in a program sponsored by an ABA approved law school, including programs held in accordance with the Criteria for Approval of Foreign Summer and Intersession Programs Established by ABA-Approved Law Schools; programs held in accordance with the Criteria for Approval of Foreign Semester and Year-Long Study Abroad Programs Established by ABA Approved Law Schools; and field placements outside the United States.

(d) Describe how the Law School ensures that no more than one-third of the credits required for the J.D. degree for any combination of (1) student participation in a study outside the U.S. under the *Criteria for Accepting Credit for Student Study at a Foreign Institution* and 2) credit granted for courses completed prior to admission at a law school outside the United States in accordance with Standard 505(c).

(e) Describe how the Law School ensures that students do not earn credits exceeding two-thirds of the credits required for the J.D. degree though credit awarded pursuant to Standards 307(b), (c), and (d).

(f) Does the law school ensure that a student participating in study outside the United States has successfully completed sufficient prerequisites or will contemporaneously receive sufficient training to assure the quality of the student educational experience?
Please list all foreign program(s) offered by the Law School, including summer, intercession and semester and/or year-long program(s) and also, review and report on any complaints received about the foreign programs.

**Academic Standards and Support**

35. Standard 308.

(a) Describe the Law School’s policies relating to academic standards, including those for:

(1) regular class attendance;

(2) good standing;

(3) academic integrity;

(4) graduation; and

(5) dismissal.

(b) Indicate where in the Law School’s rules and regulations the policies are published.

(c) Describe the Law School’s written due process policies with regard to taking any action that adversely affects the good standing or graduation of a student and state where they are published.

(d) Describe how the Law School ensures adherence to the policies described in subsections (a) and (c).


How does the Law School provide academic advising that communicates effectively the Law School’s academic standards and graduation requirements, and that provides guidance on course selection?

37. Standard 309(b).

(a) How does the Law School provide academic support designed to afford its students a reasonable opportunity to complete the program of legal education, graduate, and become members of the legal profession? How does the Law School monitor and evaluate the success of its program?

(b) If the Law School imposes additional or different requirements based on a student’s GPA, state of bar examination, or other factor, describe those differences here.

**Academic Requirements**

38. Standard 310 and Interpretations 310-1 and 310-2.

(a) Describe the policies and procedures the Law School has adopted for determining credit hours that it awards for coursework, including co-curricular activities for which credit is awarded, and how those policies and procedures require the minimum 42.5 hours of in-class and out-of-class work per credit. Also describe the Law School
assesses the amount of out-of-class student work required in each course. Provide the citation or link to the policies and indicate where the policies are published.

(b) How does the Law School ensure adherence to the policies? Describe any issues that were raised during the site visit.

39. Standard 311(a) and Interpretation 311-1
(a) Does the Law School require successful completion of at least 83 credit hours for graduation? Provide a citation and/or link to the applicable rule or policy.

(b) How does the Law School ensure that of these credits hours, at least 64 of the credits required for graduation are earned through attendance in regularly scheduled classroom sessions or direct faculty instruction? [Note: courses taken at another law school prior to transferring may be counted in the required 64 credits].

40. Standards 311(a) and (b) and Interpretations 311-2 and 311-3.
(a) Does the Law School require that the course of study for the J.D. degree may be completed no earlier than 24 months and, except in extraordinary circumstances, no later than 84 months after a student has commenced law study at the Law School or a law school from which the school has accepted transfer credit? Provide a citation and/or link to the applicable rule or policy. How does the Law School ensure adherence to this requirement?

(b) Indicate whether, since the last site evaluation, (1) any student has been allowed to exceed the 84-month limitation in Standard 311(b), and (2) if so, whether a statement explaining the extraordinary circumstances is in the student’s file. Describe any circumstances in which the Law School has allowed a student to exceed the 84-month limitation in Standard 311(b).

41. Standards 311(c) and (d).
(a) Does the Law School have a policy that limits the maximum number of credits a student may enroll in at any time to 20% of the total coursework required for the J.D.? (The 20% maximum limit may not be exceeded, but normal rounding is permitted.) Provide a citation and/or link to the applicable rule or policy.

(b) Explain how the Law School ensures adherence to this policy. Describe any issues that were raised during the site visit.

(c) Describe how the Law School ensures that credit for J.D. degree shall only be given for course work taken after the student has matriculated in a law school’s J.D. program of study, except for credit that may be granted pursuant to Standard 505. A Law School may not grant credit toward the J.D. degree for work taken in a pre-admission program.

42. Standard 312.
(a) If the Law School has a part-time division that has received acquiescence from the Council, describe how the Law School provides students in that part-time division with reasonably comparable opportunities for access to: (i) the Law School’s program of legal
education; (ii) courses taught by full-time faculty; (iii) co-curricular programs; and (iv) other educational benefits.

Non-J.D./Certificate Programs

43. Standard 313, Interpretation 313-1, and Standard 506.
(a) If the Law School offers any non-J.D. degree or certificate programs. Insert Report 7: Non-J.D. Programs containing: (1) Non-J.D. Program Enrollment and (2) Non-J.D. Students Enrolled in J.D. Courses.
(b) Has the Council granted acquiescence in the non-J.D. degree or certificate? If so, when?
(c) If the ABA is mentioned in reference to any non-J.D. degree or certificate program on the School’s website or in promotional/marketing materials distributed to potential students, provide the language used.
(d) Is there any evidence that the non-J.D. degree programs offered by the Law School have a negative impact on the J.D. program? If yes, explain. (e.g., too few faculty to conduct both J.D. and non-J.D. programs; impact of non-J.D. students in J.D. classes; lack of space to accommodate both programs; lack of library and information resources to support both programs; or a J.D. curriculum that lacks diversity and richness in course offerings due, in part, to the support of the non-J.D. program).
FACULTY

Faculty Size and Qualifications

44. Standard 401.

Describe the qualifications of the faculty with reference to its education, experience in both teaching and practice, scholarship, and the ability of the faculty to carry out the Law School's program of legal education.

45. Standard 402, Interpretations 402-1 and 402-2, and Definition (6).

(a) Review and verify Teaching Resources. Insert Report 4: Teaching Resource Summary

(b) Explain whether the Law School has a sufficient number of full-time faculty to carry out its program of legal education. In so doing, consider the size of the student body and the opportunities for students to meet individually with full-time faculty members; the nature and scope of the educational program; and the opportunities for the faculty to fulfill their teaching responsibilities as well as conduct scholarly research, participate in the governance of the Law School, and provide service to the profession and public. If there are concerns raised in the record or onsite with respect to the Law School's ability to operate in compliance with the Standards, provide sufficient facts to enable the Accreditation Committee to make a determination.

(c) Explain whether the full-time faculty devote substantially all their working time to teaching, scholarship, service, and governance at the Law School.

(d) If any faculty members are regularly engaged in law practice or have ongoing relationships with a law firm or other entity, indicate the number and circumstances of such faculty members.

(e) For any faculty members noted above, describe how the Law School ensures that the outside activities of the faculty members do not unduly interfere with their responsibilities as full-time faculty members.

Teaching Resources and Effectiveness

46. Standard 403(a).

(a) Do the Contact and Credit Hours reports demonstrate the full-time faculty teach substantially all of the first one-third of each student's coursework.

(b) Do the Contact and Credit Hours reports demonstrate the full-time faculty teach either more than half of all of the credit hours actually offered by the Law School or more than two-thirds of the student contact hours generated by student enrollment at the Law School. Insert Report 9: Contact Hours and Credit Hours.
47. Standard 403(b) and Interpretation 403-1.

(a) Describe the Law School’s efforts to ensure teaching effectiveness of the full-time faculty. (e.g., a faculty committee on effective teaching, class visits, institutional review of student evaluations, and other efforts).

(b) Describe the Law School’s efforts to ensure teaching effectiveness of the adjunct/non-full-time faculty. (e.g., class visits; institutional review of student evaluations; the Law School’s orientation, guidance, monitoring, and evaluation of adjuncts; and other efforts).

(c) Review and report on the quality of faculty instruction by full-time and adjunct/non-full-time faculty. If the Law School has distance educations classes, report on the team’s visits to those classes.

**Responsibilities of Full-Time Faculty**


(a) Describe the Law School’s policies regarding the responsibilities of full-time faculty that require the full-time faculty, as a collective body, fulfill these core responsibilities:

1. Teaching, preparing for classes, being available for student consultation about those classes, assessing student performance in those classes, and remaining current in the subjects being taught;

2. Participating in academic advising, creating an atmosphere in which students and faculty may voice opinions and exchange ideas, and assessing student learning at the Law School;

3. Engaging in scholarship as defined by the Law School;

4. Service to the Law School and University, if applicable, including participation in Law School governance, curricular development, and other institutional responsibilities described in the Standards;

5. Service to the profession, including working with judges and practicing lawyers to improve the profession; and

6. Service to the public, including participation in pro bono activities.

(b) Indicate where the policies are published and describe how the Law School ensures adherence to those policies.

49. Standard 404(b).

(a) Describe how the Law School periodically evaluates the extent to which the faculty collectively discharges its core responsibilities under the Law School’s policies and the results of that evaluation. Describe the steps that the Law School takes to encourage faculty members to meet their responsibilities of service to the Law School, University, the profession, and the public, including participation in pro bono activities.
(b) Describe how the Law School periodically evaluates how each faculty member discharges his or her responsibilities in teaching, scholarship, service to the Law School community, and professional activities outside of the Law School.

50. Standard 405(a).
Describe the Law School’s ability to attract and retain a competent faculty. Please report on changes in the composition of the faculty in recent years. As appropriate, report on offers for faculty positions in recent years and the success that the Law School has had in faculty hiring. [Note: The team should neither review nor report on levels of faculty compensation, including base salary, stipends and fringe benefits. Should the team receive an allegation of discrimination that is alleged to be manifested in terms of disparate salaries; the team chair should contact the Office of the Managing Director for instructions.]

51. Standard 405(b) and Interpretations 405-1 through 405-4; Standard 201(b) [Tenure].
(a) Indicate whether the Law School has an established and announced policy with respect to tenure. Provide the citation or link to the policy and indicate where the policy is published. Note any concerns raised in the record or onsite involving the Law School’s tenure policy.

(b) Describe the process for granting tenure and promotion of faculty, indicating the role of the faculty, dean, and central administration. If the Law School policy differs from that of the parent University, describe.

(c) Since the last site evaluation, explain any situation in which the recommendation of the law faculty and dean relating to promotion or tenure was not followed.

52. Standard 405(b) [Academic Freedom].
(a) Indicate whether the Law School has an established and announced policy with respect to academic freedom. Provide the citation or link to the policy and indicate where the policy is published. Note any concerns raised in the record or onsite involving the Law School’s academic freedom policy.

(b) Indicate the extent to which the policy on academic freedom applies to all faculty members regardless of whether they are full-time, part-time, or adjunct and regardless of their status (i.e., tenure/tenure-track faculty, clinical faculty, legal writing faculty), and any others with teaching responsibilities.

53. Standard 405(c) and Interpretations 405-6 and 405-7.
(a) Describe the Law School’s system of security of position for full-time clinical faculty. (Indicate if there are no clinics.)

(b) If the full-time clinical faculty do not have a system of tenure, state the length of the contracts for full-time clinical faculty and whether the contracts will be renewed, including whether the contracts are presumptively renewable. [See Report: Teaching Resources Summary.]

(c) If the contract system does not lead to a presumptively renewable contract of at least five years in length, describe how the Law School ensures academic freedom and note whether it is the same academic freedom as provided to tenure-track faculty.
(d) Indicate the total number of full-time clinical faculty and how many are on short-term contracts.

54. Standard 405(c) and Interpretation 405-8.

(a) Describe how full-time clinical faculty participate in Law School governance in a manner reasonably similar to other full-time faculty members, including whether full-time clinical faculty participate in and vote at faculty meetings and whether they serve on faculty committees with voting rights.

(b) Describe the non-compensatory perquisites for full-time clinical faculty.

55. Standard 405(d) and Interpretation 405-9.

Describe how the Law School affords legal writing faculty such security of position and other rights and privileges of faculty membership as may be necessary to (1) attract and retain a faculty well-qualified to provide legal writing instruction as required by Standard 303(a)(2), and (2) safeguard academic freedom. (Do NOT discuss compensation levels, including base salary, stipends and fringe benefits). Include a description of any history revealed in the record of difficulty attracting and retaining a well-qualified legal writing faculty.
STUDENTS

Admissions

56. Standard 501(a) and (b) and Interpretation 501-3.

(a) Describe how the Law School meets the requirement that it adopt, publish, and adhere to sound admissions policies and procedures consistent with the Standards, the Law School’s mission, and the objectives of its program of legal education.

(b) Describe how the Law School’s admission policies and procedures result in the admission only of applicants who appear capable of completing its program of legal education and being admitted to the bar. Provide the citation or link to the policies and indicate where the policies are published. Insert Report 11: Admissions and First-Year Class Profile Report. Review and verify the information provided in the report.

(c) If the Law School’s non-transfer attrition rate for a class exceeds 20%, explain. Insert Report 10: Non-Transfer Attrition.

(d) If the Law School has a pre-admission, special admission, or conditional admission program, describe the program.

57. Standard 501(c).
During the current or previous two academic years, has the Law School readmitted any student who has been disqualified for academic reasons from the Law School, or admitted any student who has been disqualified from another Law School? Briefly describe the Law School’s policy.

(a) State how many students have been readmitted;

(b) for each student, provide the name of the student’s previous law school (if admitted from another law school), law school GPA, LSAT score (or other score used), and UGPA; and

(c) describe the process used and confirm whether for every admission or readmission the Law School places in the admittee’s file a statement of the considerations that led to the decision to admit or readmit the previously disqualified individual.

58. Standard 502(a) through (c).

(a) Does the Law School, other than for admission permitted under Standard 502(b), require for admission to its J.D. program a bachelor’s degree that has been awarded by an institution that is accredited by an accrediting agency recognized by the United States Department of Education?

(b) If not, does the Law School limit exceptions to the requirement of a bachelor’s degree to those permitted in 502(b)(1) and (2)?

(c) If the Law School admitted to its J.D. degree program any student who did not satisfy the requirements of Standard 502(a) or (b), describe the extraordinary circumstances that clearly demonstrate that each such student has an aptitude for the study of law. For
every such admission, does the Law School include a statement of the considerations that led to the admission decision in the admittee’s file?

59. Standard 502(d) and Interpretations 502-1 and 502-2.

Describe the processes used to ensure that within a reasonable time after a student registers, the Law School has on file the student’s official transcripts verifying all academic credits undertaken and degree(s) conferred. Does the Law School’s policy ensure that all transcripts are received no later than October 15th, consistent with the Managing Director’s Guidance Memo on this Standard, dated January 2018, and what are the consequences/procedures for those students who fail to produce an official transcript by this deadline?

60. Standard 503 and Interpretations 503-1, 503-2, and 503-3.
(a) Does the Law School admit students without requiring the LSAT pursuant to Interpretation 503-1?

(b) If yes, what test or tests does the Law School use and how does the Law School demonstrate that such other test is a valid and reliable test to assist the school in assessing an applicant’s capability to satisfactorily complete the school’s program of legal education? Insert Report 12: Non-LSAT Admissions and review copies of documents demonstrating that such other tests are valid and reliable test(s) to assist the school in assessing an applicant’s capability to satisfactorily complete the school’s program of legal education.

(c) If the Law School admits students without requiring the LSAT pursuant to Interpretation 503-3, describe those admissions and demonstrate that they comply with the Interpretation?

(d) Explain how the Law School uses the LSAT or other test results in a manner that is consistent with the current guidelines regarding proper use of the test results provided by the agency that developed the test.

61. Standard 504.

(a) Does the Law School include the required statement on character, fitness, and other qualifications for admissions both on its website and in its application for admission? Is the language in both places the exact statement required by the Standard? Provide the URL for the statement on the website.

(b) Describe how the Law School takes additional steps as soon after matriculation as possible to inform students to determine the character, fitness, and other requirements for admission to the bar in the jurisdictions in which they intend to seek admission.


(a) If the Law School admits applicants with credit for courses completed at another Law School approved by the Council, describe how the Law School ensures that only credits granted are from the courses that were taken as a J.D. degree student.
(b) Does the Law School admit students with credit for courses completed at a law school in the United States that is not approved by the Council?

(1) If yes, does the Law School ensure that the non-ABA-approved law school has been granted the power to confer the J.D. degree by the appropriate governmental authority in the non-ABA-approved law school’s jurisdiction or that the non-ABA-approved law school’s graduates are permitted to sit for the bar examination in the jurisdiction in which the non-ABA-approved school is located?

(2) Describe how the Law School determines that the courses at the non-ABA-approved law school were undertaken as a J.D. degree student and that the content was such that credit would have been granted toward degree requirements at the admitting Law School?

(3) What is the maximum number of credits allowed for courses completed at a non-ABA-approved-law school?

c) Does the Law School admit students with credit for courses completed at a law school outside the United States?

(1) If yes, describe how the Law School determines that it would have granted credit toward satisfaction of J.D. requirements for courses completed at the foreign law school?

(2) What is the maximum number of credits allowed for courses completed at a foreign law school?

d) Does the Law School admit students with credits for credit hours earned in an LL.M. or other post-J.D. program offered by the Law School?

(1) If yes:

   (i) Explain how the Law School determines that the credit hours earned were pursuant to successful completion of a J.D. course or courses while the student was enrolled in a post-J.D. program.

   (ii) Does the Law School have a grading system for LL.M. or other post-J.D. students in J.D. courses that is comparable to the grading system for J.D. degree students in the courses?

(2) What is the maximum number of credits allowed for credit hours earned in an LL.M. or other post-J.D. program?

e) If the Law School grants credit as provided in Standard 505(a) through (d), does the Law School require for the J.D. degree that the student successfully complete a course of study that satisfies the requirements of Standard 311 and meets all of the Law School’s requirements for the awarding of the J.D. degree?

(f) Does the Law School limit credit granted pursuant to Standard 505(b) through (d) to no more than one-third of the total required for its J.D. Degree?
**Bar Passage**

63. Standard 316.

*Insert Report 13: Ultimate Bar Passage Report (#13a) and First Time Bar Passage Report (#13b)*

Describe the Law School’s bar passage results, including any recent trends, positive or negative, the School has experienced and any efforts to deal with any negative trend, or any anomalous results the School has experienced.

**Student Services**

64. Standard 507 and Interpretations 507-1, 507-2, and 507-3.

(a) Does the Law School take reasonable steps to minimize student loan defaults, including provision of debt counseling at the inception of a student’s loan obligations and again before graduation?

(b) For law schools not affiliated with a University, provide the student loan default rates for the current and two previous academic years. [See Interpretation 507-2: The student loan cohort default rate is sufficient if not greater than 10% for any of the three most recently published annual cohort default rates.]

(c) For law schools not associated with a University, did the Law School receive any findings of non-compliance with Title IV of the Higher Education Act, as amended? Explain any areas of non-compliance, indicating the date from which the institution has been out of compliance. Provide the student loan default rates for the current and previous two academic years.

65. Standard 508.

Briefly describe how the Law School provides all its students, regardless of enrollment or scheduling option, with basic student services, including financial aid counseling and maintenance of accurate student records, and whether the Law School has adequate staff to provide these services.


(a) Describe how the Law School provides career counseling to assist students in making sound career choices and obtaining employment.

(b) Briefly describe the Law School’s employment outcomes. Discuss any concerns raised by the Law School’s employment outcomes. If the percentage of graduates who are “unemployed seeking” on the Employment Summary Report for any of the past three years is greater than 20%, and/or the percentage of graduates whose employment status is unknown is greater than 15%, discuss how the Law School has addressed or is addressing the issue. *Insert Report 14: Employment Summary For 2018 Graduates.*

**Consumer Information**

(a) Does the Law School have a link on its home page titled “ABA Required Disclosures,” as required by the Managing Director’s Guidance Memo on Standard 509? Verify that the link directs the reader to a page that includes all of the disclosures (or a direct link to each of the disclosures) required by Standard 509.

(b) Provide the URLs for the locations on the Law School’s website where the following information is published:

(1) Standard 509 Information Report;

(2) Bar Passage Outcomes;

(3) Employment Summary Reports; and

(4) The information required by Standard 509(c).

(c) Describe how the Law School obtains, verifies, publicizes, and distributes consumer information that is complete, accurate, and not misleading to a reasonable law school student or applicant. Verify that the information is published in the manner and for the time frame specified in the Managing Director’s 509 Guidance Memo.

(d) Indicate whether the Law School makes public its status as a law school approved by the Council and whether it does so accurately, including the name and contact information of the Council. [Correct address should be: Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association, 321 North Clark Street, Chicago, IL 60654, 312-988-6738.]

68. Standard 509(b)(3) and (d) and Interpretation 509-3.

Indicate whether the Law School distributes Scholarship Retention Data to all applicants being offered conditional scholarships at the time the scholarship offers are extended.

69. Standard 510.

(a) Briefly describe the Law School’s student complaint policy, including appeals rights, if any, for complaints implicating the Law School’s compliance with the Standards. Provide the citation or link to the policy and indicate where the policy is published.

(b) Does the Law School have a policy requiring that it maintain a record of any complaints submitted during the most recent accreditation period and a record of the resolution of the complaints and does it adhere to that policy?

(c) Review the complaints and report if there appears to be a pattern of student complaints and whether they implicate a school’s compliance with the Standards.
70. Standard 601(a)(1), 601(a)(2), 601(a)(4), and 605 and Interpretation 605-1.

Explain how the Law School maintains a law library that:

(a) provides support through expertise, resources, and services adequate to enable the Law School to carry out its program of legal education, accomplish its mission, and support scholarship and research; and

(b) develops and maintains a direct, informed, and responsive relationship with the faculty, students, and administration of the Law School.

(c) remains informed on, and implements as appropriate, technological and other developments that affect the library’s support for the Law School’s program of legal education.

(d) provides the appropriate range and depth of reference, instructional, bibliographic, and other services to meet the needs of the Law School’s teaching, scholarship, research, and service programs.


Describe how the library, working with the dean and the faculty, engages in regular planning and assessment, including assessment of its effectiveness in achieving its mission and realizing goals. [Note: The Self-Study/SEQ completed by the School may reflect the previous version of the Standard that required a written assessment. Because the revised Standard is more lenient (requiring only assessment, not necessarily a written assessment), Schools will be evaluated this year under the revised Standard.]

72. Standard 601(b).

(a) Describe the preparation, submission, determination, and administration of the law library budget. Describe any significant changes to the law library’s budget since the last site evaluation.

(b) Describe how the Law School provides on a consistent basis sufficient financial resources to the law library to enable it to support the Law School and to realize its established goals. If there are concerns raised in the materials or during the site visit, provide additional information as to how the library has not been able to provide faculty or students with resources or services necessary to support the Law School’s teaching and research roles. [Note: It is not appropriate to base a determination of lack of adequate support solely on comparison to expenditures by other institutions, and it is inappropriate to include such comparisons.]

73. Standard 602 and Interpretation 602-1.

(a) State whether the Law School meets the following requirements:

1. The Law School has sufficient administrative autonomy to direct the growth and development of the law library and to control the use of its resources.
(2) The director of the law library and the dean, in consultation with the faculty, determines library policy.

(3) The director of the law library and the dean are responsible for the selection and retention of personnel, the provision of library services, and collection development and maintenance.

(b) If the law library is administered as part of a University library system, indicate how the dean, the director of the law library, and the faculty of the Law School are responsible for the determination of basic law library policies, priorities, and funding requests.

74. Standard 603 and Interpretation 603-1.

(a) Explain whether the Law School has a full-time director of the law library whose principal responsibilities are managing the law library and providing information resources in appropriate formats to faculty and students.

(b) Describe the process for the selection and retention of the director of the law library, including whether the Law School determines the selection and retention of the director.

(c) Describe the director of a law library’s academic qualifications and knowledge of and experience in law library administration. [Note: If the library director does not have a law degree and a degree in library or information science, indicate what factors exist that demonstrate that the director has the appropriate knowledge of, and experience in, law library administration to support the program of legal education and to enable the Law School to operate in compliance with the Standards. If there are concerns raised in the record or onsite with respect to the Law School’s ability to operate in compliance with the Standards, provide sufficient facts to enable the Accreditation Committee to make a determination.]

(d) Does the law library director hold a law faculty appointment? If not, explain.

(e) Describe the extent to which the law library director has security of faculty position.

75. Standard 604 and Interpretation 604-1.

Describe how the law library has a staff sufficient in expertise and number to provide the appropriate library and information resources to the Law School. [Note: It is not appropriate to base a determination of lack of adequate staffing solely on comparison to the levels of staffing found at other institutions, and it is inappropriate to include such comparisons.]

76. Standard 606(a), 606(b), and 606(c) and Interpretations 606-1 and 606-2.

Describe how the law library provides a core collection that meets the research needs of the institution; supports the teaching, scholarship, research, and service needs of the faculty; and serves the Law School’s special objectives. Provide additional information if there is a concern that the law library does not provide the necessary resources to meet the needs of the Law School.

77. Standard 606(d).

Does the law library have a current written collection development plan that is adequate for the Law School’s needs?
FACILITIES, EQUIPMENT, AND TECHNOLOGY

78. Standard 701.

Describe how the Law School’s equipment, technology, and technological support are adequate. If there are concerns raised in the materials or onsite, provide additional information that demonstrates how a deficiency has a negative and material effect on the Law School’s ability to operate in compliance with the Standards or to carry out its program of legal education.

79. Standards 606(e) and 702(a) and Interpretation 702-3.

Describe how the Law School provides the following: [Note: If there are concerns raised in the materials or onsite, provide additional information that demonstrates how a deficiency has a negative and material effect on the Law School’s ability to operate in compliance with the Standards or to carry out its program of legal education.]

(a) suitable class and seminar rooms in sufficient number to permit reasonable scheduling of all classes, skills offerings, and seminars;

(b) a law library that is suitable and sufficient in size, location, and design in relation to the Law School’s programs and enrollment to accommodate the needs of the Law School’s students and faculty and the law library’s services, collections, staff, operations, and equipment;

(c) suitable and sufficient space for staff providing support services, including student support services, to the program of legal education;

(d) office space for full-time faculty members that is suitable and sufficient for faculty research, class preparation, and faculty-student conferences;

(e) sufficient space for part-time faculty members to conduct faculty–student conferences;

(f) suitable and sufficient space for equipment and records;

(g) sufficient and suitable space for conducting any in-house clinical programs in a manner that assures competent and ethical representation of clients and meaningful instruction and supervision of students, including confidential space for client interviewing, working on and discussing client cases, and security for client files;

(h) suitable and sufficient space for students and faculty for quiet study and research; and

(i) suitable and sufficient space for group study and other forms of collaborative work.

(j) Does the law library provide suitable space and adequate equipment to access and use all information in whatever formats are represented in the collection?
80. Standards 702(b) and 702(a)(5).

Describe how the Law School provides reasonable access and accommodations to persons with disabilities consistent with the applicable law. If any facilities are not accessible, discuss whether the record otherwise shows that the Law School provides reasonable access and accommodations to persons with disabilities. Note any identified violations of health and safety codes for facilities or equipment.

81. Standard 702 and Interpretations 702-1 and 702-2.

(a) If any facilities are leased or financed, describe the Law School’s right to continue to occupy them.

(b) Please state if the facilities are under the exclusive control of the Law School, and if not, describe the arrangements that permit proper scheduling of Law School activities.
Procedures for the Site Evaluation Visits

Site Evaluation Visits

Site evaluations are held in accordance with Rule 4 of the ABA Rules of Procedure for Approval of Law Schools. Generally, site evaluations occur when a law school applies for provisional approval, in years two and four following provisional approval, when a law school applies for full approval, in the third year following full approval, and every tenth year thereafter.

A site team of qualified persons is appointed by the Managing Director’s Office to conduct the site evaluation. In addition to the chair, the team will normally include a lawyer, judge or public member, a university administrator, and several persons who are members of the faculty or staff at other law schools. This composition is not required, and some teams may therefore not consist of this exact line-up of professionals.

Accreditation Review

The Council determines whether a fully approved law school complies with the Standards and whether a provisionally approved law school substantially complies with the Standards and has a reliable plan for coming into full compliance. When a law school applies for provisional approval or a provisionally approved law school applies for full approval, the Council conducts its usual review of the law school, and makes a determination whether a school shall receive provisional or full approval.

Materials

Six weeks in advance of the site evaluation, the law school will provide each team member with a completed Self Study. Instructions for completion of the 2019-2020 Self Study are located on the Section’s website at:
https://www.americanbar.org/groups/legal_education/resources/questionnaire.html

Site evaluators will also receive from the Managing Director’s Office an electronic copy of materials including the Procedures for Site Evaluation Visits, the Site Report Template (2019-2020), and the 2019-2020 ABA Standards and Rules of Procedure for the Approval of Law Schools.

Travel Arrangements

Team members usually make their own airline reservations, after receiving confirmation of the dates and time of the first meeting from the site team chair. The law school makes the hotel arrangements. Team members should plan their travel far enough in advance to minimize the expense of the site evaluation to the law school. The Guidelines for the Reimbursement of Site Evaluators, which can be found in the Section’s Internal Operating Practices, state:

17. Guidelines for Reimbursement of Site Evaluators and Fact Finder
All reasonable and necessary expenses of members of site evaluation teams and fact finders shall be reimbursed by the visited institution as follows:
(a) Transportation - All necessary transportation on the basis of coach class airfares and ground transportation expenses.
(b) Lodging and Meals - Hotel or motel sleeping rooms at a reasonable cost, including a
meeting room when necessary for the work of the site evaluation team or fact finders. Meals shall be reimbursed on a reasonable basis. (c) Incidentals - Gratuities and miscellaneous items shall be reimbursed.

Team Conference Room

The law school will provide office or conference room space for the team to use during the site evaluation. Telephone, power, computer with Internet connection, and printer should be available in this room as well as a complete hard copy of the Self Study and the materials that are required by the Self Study to be available onsite. The law school should provide the administrative support required by the team during the site evaluation.

Schedule

Site evaluations are typically scheduled for a three-day period. The site team chair will arrange the specific dates with the dean of the law school, making sure that the president/chief executive officer is available. Site evaluations most often begin on Sunday afternoon and conclude by noon on Wednesday, although some may begin on Wednesday and conclude by noon on Saturday. Each member of the site evaluation team should be present during the entire site evaluation without competing business or personal appointments. This includes evenings when the team will meet to review the information gathered during the day and to plan the next day’s business. The full attention and engagement of each site evaluator is essential to ensure the integrity of the law school approval process and fairness to the institution. A sample schedule is attached as Appendix 1.

Pre-Visits

Some site team chairs like to arrange a pre-visit to the law school several weeks in advance of the formal site evaluation during which the chair spends a day confirming the arrangements, and discussing with the dean and others certain key issues for the law school. Sometimes, the pre-visit will focus on particular matters the chair and the dean expect to be central to the review (e.g., admissions, bar passage, or finances). These visits can help ensure a smooth site evaluation and many schools and site team chairs have found them to be very beneficial.

Conference Calls

The chair of the site team may schedule one or more conference calls with members of the site evaluation team before arriving onsite. The materials supplied by the law school may suggest matters requiring special attention or special preparation prior to the team’s arrival at the school.

Initial Team Meeting

At the start of the site evaluation, the team will meet to discuss the site evaluation process and team members’ preliminary impressions of the school. It is the chair’s responsibility to ensure that each team member understands the role of the site evaluation and the site team report in the review of the law school’s program. During this time, the chair should make clear the direction of the site evaluation and should confirm individual tasks of team members. A special briefing should be held for members of the site team who are serving on their first site evaluation. For site evaluations taking place Sunday – Wednesday, the initial team meeting will generally take place Sunday afternoon and for evaluations taking place Wednesday – Saturday, the initial team meeting will generally take place Wednesday afternoon.
Opening Dinner

Upon arrival, conversation with the dean and key administrators (usually at dinner the first evening) will give the team an opportunity to get an overview of the school's program, including strengths and possible weaknesses. This conversation with the dean, the school's assessment of its opportunities and needs, and the data supplied through the completed Self Study should permit the team to decide what matters need special attention.

Day-to-Day Activities

The balance of the time onsite is left open for team members to do the work that must be done to have the facts and observations needed to complete the site report thoroughly and accurately. Team members will make every effort to meet individually with each member of the faculty and administrative staff. Team members will visit as many classes as possible and will spend time with students in a variety of formal and informal ways. Time will be spent understanding a school's clinical programs, including field placement programs. Team members will also evaluate the library, physical facilities, technology, student services, financial resources, and administrative services at the law school.

Team members will confer with each other throughout the day and, particularly, at the end of each day, including at the team's dinner, to compare impressions and to plan the next day's activities. Something that one of the team members learned during the day may dictate a modification in the plans initially made for the next day's schedule. Finally, it is important to reserve adequate time in which to prepare for the exit meetings with the dean and the president/chief executive officer. The preparation often takes place at the team's dinner on the prior evening.

Team members should make every attempt to gather all relevant information during the site evaluation visit. If necessary, after the site evaluation visit, they may contact faculty and administrators to gather additional facts or information necessary to complete the report. As a courtesy, a team member should notify the team chair of these contacts. It is not appropriate, however, to share drafts of the report with school representatives.

Key Elements of the Site Evaluation

1. Meetings with the President or Chief Executive Officer

Two meetings with the president or chief executive officer of the institution typically are scheduled, one at the beginning of the site evaluation and one at the end. The dean attends the first meeting, but typically does not attend the second meeting. It is not mandatory that the president attend the first meeting if the provost or other senior official is present.

The first meeting gives the team an opportunity to ask those questions that study of the school's materials has suggested, such as issues concerning the relationship between the university and law school, poor student outcomes, or financial concerns. The purpose of the second meeting with the president/chief executive officer is to summarize the team's findings. The team should review significant strengths and weaknesses in the law school program. Any concerns that are likely to be noted in the site report should be covered so that the report does not contain any surprises.
In these meetings, the team should emphasize that the purpose of its report is to report facts and observations and not to determine whether the school complies with the Standards. Accreditation decisions are the responsibility of the Council. In making its findings and conclusions with respect to compliance with the Standards, the Council will consider the site evaluation report and other relevant information submitted by the school. As a general rule, the team should not offer peer advice to the school unless specifically requested.

These meetings with the president/chief executive officer do not preclude other meetings with the administrators outside the law school. For example, it is common for a team member to meet with the vice president for academic affairs about appointment and promotion practices and with the vice president for finance about budgeting.

2. Meeting with the Dean

The team or the chair meets with the dean before the exit interview with the president/chief executive officer to discuss the report that the team will give to the president.

As with the meeting with the president/chief executive officer, the team should be clear that accreditation decisions are the responsibility of the Council, not the site team. The meeting with the dean should also identify any concerns that the team will discuss in the report so that the report will not contain any surprises.

3. Class Visits

The site team should visit a substantial number of the classes, both day and evening, conducted during the time of the site evaluation. Reviewing copies of student evaluations also may provide some insights into general patterns or practices. Class visitation is part of the general assessment of the quality of the educational program of the institution. It can reveal important things concerning whether the classroom work is sufficiently rigorous, demanding, and of high quality. All members of the team share the responsibility for class visits. Reports on class visits will be collected and reviewed by the person responsible for completing the faculty section of the site report. The site team should do its best to observe professional skills programs, live client clinics, legal writing classes, distance education classes, and field placement programs. Appendix 2 is a sample form for reporting on these visits.

4. Faculty Conferences

The site evaluation team should make its best efforts to meet with each member of the full-time faculty. In order to provide an opportunity for all members of the faculty to meet with a team member, all members of the team will participate in faculty office visits. The team member completing the faculty section of the site report should collect and review reports from other team members on these meetings. Appendix 3 is a sample form for reporting on visits with faculty members.

5. Student Conferences

The schedule will include an open meeting, at a convenient time, for students. The team should also find other ways to meet and interact with students during the site evaluation. Often the schedule will include an arranged lunch with a group of student leaders. In the meetings with students, the team should specifically inquire into the school’s strengths and possible
weaknesses as well as any complaints and praise the students may have regarding the school's program of legal education and student services.

6. Conferences with Members of the Administrative Staff

Members of the site evaluation team should confer with members of the law school's administrative staff. Inquiries should be made regarding such matters as law school admissions and financial aid, law school retention practices, law school placement policies, and law school grievance procedures. A review of the school's policies and records in each of these areas should be undertaken to elicit facts that will assist in determining compliance with the Standards and whether the school's actual practices comport with its stated policies. Meetings also should be held with the law school's development staff to discuss their efforts and goals, their plans for reaching them, and the relationship between development efforts and the school's general financial future.

7. Dual Division Schools

Teams that visit schools that have substantial programs or scheduling options other than a traditional full-time day program should make particular efforts to observe a reasonable number of classes in each program and to talk with students in each program or scheduling option. This may require, for example, scheduling more than one open meeting with students and attending evening classes.

8. Meeting with Board of Visitors, Alumni, and Other Members of the Bar

A meeting with leaders of the school's support groups, such as the law alumni association, the board of visitors, local and state bar associations, and members of the bench may help the team understand how the school is viewed by those groups and it also may help the school explain its position to those outside constituencies. The chair will confer with the dean about whether to have such a meeting. This should not be a purely social occasion, nor should it be scheduled for an extended period of time.

Site Evaluation Report

The site team will complete a report using the new site evaluation report template. See Site Report Template and Instructions.

The site report should be completed as soon as possible. Delays in preparation of the report are unfair to the law school, create problems for the Council, and make it more difficult to complete the report. The chair will advise team members when to submit their portions of the report to the chair so that the report can be finalized within six to eight weeks of the site evaluation.

The chair of the team will transmit the completed site report electronically to the Managing Director's Office.

The chair shall not distribute the report to the school or other accrediting agencies or member organizations. Members of the team shall consider the report to be a confidential document and shall not share it with others. Team members should be extraordinarily careful in discussing the site evaluation with colleagues or others. In particular, no team member should convey to anyone any criticisms that the individual or team has of the school that was visited.
The Managing Director’s Office will conduct an internal review of the site report. In connection with the internal review, the chair may be asked to amplify or modify certain portions as part of the review, so that the report will provide the Council with the information needed to determine the school’s compliance with the Standards. The report may also be reviewed by the ABA General Counsel’s office to ensure its adherence to post-Consent Decree compliance and other legal matters. Following these reviews, the Managing Director will forward the report to the school and, if the school is an AALS member, to the AALS.

The law school dean and university president or chief executive officer will review the report and will be offered an opportunity to respond to it. This response may correct factual mistakes in the report or include new information occurring after the site evaluation that may be germane to one or more of the team’s observations.

The dean and president or chief executive officer will send any response to the site report to the Managing Director, who will distribute it to members of the site evaluation team. The comments from the school will be forwarded along with the site report to the Council.

Team members will get a copy of the report, the school’s response, and the Council’s decision letter so that they can be informed of the outcome of the process that included their site evaluation. Team members should not discuss with the school matters relating to the content of the site report or the action of the Council. Schools should refrain from asking team members for their reaction or response to parts of the site report or the Council’s decision letter.

**Document Retention**

As a general rule, team members should retain site evaluation materials and notes until the Council conducts its review of the site report. Receipt of the Council’s decision letter will signal that the review has taken place. At that point, all hard copies of documents related to the visit should be shredded and electronic copies should be deleted.

**Evaluation of the Site Evaluation Process**

The deans of visited law schools and the members of the site evaluation teams are asked to complete confidential evaluations of the site team and the site evaluation process, as well as for suggestions on how the site evaluation process may be improved. In addition, the internal reviewers and Council monitors are asked to evaluate the quality of the site team reports. These evaluations will be sent by the Managing Director’s Office.

**Confidentiality**

The *Rules of Procedure for the Approval of Law Schools* make clear that, in general, all matters relating to the accreditation of a law school are confidential. While site inspectors may report to colleagues that they were part of a site evaluation team to a particular school or program, they should refrain from offering any but the most general report or comment on the law school.

Law schools may choose to release information about the site evaluation, the site report, and the decision letter as permitted in Rules 49 to 52 of the *Rules of Procedure for Approval of Law Schools*. 
AALS Membership Review Process

Most ABA-approved law schools are also members of the Association of American Law Schools (AALS). The AALS conducts its membership review process in parallel with the ABA review process. This minimizes the burden on law schools. If the site evaluation is to a school that is an AALS member school, then one member of the ABA site evaluation team is appointed by the AALS. This person is a full member of the ABA site evaluation team and will participate in all of the team’s work, including drafting portions of the report.

The AALS representative prepares a separate report for the AALS that addresses that organization’s specific concerns. The Managing Director's Office provides a copy of the ABA site evaluation report to the AALS. The AALS Membership Review Committee uses these two reports in determining whether a law school is operating in compliance with the AALS membership requirements. The AALS representative’s separate report is not provided to members of the site evaluation team, including the team chair, or to the Managing Director’s Office.
Appendix 1

SITE EVALUATION SCHEDULE – SAMPLE

<table>
<thead>
<tr>
<th>Sunday</th>
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<tbody>
<tr>
<td>2:00-4:30 p.m.</td>
<td>Initial team meeting</td>
</tr>
<tr>
<td>5:00-6:00 p.m.</td>
<td>Tour of the law school</td>
</tr>
<tr>
<td>6:30 p.m.</td>
<td>Dinner Meeting: Team, Dean, Senior Law School Administrators. (Because this will be a working dinner, it should be held in a private room at a location selected by the dean.)</td>
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<tr>
<th>Monday</th>
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<tbody>
<tr>
<td>9:00-10:00 a.m.</td>
<td>Entrance meeting with University President/Chief Executive Officer, Provost, or other senior official. (optional to include Dean)</td>
</tr>
<tr>
<td>10:00-12:00 p.m.</td>
<td>*</td>
</tr>
<tr>
<td>Noon-1:30 p.m.</td>
<td>Luncheon meeting: Team Members and Law School Faculty.</td>
</tr>
<tr>
<td>1:30-3:00 p.m.</td>
<td>*</td>
</tr>
<tr>
<td>3:00-4:00 p.m.</td>
<td>Open meeting with Students.</td>
</tr>
<tr>
<td>4:00-6:00 p.m.</td>
<td>*</td>
</tr>
<tr>
<td>7:00 p.m.</td>
<td>Team Dinner</td>
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<table>
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<tr>
<th>Tuesday</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>8:00 a.m.-Noon</td>
<td>*</td>
</tr>
<tr>
<td>Noon-1:30 p.m.</td>
<td>Luncheon Meeting: The team may use this time to meet with students, graduates, visiting committee members, members of the bench and bar, or other appropriate persons. [Note: Some chairs may schedule other meetings with these groups at breakfast or in the early evening.]</td>
</tr>
<tr>
<td>1:30-6:00 p.m.</td>
<td>*</td>
</tr>
<tr>
<td>6:00-7:00 p.m.</td>
<td>Reception for members of Alumni, Judiciary, and Representatives of Legal Community [optional].</td>
</tr>
<tr>
<td>7:30 p.m.</td>
<td>Team Dinner: The team should use this opportunity to prepare for the following day’s exit meetings.</td>
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<tr>
<th>Wednesday</th>
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<tbody>
<tr>
<td>7:30-9:15 a.m.</td>
<td>Chair/Team meeting with Dean.</td>
</tr>
<tr>
<td>9:30-11:00 a.m.</td>
<td>Meeting with University President/Chief Executive Officer, Provost, or other senior official.</td>
</tr>
<tr>
<td>11:00-11:30 a.m.</td>
<td>Team meeting, follow-up with any remaining questions or issues, and initial consideration of site report.</td>
</tr>
<tr>
<td>Noon</td>
<td>Team departs</td>
</tr>
</tbody>
</table>

* During these periods team members may meet with faculty, visit classes, meet with various law school and university administrative officers; meet with appropriate committees; and visit field placement sites.

[Note: If the school has an evening division, the schedule should include an opportunity to visit evening classes and to meet with evening students. This necessarily will require a later team dinner on Monday and Tuesday nights.]
Appendix 2

CLASSROOM VISITATION – SAMPLE REPORT FORM

1. Course Name:

2. Instructor:

3. Evaluator:

4. Date of Visit:   Arrived:   Departed:

5. a. Approximate number of students attending:
    b. Number registered:

6. a. Room number:
    b. Was the room adequate (seating, sightlines, acoustics, lighting, technology)?

7. If you were present at the start of the class, was attendance taken and, if so, by what method?

8. If you were present at the start of the class, did it begin on time? Did students arrive on time?

9. The general subject matter considered in the class:

10. The method or methods of instruction:

11. Did the instructor and students appear prepared?

12. Did the instructor interact with the students and did the class actively participate in the discussion?

13. Was the class intellectually stimulating and rigorous?

14. Did you observe students accessing non-class related materials on laptops, cellphones, or other electronic devices during class?

15. Other comments on the class or the classroom:

16. Overall impression of the class on a scale of 1-10 (10 being highest):

Updated
4/17/19
Appendix 3

FACULTY OFFICE VISIT – SAMPLE REPORT FORM

Faculty member visited:

Site evaluator:

Date, day, approximate time of visit:

Faculty member’s comments on teaching responsibilities (course assignments, teaching load, scheduling, classrooms, quality of students, students’ preparation for class, faculty programs regarding teaching and the improvement of teaching):

Faculty member’s comments on research responsibilities (support for scholarship, intellectual environment, collegial support for research and scholarship, information resources, technology, communications of expectations by administration):

Faculty member’s comments on service responsibilities (encouragement of service; committee structure; committee assignments; work with university, legal profession, or community groups; pro bono work; etc.):

Faculty member’s comments on collegiality, governance, faculty/administration relations (including faculty role in self study and strategic planning, rank and tenure process, annual reviews or post-tenure reviews, etc.):

Other comments and concerns about the law school, its mission, its operation, facilities, etc.:
Sample Site Visit Scheduling Memorandum

TO: Dean

FROM: Team Chairperson

SUBJECT: Site Visit Schedule and Arrangements

This memo will confirm the schedule and other arrangements that we have discussed.

A copy of the schedule for the visit is enclosed. Please review it and call if you have any questions, further suggestions, or concerns. Unscheduled time will be devoted to class visits, meetings with administrators and faculty members, examination of records, and other tasks related to the site evaluation.

Please send each team member a copy of the school's completed Self Study and the current and prior two years completed Annual ABA Questionnaires at least six weeks prior to your school's site visit. Consult with the team chair on their preference for electronic or hard copy. Finally, please have a complete set of this material available for the team's use during the visit. Two copies – one hard copy, one electronic – are to be sent to the Managing Director’s office.

If anyone on your staff has been given significant responsibility for site evaluation planning and arrangements, please let me know. Should you identify such an individual, I will plan to deal directly with that person on matters not requiring your immediate attention.

At your convenience, please send me a copy of your current class schedule. A review of it may prompt additional scheduling suggestions.

Please send me the name, address, and telephone number of the hotel where the team will be staying. In my case, it would be helpful if I could have both a bedroom and an adjoining sitting room or parlor. The additional space will be used for team meetings.

The team will need a conference room or other suitable space at the law school for use during the visit.
ABA Team. Travel\Sunday meeting.

Hi everyone.

We will be making our Site inspection in the near future and I thought it might be helpful to mention a couple of organizational items before we meet.

First, as noted earlier, our first meeting will be at 1:00 p.m. on Sunday at the hotel and it now seems timely for you to make air travel arrangements, if you have not already done so. Again, please be sure to arrive by noon and assume we have meeting on Wednesday until noon. When you have made your arrangements, please send a copy of them to me and to _____ at the school so that we will know when to expect each of you.

Second, you should receive the materials from the ABA and the school very shortly. What I would encourage you to do when you receive the school’s materials is to read carefully the Self-Study and then, against the background of the Format Memo for your sections, review the materials in the Annual Questionnaires and Site Evaluation Questionnaire that are relevant to your assignments. (In fact, I would encourage you further, if you can, to try to write a rough draft of your section when you review those materials so that you can determine where you have gaps in information or inconsistencies that need clarification when we are on site.)

Third, on Sunday at our meeting I will ask each person to briefly talk about his or her segments and what they are in particular looking at or what issues they want to pursue in light of the above materials. That way we all can be on the alert if we come across some things that may be helpful to each other and can begin forming a consensus on the areas on which we should concentrate our limited time there.

Fourth, also at our Sunday meeting we will select the classes that we want to attend and divide up the faculty to visit individually. I will bring copies of the class schedule for the days we are there and a faculty roster so that we then can fill in our spaces. The school will provide a telephone and a listing in the team room assigned to us at the school so that you can make appointments once we get there. I also have asked the school to make copies of the class and faculty visitation forms waiting for us in the room so there is no reason to bring them with you.

Fifth, and finally, for those of you who need to meet with key administrative staff in charge of areas for which you are responsible, [I have already circulated a draft of] our schedule with the open times on it, so you should feel free to set up your appointments before arriving if you would like. Indeed, in areas in which you are looking for additional data, I would encourage you to try to make those appointments on Monday so that they may have time to get the information you need before we depart and that will ease you post-visit burdens a lot.

That’s it for now. As always, if you have any questions, please feel free to ask.

Thanks.
August 4, 2014

Associate Dean

_____ School of Law

Dear:

As promised, set out below is a series of details regarding setting the schedule for the Site Team’s Visit in March, as well as making necessary arrangements. I will be going to the ABA Chairs Workshop at the end of this month and, after that, will be communicating with my team members and making assignments. When that is done I will send you a list of who is responsible for what portions of our report so that you and other staff members may have some idea about who is likely to be contacting which individuals. If there are any other questions now or later, please feel free to ask. I appreciate all the work that goes into arranging these visits and your early start suggests that things should go smoothly for us at Wake. So, here goes.

First, as the ABA probably already has told you, you should arrange to send the set of your school’s materials (the Site-Evaluation Questionnaire and Appendices and the Self-Study) to each member of the team directly. I believe the ABA has or will be sending you a final list with contact information. The team was just finally appointed last week, so they are verifying contact information and should soon send it along.

Second, I will need to meet with the team members for a few hours on Sunday afternoon (ideally 1-4) at the hotel to make final plans. Thus, would you please arrange for some sort of small meeting room or parlor or some such thing there so that we can gather. As to hotel arrangements, I am not sure who will be coming in on Saturday and who on Sunday morning and once you have identified a hotel, you should just contact the team members directly to find out their travel schedules. (I necessarily will be coming in on Saturday since I am travelling from the West Coast.) Please also let me know if the hotel is close enough to the school so that we will not need cars to get around, but can either walk or take a taxi. If that is not the case, I will need to ask the team members who wants to rent a car and be the designated drivers.

Third, the team also will need a small, secure room assigned to it in the law school where we can leave our things, retrieve messages, etc. The room should have a phone and a computer with access to the internet. An additional copy of the school’s site evaluation materials should be placed in that room so that we do not have to bring all of them with us. It also would be most helpful if you could arrange for an electronic copy of the Self-Study to be available for team members. Also a set of student teaching evaluations, as well as final examinations from the past year, and samples of faculty scholarship, should be in the room. Finally, please provide a telephone directory listing with faculty and staff members so that the team can schedule meetings during the visit.
Fourth, we should plan to have a law-school building tour on Sunday at about 4:30 p.m., followed by dinner with Dean Reynolds and some of her senior staff. She should select whomever she feels appropriate, but the idea is to allow team members to begin talking to some of the key players in preparation for the more detailed questions later so matching some individuals with key areas of the Site Report is helpful. Having the Chair of the Self-Study present also may be useful.

Fifth, as you suggested, we need to have meetings with the President and Provost on Monday morning at the start of the visit, as well as on Wednesday in the late morning. The first meeting should be relatively short as we simply will be introducing ourselves and asking if there is anything the president would like us to investigate while we are on site. If the Dean would like to be at that meeting, she should feel free to join us. The second interview will be longer (1 to 1-1/2 hours) as we will give the President a summary of our findings and what is likely to be in our Report. We will meet separately with the Dean that morning as well, to do the same and so that she will know what we are saying in our meeting with the President. I realize that the order of those exit meetings may depend on the President’s schedule, but in general we should plan on both being completed sometime between noon and 1:00 p.m.

Sixth, we need to schedule an open meeting for students at some time during our visit. Please advise me as to the time and day that would be most likely to be a good time for students to come to such a meeting. Would it also be advisable to meet with student leaders at a separate time or event?

Similarly, although we will try to meet individually with all your faculty members, there should be some event—breakfast, lunch, a reception, coffee, etc.—where we can meet with them as a group. It would be good if some adjuncts also would be included. You are aware of the school schedule and your institutional norms about faculty gatherings, so please advise me what and when would work best.

It is optional whether you have some sort of event with alumni and local supporters with the team. My own disposition is that we do not need such a meeting as part of our fact gathering mission, which always is quite hectic in any event. However, I know that some deans find it useful in their relations with those constituencies to include them in the process. Thus, I leave that judgment to the Dean and you and we will do whatever you think best.

When you have selected the days and times for all the preceding meetings, please let me know because I will then block those times on the team’s schedule before they begin setting up individual meetings. In that vein, it would be helpful if you could let me know generally what the class schedule times are throughout the day. I realize that you will be including a class schedule with the Site Evaluation Questionnaire, but having some sense of the general start and finish of classes will allow us to get an early idea about how to use our “block” times.

Seventh, and finally, would you please have someone make dinner reservations for the team on Monday and Tuesday evenings at restaurants where we can have a private room. We will be having working dinners on both evenings and need to be able to work and talk confidentially. If we are not having lunches with groups during the visit, then just have some simple food in the team room will be fine.
Finally, if the Dean would like to meet with me or talk with me just to answer any questions, talk briefly about what we are likely to be doing, or get a better sense of what to expect, I am happy to do so. I am not currently planning to go to the AALS meeting in January, but could arrange to do so if she wants to meet there. Alternatively, Blake mentioned that he would likely be in the Bay Area sometime in the fall (I assume for Wake) and would let me know so we could get together. If Dean Reynolds will be doing that, that, too, would work well. But, if a meeting appears to create more trouble than it is worth, we can just plan to keep in touch via e-mail and perhaps we can talk on the phone sometime prior to our arrival. Whatever works best for her, will be fine with me.

I think that is all for now and look forward to our visit. As soon as I hear from you as to the “events” schedule, I will set a more detailed schedule and share it with the team and you.

Many thanks.
ABA Faculty\Student Notice Letter

Dear [Name]:

As our visit is fast approaching, I thought I should bring to your attention a couple of communications to your faculty, staff, and students that it would be helpful for you to send before our arrival.

Although I am sure that you already have informed the faculty and staff about the impending visit, would you please send them a message reminding them of the dates, noting that we will be trying to meet all of the faculty and key staff and encouraging them to be on campus the days of our visit. Also, please advise them that if anyone would like a private, confidential meeting with a team member, he or she should contact me directly. I will make the arrangements and, depending on the area involved, determine who is best to be there. They can reach me by e-mail at kanem@uchastings.edu or by phone at 415-565-4777.

As to students, please let them know that during our stay we will be trying to attend as many classes as is feasible. Because of the shortness of our visit, that means that team members will be going in and out of classes during the period. We will try to create as little disruption as possible, but, most important, they should realize that the fact that a team member departs early from a class is no reflection on what is happening in the classroom, but merely a function of our compact schedule.

Thanks very much for your help.

Sincerely,
MEMORANDUM

To: The Dean of a Member School Scheduled for a Regular Comprehensive Site Visit

From: Judith Areen, Executive Director

Subject: Information About the AALS Membership Review Process

You should already have received material prepared by the Council of the Section on Legal Education and Admissions to the Bar of the American Bar Association (ABA Council) about your site evaluation. This memorandum provides additional information specifically related to the AALS membership review.

I. THE ABA/AALS JOINT SITE TEAM

Since the 1969-70 academic year, the ABA Council and the AALS have conducted joint periodic site visits of law schools. The purpose is to minimize the administrative inconvenience and expense of the evaluation process by having a single fact-finding visit.

Nonetheless, the accreditation process of the ABA Council and the AALS membership review process have distinct purposes and review procedures. The AALS is a voluntary membership organization. It does not accredit law schools; instead, the AALS reviews schools both to determine their compliance with AALS membership requirements and to encourage improvement in faculty scholarship, teaching, and other areas central to the core values of the Association. In contrast, the ABA Council has been recognized by the U.S. Department of Education as an accreditor of law schools. Students at ABA-accredited schools are eligible to obtain federal financial aid. In addition, many states rely upon ABA accreditation in their rules regarding who is eligible to take the state’s bar examination.

The decision-making processes of the two organizations are independent and distinct. The ABA does not participate in deciding whether schools have complied with AALS membership criteria, and the AALS does not participate in deciding whether schools have complied with ABA accreditation standards.

Members of a joint site team are visiting the law school as colleagues of those whose program is being evaluated. As fellow teachers, lawyers, university educators, or public members, they share common goals with the faculty and dean of the school. The AALS views peer review as a particularly valuable dimension of site visit process.
Typically, the AALS appoints only one member of the joint site team. This individual, the AALS Reporter, has the task of writing a separate report for the AALS, in addition to writing a portion of the joint site team’s report. The separate AALS report focuses on the relevant AALS membership criteria. Only the AALS Executive Committee and ultimately the AALS House of Representatives are authorized to officially speak on behalf of the AALS to a member school concerning its membership status. The AALS Reporter is encouraged, however, to discuss with the dean and president what he or she contemplates including in the AALS report about the school and its program.

II. AALS MEMBERSHIP CRITERIA

Although there are similarities between the ABA Standards for Approval of Law Schools and the AALS rules of membership, they are not identical. In particular, the AALS has a special interest in the core values enumerated in Bylaw Section 6-1. These core values emphasize excellence in scholarship, teaching, shared governance, academic freedom, and diversity of both backgrounds and viewpoints. A copy of Bylaw 6-1 is attached for your information.

In recent years, many law schools have developed written criteria for selection of faculty and for promotion and the award of tenure. These criteria will be reviewed by the AALS reporter. The role of the quality of an individual's teaching and scholarship in granting promotion and tenure will be assessed. With respect to teaching, for example, the AALS reporter will want to know what the school does to encourage excellent in teaching. What support is there for attending professional development workshops and teaching conferences? Are faculty members encouraged to visit each other's classes? What encouragement is there for experimentation with teaching methodologies? With respect to research, the AALS reporter will want to know, for example, what support the law school and university provide to encourage and facilitate faculty research. Are periodic colloquia held? Are research assistants provided? Does faculty custom encourage the circulation of drafts of articles for comment by colleagues?

Bylaw Section 6-3 requires that schools seek to have a faculty, staff, and student body which are diverse with respect to race, color, and sex. The AALS reporter will review a school's efforts to diversify its faculty, student body, and staff. For example, has the school engaged in recruitment efforts targeted at members of underrepresented groups? Has the school made efforts to ensure a positive climate for all members of its community?

The AALS reporter will also seek information on the range and variety of the school's curricular offerings, including research and skills training (e.g., negotiation, drafting, interviewing, trial advocacy, and counseling).

III. YOUR REVIEW OF THE TWO REPORTS

After the joint site report has been completed and reviewed by the ABA Section’s office, a copy will be sent to you for your comments concerning any factual errors or additional information since the site evaluation. A copy of your comments on the joint site report should be sent to the AALS as well as to the ABA.
Our office will send you a copy of the AALS report. Your comments on the AALS report should be sent back to our office.

IV. AALS MEMBERSHIP REVIEW PROCESS

A) AALS Membership Review Committee Action. Before the meeting of the AALS Membership Review Committee, you will be invited to describe in writing the significant developments in your school's program that have taken place since the site evaluation and that are not reflected in the joint site report or AALS report. Your letter might, for example, describe changes in the full-time faculty, report on budget updates, or outline significant changes in the curriculum. You will be asked to submit your letter in sufficient time for us to send copies to the AALS Membership Review Committee before its meeting.

The AALS Membership Review Committee generally meets twice a year, in October and again in April. A member of the Committee is typically assigned special responsibility for each school on the agenda. That committee member receives the joint evaluation report, the AALS report, and the school's completed AALS questionnaire. After consideration of the report and related materials, the AALS Membership Review Committee decides what action to recommend to the AALS Executive Committee.

B) Action by the AALS Executive Committee. At its November and May meetings, the AALS Executive Committee receives the report and recommendations of the AALS Membership Review Committee. The Executive Committee's response on behalf of the AALS is then communicated to the school's president and dean and a copy is sent to the AALS Reporter on the joint site team. There may be instances where the Executive Committee will seek from the president or dean additional information or responses for consideration by the Membership Review Committee at a subsequent meeting.

In accordance with AALS Executive Committee Regulation 5.6(c), the school's dean and president are authorized to publish the letter adopted by the Executive Committee. If the dean and president choose not to publish or otherwise make available the letter, a member of the full-time faculty may obtain a copy from the AALS office.

I hope this memorandum will be helpful to you in preparing for, and understanding the purposes of, the joint site visit. Please call or email (jareen@aals.org) me if you have any questions.

Attachment: Bylaw 6-1

August 2019
BYLAW ARTICLE 6 MEMBERSHIP REQUIREMENTS

Section 6-1. Core Values.

a. The obligations of membership imposed by this Article and the Executive Committee Regulations are intended to reflect the Association’s core values and distinctive role as a membership association, while according appropriate respect for the autonomy of its member schools.

b. The Association values and expects its member schools to value:

   (i) a faculty composed primarily of full-time teacher-scholars who constitute a self-governing intellectual community engaged in the creation and dissemination of knowledge about law, legal processes, and legal systems, and who are devoted to fostering justice and public service;

   (ii) academic freedom;

   (iii) diversity of viewpoints;

   (iv) excellent scholarship;

   (v) excellent teaching;

   (vi) a rigorous academic program in the context of a dynamic curriculum that is both broad and deep;

   (vii) a diverse faculty hired, promoted, and retained based on meeting and supporting high standards of teaching and scholarship and in accordance with principles of nondiscrimination;

   (viii) competent and professional staff to support the mission of the law school;

   (ix) selection of students based upon intellectual ability and personal potential for success in the study and practice of law, through a fair and nondiscriminatory process designed to produce a diverse student body and a broadly representative legal profession; and

   (x) honesty, integrity, and professionalism in dealing with students, faculty, staff, the public, and the Association.
This questionnaire seeks information relevant to the core values of the AALS that will assist the AALS reporter, Membership Review Committee, and Executive Committee in the membership review process. The AALS membership review process is meant to complement, and not duplicate, the ABA’s accreditation process. Our questionnaire, therefore, focuses on the core values of AALS. This questionnaire is formatted as a word document to make it accessible to variations in response to our questions. If you want to add an explanation or expand on information in the questionnaire, please do not change the question itself, but this document is amenable to adding such explanations and we welcome any additional information you’d like to include.

At least twenty (20) days before the site visit, please send the AALS reporter your completed questionnaire. In addition, the AALS office would like to receive an electronic version of this completed questionnaire on a flash drive. Include each appendix separately on the flash drive. Do not include them as one large document. Your school is also preparing a Self Study for the ABA Section; the AALS would also like to receive an electronic version of the ABA Self Study (Parts I and II) and all supplemental materials. (Do not send a paper copy of the AALS questionnaire or the ABA Self Study to AALS.) Please mail a flash drive containing all files to: AALS Membership Review, 1614 20th Street, NW, Washington, DC 20009.

If you have any questions, please contact Barbara Studenmund, AALS Director of Membership Review, at bstudenmund@aals.org or (202) 296-6474.

I. Faculty and Scholarship

1. Please indicate the number of current full-time tenured or tenure-track faculty ______ as well as the number of other full-time faculty who are expected to produce scholarship ______. AALS asks for the current number of full-time faculty, which we understand may differ from the numbers submitted on the ABA SEQ. Please complete the following chart for the preceding three academic years.

<table>
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<tr>
<th>Types of scholarly publications</th>
<th>Number of full-time faculty publishing each type during the 3 preceding years</th>
<th>Number of each type of publication published by full-time faculty during the 3 preceding years</th>
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<td>Law review articles</td>
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<td>Other scholarly publications</td>
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2. Please complete the attached faculty profile. List all current full-time faculty. This will be Appendix A. Be sure to provide the titles, citations, and publication dates of their scholarship either in the Profile Chart, or in a separate faculty publication list. If a full-time faculty member is expected to publish and has not done so in the past three years, please provide an explanation for why they did not publish. You are welcome to indicate other ways they contributed to the law school in your explanations, including larger course loads, sponsorship of symposia, or service as an Academic Dean.

3. How many tenured faculty_____, or untenured, tenure-track faculty _____, or other full-time faculty with writing obligations _____, have not published any scholarship in the past three years?

4. Please separately list the full-time faculty (1) who were at the law school during the previous site visit and indicate their status now (i.e. still on faculty, resigned, retired, etc.), as well as (2) a list of new faculty added since the last site visit and their current status. Please indicate the gender and race/ethnicity of each faculty member listed. This will be Appendix B.

5. Describe or attach your school’s policy with respect to scholarly productivity, including to whom it applies and any specific expectations, e.g. at least one major article or book chapter every two years. If there is no written policy, please describe how scholarly expectations are communicated to faculty. Please also attach your school’s narrative responses to Questions #48(a)(3) and #51(a-b), including Question 48’s attachment, of the ABA Site Evaluation Questionnaire (SEQ). This will be Appendix C.

6. Describe the steps you take to mentor new faculty. This will be Appendix D.

7. Describe the programs you have in place to encourage faculty scholarship, e.g. research assistants, opportunities for faculty to present works in progress, etc. Please indicate if you have added or changed any of these programs since the last membership review. This will be Appendix E.

8. Please describe the faculty meetings that were convened over the past academic year and their dates. Please describe briefly the topics covered at each meeting (e.g. faculty hiring, strategic planning). This will be Appendix F.

II. Teaching

1. Please describe the normal teaching load for full-time faculty. If the teaching load varies for different faculty, e.g. tenured, tenure track, clinicians, LRW, please describe the differences. Also attach your school’s narrative response to Question #47(a-b) of the ABA SEQ. This will be Appendix G.

2. What programs or services do you offer to assist faculty in improving their teaching? This will be Appendix H.

3. The AALS is interested in understanding where schools are in relation to online and distance education. Please attach your school’s narrative response to Question #33 of the ABA SEQ. This will Appendix I.

4. Please attach your school’s narrative response and reports in response to the ABA SEQ Question #46 (a) and (b) on Contact and Credit Hours. This will be Appendix J.

This questionnaire is available online: www.aals.org/member-schools/membership-requirements/
5. Please indicate whether more than 20% of your J.D. students are in a part-time division: _________yes _________no

III. Improvements Since the Last Site Visit

1. Please describe in 1,500 words or less significant changes, if any, to your curriculum requirements since the last site visit, e.g. a change in the number or type of courses required for graduation. This will be Appendix K.

2. Please describe in 1,500 words or less significant curricular innovations (maximum of three), if any, made since the last site visit, e.g. a new clinic or methods of pedagogy. This will be Appendix L.

3. Please describe in 1,500 words or less other significant improvements, if any, made since the last site visit, e.g. new efforts to support faculty teaching or scholarship, or new efforts to increase faculty or student diversity. This will be Appendix M.

IV. Nondiscrimination and Diversity

1.a. Does the school have a written policy that complies with Bylaw 6-3.a? (Bylaw 6-3a provides: A member school shall provide equality of opportunity in legal education for all persons, including faculty and employees with respect to hiring, continuation, promotion and tenure, applicants for admission, enrolled students, and graduates, without discrimination or segregation on the ground of race, color, religion, national origin, sex, gender (including identity and expression), sexual orientation, age, or disability.) _________yes _________no

1.b. Please attach copies of all nondiscrimination policies as they appear in printed and online communications, e.g. admissions materials, school promotion documents, etc., and indicate where they appear online. This will be Appendix N.

2. Please attach the ABA Standard 509 Information Report for the past three academic years. This will be Appendix O.

3. Please attach your school’s narrative responses for Questions #16 and #17 of the ABA SEQ describing efforts to recruit and retain a diverse faculty. This will be Appendix P.

4. Please report the gender and ethnicity of all full-time employees who are classified as exempt staff as defined by the Fair Labor Standards Act, as well as any nonexempt staff who have significant contact with students. Do not include full-time faculty members. Please use the following chart (add rows as needed). This will be Appendix Q.

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<th>Title (do not include names)</th>
<th>Gender</th>
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5. Member schools are required to obtain written assurances from employers that they comply with the school’s nondiscrimination requirements. When using an online application such as Symplicity, schools may meet the requirement by adding a box to the application that employers can check to indicate they have read and will comply with the nondiscrimination policy. When job postings are obtained from third parties, schools can meet the requirement by adding a notation to the postings that these employers have not been vetted by the schools and have not yet given assurances of nondiscrimination. Does the school require all employers receiving any form of placement assistance to give written assurances of compliance that meet these standards? (Please answer yes or no) _________

Please attach copies of the nondiscrimination policy and documents used in obtaining assurances from employers including Symplicity, job posting forms, and other placement assistance (these may include screenshots of webpages). This will be Appendix R.

Appendices to Completed Questionnaire
A. Faculty Profile
B. List of faculty who were appointed and those who have retired or resigned during the past 5 years.
C. Scholarship Policy/Policies
D. Faculty Mentoring Program
E. Programs to Encourage Scholarship
F. Faculty Meetings
G. Teaching Evaluation Policies and Procedures
H. Programs to Improve Teaching
I. Online/Distance Education Programs
J. Student Contact Hours
K. Curricular Changes
L. Curricular Innovations
M. Significant Improvements
N. Nondiscrimination Policy
O. 509 reports for past three years
P. Faculty Diversity Efforts
Q. Staff Demographics
R. Employer Assurance

July 2019

Mail electronic versions of the AALS questionnaire and the ABA Self Study to:
AALS Membership Review
1614 20th Street, NW
Washington, DC 20009
AALS Site Visit Questionnaire

Appendix A

Faculty Profile

Instructions: List all current full-time faculty, and include scholarship published in the past three academic years. Group faculty by responsibilities (1) Those with Writing Responsibilities and (2) Faculty with No Writing Responsibilities. Specify the type of publication (e.g. law review article, book, book chapter, etc, and include title, citation, and date of each publication). Also, please note if there is no, or limited (e.g., no post-tenure expectation), scholarly publication expectation for the faculty member. Include faculty who have not published in the three-year period and indicate other ways they contributed to the law school in the notes.

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<th>Name</th>
<th>Gender</th>
<th>Race/Ethnicity</th>
<th>Status¹</th>
<th>Publications (group publications by type: e.g. articles in law reviews, scholarly books, articles in bar journals, and book contributions) and date of publication</th>
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¹ Status includes tenured, tenure-track, clinical, legal writing, and other (please specify).
Thank you for serving on a site team visiting a law school that is both approved by the ABA Section of Legal Education and a member of the Association of American Law Schools. One member of the site team has been appointed by the AALS and will prepare both part of the report for the ABA and a separate report for the AALS that addresses AALS core values (scholarship, teaching, governance and diversity).

The roles of the AALS and the ABA differ in certain important respects with regard to accreditation and membership review. The ABA is the nationally-recognized accrediting agency for law schools. The U.S. Department of Education has so recognized the ABA, thereby enabling students at ABA-accredited schools to obtain federal financial aid. In addition, most states rely upon ABA accreditation in their rules regulating who may take the state’s bar examination. The AALS, by contrast, is not an accrediting agency. As a membership organization, the AALS’s purpose is to support and encourage member schools in improving legal education. Periodic reviews enable the Association foster excellence in legal education.

The AALS membership review process is grounded in peer review. The Association seeks, through the review process, to ensure that member schools comply with the shared objectives set forth in its bylaws. The Association also benefits from the review process by gathering important information on trends in legal education that can then be used to improve services for member schools across the country.

The AALS reporter will be seeking information from the entire site team on aspects of the site visit outside of the section of the ABA report that the AALS reporter has been assigned, including information on classroom visits and conversations with faculty. When your report to the ABA is complete, that report plus the report written by the AALS reporter will be shared with the AALS Membership Review and Executive Committees.

Thank you again for serving on this site team.

August 2019
Thank you for agreeing to serve as the AALS Reporter. As the AALS Reporter, you will be responsible for writing the AALS Report as well as some of the ABA Report. As you know, every ten years a site visit team made up of law professors, university administrators, and practitioners/judges visits member law schools as part of the ABA accreditation/AALS membership review process. The AALS appoints one member, the AALS reporter, to the ABA/AALS site team. As the learned society for law teachers, the AALS includes among its core values excellence in scholarship and teaching at member schools. Thus, you may find it helpful to ask to be assigned to the section of the ABA Report concerning faculty.

The AALS membership review process is grounded in peer review. The Association seeks, through the review process, to ensure that member schools comply with the shared objectives set forth in its bylaws. The Association also benefits from the review process by gathering important information on trends in legal education that can then be used to improve services for member schools across the country.

The ABA provides a copy of the ABA site evaluation report to the AALS. The AALS uses the AALS report, the ABA site team’s report, and the AALS questionnaire completed by the school prior to the site visit to determine whether a law school is operating in compliance with the AALS membership requirements. The AALS report should complement but not duplicate the ABA report. Basic facts underlying both the ABA and AALS reports should be similar; if factual conclusions in the AALS report are significantly different from those in the ABA report, an explanation for this disparity should be included in the AALS report. Both the ABA site team report and the AALS report are confidential.

As the AALS reporter, you will be sent an invitation to a Dropbox folder that contains the AALS membership requirements, report format, reporter instructions, and other files that you may find useful. If you have not yet received that invitation, please email membershipreview@aals.org.

AALS Membership Requirements

Available in Dropbox is a copy of the AALS Bylaws and Executive Committee Regulations that pertain to membership requirements (the AALS core values are on the first page). We will mail to you the AALS Report submitted at the time of the previous site visit and the Executive Committee’s letter to the school in response to the prior report.

Conversation with the Law School Dean:

The Chair of the ABA team typically meets separately with the dean of the law school being visited to provide an overview of the site visit and to answer any questions the dean may have about the process. The AALS recommends that you also meet separately with the dean, either by phone before the site visit, or in person early in the site visit. This is an opportunity to explain the core values of the AALS as well as to answer any questions the dean may have about the AALS questionnaire, or the AALS membership review process. A document with suggestions for that conversation is available in Dropbox. Also in Dropbox is a copy of the memorandum about the AALS membership review process that has been sent to the law school dean.

AALS Questionnaire

About three weeks before the site visit, the school will send to you its completed AALS site questionnaire. Please review it for completeness, compare the data provided with your observations during the visit, and report any significant differences or omissions.
AALS Report

The ABA organizes its report to track ABA Accreditation Standards. The AALS report, by contrast, should provide for more discussion of areas of particular importance to the AALS core values (scholarship, teaching, governance, and diversity). An outline of a recommended format for the AALS Report is available in Dropbox.

The AALS Report is normally shorter than the ABA Report, e.g. some 7 to 10 pages in length, single-spaced. You may rely on information provided by other members of the ABA team, and you should feel free to refer to (rather than summarize) specific sections of the joint site report in your separate AALS Report. You do not need to wait until the ABA report is finalized to send us your AALS Report. Please do not send a copy of your AALS Report to the dean or the ABA Section staff.

The AALS Report should not simply summarize or duplicate the ABA Report, because the AALS committees receive the ABA site report. The AALS report may refer to the ABA site report for information already provided such as faculty governance. However, the AALS report may discuss facts that expand on, or go beyond, those in the ABA report. The focus of the AALS Report should be on the AALS core values, and as a result the AALS Report may go into more detail in some areas, or focus on different aspects, than the ABA Report. Please include in your report any facts relating to items in the AALS questionnaire that suggest noncompliance with core membership requirements, e.g., poor teaching, inadequate scholarship, or an incomplete nondiscrimination policy.

The AALS committees also have access to the AALS site questionnaire completed by the law school. The AALS report should summarize the information in that questionnaire, not duplicate it. The AALS report may refer the questionnaire for details on information such as descriptions of faculty meetings. The AALS report should include information from the questionnaire such as any innovative programs or activities that were identified by the school that you are able to confirm during the site visit.

Include enough relevant facts in your report so that the AALS Executive and Membership Review Committees can determine whether a school complies with AALS membership requirements. The AALS report may also refer to sections of the ABA site report or the law school’s questionnaire for additional facts. You should refrain from drawing conclusions, however, as to whether the facts demonstrate compliance (or noncompliance) with membership requirements. Your report also should not refer to individual faculty members unless doing so provides facts that are essential to establishing compliance with the bylaws and regulations.

Many experienced site visitors find it helpful to review the documentation before going to the school, and they often draft the AALS Report before the visit, using the recommended format. Writing a draft before the visit will help you to spot any gaps in information that you can be sure to address during your visit. It can also serve as a guide, highlighting any improvements the school has made or any problems they might be struggling with that you can plan to observe in person. You can then spend the visit to verify the information and finalize the report soon after the site visit.

AALS Committee Review

The AALS’s Membership Review Committee and the Executive Committee will use your separate AALS Report, together with the AALS Questionnaire and the ABA Report, to determine whether the school complies with AALS membership requirements.
Instructions for AALS Reporter

When your report is complete, email it to membershipreview@aals.org. After the AALS office receives both your report and the ABA Report, it will be reviewed by AALS Membership Review Consultant Barbara Cox, a retired professor from California Western School of Law. She will contact you with any questions or suggested edits before your report is sent to the school. The dean will have the opportunity to submit comments to the AALS Membership Review Committee on your AALS Report. Do not be surprised if you are not contacted for a few weeks after you submit your draft Report. The AALS never sends out its Report before receiving and reviewing the ABA report. Thus, you may not hear from Professor Cox for several weeks after submitting your draft.

The AALS Membership Review Committee meets twice a year, in April and October; it will consider your report, along with the ABA Report and the AALS site questionnaire. The Membership Review Committee prepares recommendations that the AALS Executive Committee will consider at its meetings in May and November. A letter will be sent to the school after the Executive Committee meeting. A copy of that letter will also be sent to you, the AALS Reporter.

Available in Dropbox:
- AALS Membership Requirements
- AALS Reporter Conversation with the Dean
- AALS Membership Review Process
- AALS Site Questionnaire
- AALS Report Format Outline
- Role of the AALS Reporter Memo, for the site team

Also in Dropbox: ABA Site Report Template and Classroom Visitation Form

The website containing the podcast from the 2019 AALS Site Evaluator Workshop can be found at https://www.aals.org/member-schools/membership-requirements/site-evaluators/

If you have any questions, please contact Barbara Studenmund via email at bstudenmund@aals.org (202/296-6474).

May 2019
Guidance Memos

Guidance Memos are issued by the Office of the Managing Director when new Standards or Interpretations have been adopted or when, in the course of the Office’s dealings with schools about compliance with the Standards, a number of schools are asking for clarification or direction regarding a particular Standard, Interpretation, or reporting requirement. We remind schools that the Managing Director’s Office does not have the authority to bind either the Council or the Accreditation Committee.

All Guidance Memos listed below can be found at the following link:
https://www.americanbar.org/groups/legal_education/accreditation/consultants_memos/

- Standards 102(e), 102(f), 509(e) regarding accreditation status (August 2015)
- Standard 105(a)(12): Part-time Enrollment Options (July 2015)
- Standard 204: Self Study (January 2015, Revised April 2016, Revised March 2017)
- Standards 301, 302, 314, 315: Learning Outcomes (June 2015)
- Standard 303: Curriculum and 304: Simulation Courses and Law Clinics (regarding experiential learning) (March 2015)
- Interpretation 305-2 regarding reasonable expenses related to a field placement (August 2015)
- Standard 310: Determination of Credit Hours for Coursework (May 2016)
- Standard 316: Bar Passage (June 2019)
- Standard 502(d) and Interpretation 502-1 and 502-2 (January 2018)
- Standards 502/503 and Interpretation 503-3: Bachelor's Degree/J.D. Programs (January 2015)
- Standard 503 and Interpretation 503-3: Admission Test (January 2015)
- Standard 504: Qualifications for Admission to the Bar (August 2015)
- Standard 509: Required Disclosures (July 2014, revised July 2016)
- Standard 510: Student Complaints Implicating Compliance with the Standards (March 2015; Revised January 2019)
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>William Adams</td>
<td>Deputy Managing Director</td>
<td>312-988-5103</td>
<td><a href="mailto:William.Adams@americanbar.org">William.Adams@americanbar.org</a></td>
</tr>
<tr>
<td>Carl A. Brambrink</td>
<td>Director of Operations</td>
<td>312-988-6741</td>
<td><a href="mailto:Carl.Brambrink@americanbar.org">Carl.Brambrink@americanbar.org</a></td>
</tr>
<tr>
<td>Ed Butterfoss</td>
<td>Senior Accreditation Counsel</td>
<td>651-253-5952</td>
<td><a href="mailto:Edwin.Butterfoss@americanbar.org">Edwin.Butterfoss@americanbar.org</a></td>
</tr>
<tr>
<td>JR Clark</td>
<td>Manager-Program Administration</td>
<td>312-988-6750</td>
<td><a href="mailto:JR.Clark@americanbar.org">JR.Clark@americanbar.org</a></td>
</tr>
<tr>
<td>Andrew Crane</td>
<td>Program Specialist</td>
<td>312-988-5132</td>
<td><a href="mailto:Andrew.crane@americanbar.org">Andrew.crane@americanbar.org</a></td>
</tr>
<tr>
<td>Barry A. Currier</td>
<td>Managing Director</td>
<td>312-988-6744</td>
<td><a href="mailto:Barry.Currier@americanbar.org">Barry.Currier@americanbar.org</a></td>
</tr>
<tr>
<td>Marsha Factor</td>
<td>Paralegal</td>
<td>312-988-6747</td>
<td><a href="mailto:Marsha.Factor@americanbar.org">Marsha.Factor@americanbar.org</a></td>
</tr>
<tr>
<td>Genevieve Ferraro</td>
<td>Manager of Legal Education Assessment Services</td>
<td>312-988-6751</td>
<td><a href="mailto:Genevieve.Ferraro@americanbar.org">Genevieve.Ferraro@americanbar.org</a></td>
</tr>
<tr>
<td>Stephanie Giggetts</td>
<td>Accreditation Counsel</td>
<td>312-988-5210</td>
<td><a href="mailto:Stephanie.Giggetts@americanbar.org">Stephanie.Giggetts@americanbar.org</a></td>
</tr>
<tr>
<td>Beverly Holmes</td>
<td>Program Associate</td>
<td>312-988-6738</td>
<td><a href="mailto:Beverly.Holmes@americanbar.org">Beverly.Holmes@americanbar.org</a></td>
</tr>
<tr>
<td>Mary Kearin</td>
<td>Administrative Assistant</td>
<td>312-988-5084</td>
<td><a href="mailto:Mary.Kearin@americanbar.org">Mary.Kearin@americanbar.org</a></td>
</tr>
<tr>
<td>Sam Kwak</td>
<td>Manager of Legal Education Assessment Services</td>
<td>312-988-5998</td>
<td><a href="mailto:Sam.kwak@americanbar.org">Sam.kwak@americanbar.org</a></td>
</tr>
<tr>
<td>Fernando Mariduena</td>
<td>Paralegal</td>
<td>312-988-6737</td>
<td><a href="mailto:Fernando.Mariduena@americanbar.org">Fernando.Mariduena@americanbar.org</a></td>
</tr>
<tr>
<td>Donna Mosher</td>
<td>Executive Assistant</td>
<td>312-988-6476</td>
<td><a href="mailto:Donna.Mosher@americanbar.org">Donna.Mosher@americanbar.org</a></td>
</tr>
<tr>
<td>Erin Ruehrwein</td>
<td>Section Director</td>
<td>312-988-5512</td>
<td><a href="mailto:Erin.Ruehrwein@americanbar.org">Erin.Ruehrwein@americanbar.org</a></td>
</tr>
<tr>
<td>Adrienne Tucker</td>
<td>Senior Meeting Planner</td>
<td>312-988-6749</td>
<td><a href="mailto:Adrienne.Tucker@americanbar.org">Adrienne.Tucker@americanbar.org</a></td>
</tr>
<tr>
<td>Ken Williams</td>
<td>Data Specialist</td>
<td>312-988-6739</td>
<td><a href="mailto:Kenneth.Williams@americanbar.org">Kenneth.Williams@americanbar.org</a></td>
</tr>
<tr>
<td>Kirsten Winek</td>
<td>Manager of Law School Analytics</td>
<td>312-988-6714</td>
<td><a href="mailto:Kirsten.Winek@americanbar.org">Kirsten.Winek@americanbar.org</a></td>
</tr>
</tbody>
</table>
HANDOUTS

A. Overview of the Law School Accreditation Process
B. AALS Slides ABA 2019 Site Evaluation Workshop
C. Site Visit Tracking System Dashboard
D. Site Report Template and Self Study
E. ABA Site Report Style Guidelines
F. Standards for Discussion
G. Before, During and After the Visit
H. Distance Education
I. Preparing for the Visit and Writing the Site Report (Site Team)
J. Preparing for the Visit (School Reps)
K. During the Site Visit: Schools and Site Evaluators
L. ABA Site Visit: The Faculty Section
M. ABA Site Visit: Student Section
N. ABA Site Visit: Organization and Administration
O. Program of Legal Education
P. Information Resources, Technology and Facilities
Q. Recurring Issues
R. The Exit Interview
Overview of the Law School Accreditation Process

presented by Bill Adams
Deputy Managing Director

Purpose of Accreditation

• To enable graduates of ABA approved law schools to sit for the bar
• Unified, national accrediting process ensuring consistency among 50 states, District of Columbia, Commonwealth of Puerto Rico and territories

Council Structure

• 21 Voting Members
• No more than 10 may be law school deans or faculty members
• Members include judges, practicing lawyers, one law student, and at least three public members who are neither lawyers or employees of a law school
Planning for the Visit at the School

Sabbatical Review of Fully Approved Schools Every Ten Years

Self Study Process in Preparation for Site Visit

--Site Evaluation Questionnaire (SEQ)
   No more data entry
   --Self Assessment

The Site Visit Process

Appointment of Site Team Chair

Appointment of Other Site Team Members

-Team Member Assignments
-Organization of Visit

-Librarian
-Clinician
-Judge/Practitioner
-Academic
-Univ. Admin.
-AALS Representative

Materials
-Preparation for the Visit

Site Visit Team
-Meetings
-Entrance Meeting
-Interviews with Faculty, Administrators, Staff
-Class Visits
-Meeting(s) with Students
-Exit Interview

Site Visit Report Template
Post-Visit Preparation of Site Report

Office Review

Review of Site Report and Response by School

Site Report Template

Evaluation of Site Team

- by Dean
- by Chair
- by Team Members
- by Report Reviewer
- by AC Monitor

Consideration of Site Report by Accreditation Committee/Decision Letter

- RFI -11(a)(2), (a)(3), (a)(4) & 12(b) & 13

Report Back by School on Any RFI's, 11(a)(2), (a)(3), 11(a)(4) & 13

“School Remains on List of Approved Law Schools”
ABA Site Evaluation Workshop
Barbara Studenmund | Director of Membership Review, AALS
September 6-7, 2019

AALS Member School Visits

The goals of AALS Membership Review is to support and encourage member schools in improving legal education.

AALS participates in periodic site visits to complement the accreditation work of the Section, not duplicate it.

AALS appoints one person to site teams visiting member schools to serve as the AALS reporter. That person is also a member of the ABA team, usually writing the section on faculty.

AALS Membership Review

Focus on AALS Core Values

- Scholarship
- Teaching
- Shared Governance
- Diversity of Backgrounds and Viewpoints
AALS Site Questionnaire

Complements the ABA SEQ and in many cases requests excerpts from the Site Evaluation Questionnaire

Captures information relevant to AALS core values

Gives schools the opportunity to highlight programs it is proud of, including changes and improvements since the last site visit

Asks for a list of faculty scholarship and information on programs or services to improve teaching

AALS Committees

AALS Membership Review Committee meets twice a year (April and October) and makes recommendations to the Executive Committee.

AALS Executive Committee considers membership review at its May and November meetings.

Member schools receive a letter from AALS after the Executive Committee meeting.

AALS ANNUAL MEETING

January 2-5, 2020 Washington, DC
am.aals.org

CONTACT INFORMATION:
Barbara Studenmund
bstudenmund@aals.org
202/296-6474
Site Visit Tracking System Dashboard

abaaccreditation.org
Who to contact with questions

- Kenneth Williams, 312/988-6739, Kenneth.Williams@americanbar.org
- Andrew Crane, 312/988-5132, Andrew.crane@americanbar.org
Introduction

- The Format Memo has been replaced with a Site Report Template
- Question and Answer Format
- Answer all questions—Indicate “NA” where not applicable
- The Template asks the questions needed to provide the information for the Council Decision Letter
  - Each question references a Standard or Standards
  - Facilitates finding location in SEQ where school has provided information about that Standard

Template Goals

- Goals
  - Streamline process
  - Organization somewhat mirrors that of Self Study Narrative and checklists for the Council
  - Has resulted in reports being submitted in more timely fashion and quicker internal reviews by office
  - Help ensure that all information is reported
  - Less missing information in reports
  - Fewer report backs
Facts, not conclusions, opinions, or advice

- The Council needs evidence to show compliance or non-compliance with each Standard. It causes problems when a report does not cover the relevant facts.
- Avoid making conclusions about violations of the Standards and opinions regarding aspects of the law school’s program.
- Just report the facts observed—verify information supplied by the school.

Site Report Charts

- There are charts (reports) that must be included in the site team report. Be sure to review them for completeness and accuracy.
- The office can assist when reports are missing or data appears clearly inaccurate.
- The School’s Self Study has required attachments.
- The School is also required to provide specific materials on-site (CV’s, syllabi, exams, assessments, etc.)
- A list of the required on-site materials and attachments can be found at this link: https://www.americanbar.org/groups/legal_education/resources/questionnaire.html

Site Report Language Suggestions

Please be careful about cutting and pasting
Please remove “our students,” “our faculty,” “we did this,” etc.
Also please be careful about adjectives and avoid superlatives
“Excellent”
“Outstanding”
Assignments

- Chair will assign questions
- But questions are organized by the various Chapters of the Standards
  - Organization, Administration, Finances, Program of Legal Education, Faculty, etc.

Self Study (Standard 204)

- Self Study now describes the Site Evaluation Questionnaire (SEQ) and the Self Assessment
- Self Assessment is the narrative description of the School’s assessment of the quality of its program and the School’s strengths and weaknesses
- Standard does not require a particular process for the Self Assessment, but should describe whatever process that the school used

Self Study [Standard 204]

- Does the Self Assessment evaluate the educational quality of the school’s program, including its strengths and weaknesses, and describe its continuing efforts to improve the educational quality of its program? Is it self-evaluative or merely descriptive?
- It would not be sufficient to report, for example: “The self study is a 98-page document with various appendices.”
Submission of Report Template

- Report is due six weeks after the visit
- Reach out to Bill if problems in meeting deadline
- Reports have been approximately 80-100 pages, varying depending upon characteristics of the school (Number of programs, problems with various standards etc.)
- This year’s Template has fewer questions so site reports may be shorter

Staff Support

- Staff will be assigned to schools
- Staff contact
  - Ed Butterfoss, Edwin.Butterfoss@americanbar.org, 312-988-5297
  - Bill Adams, william.adams@americanbar.org, 312-988-5103
  - Genevieve Ferraro, Genevieve.Ferraro@americanbar.org, 312-988-6751
  - Sam Kwok, Sam.Kwok@americanbar.org, 312-988-5998
  - Stephanie Giggetts, Stephanie.Giggetts@americanbar.org, 312-988-5210
I. **Format** - The template should be submitted in Word using Arial 11. The report should be single-spaced with double spaces after headings and between paragraphs. Do not indent headings and paragraphs. All headings and paragraphs should flush left. Note that the questions are all in **bold**. The responses should not be in bold, so they stand out.

II. **Capitalization** – In general, follow the guidelines for capitalization set forth in the Chicago Manual of Style. Here are some examples:

A. Titles are capitalized when they immediately precede a personal name and thus used as part of the name. Titles are normally lowercased when following a name or used in place of a name. So:
   - Dean Jane Doe; but “when the dean decided to make the change….”
   - Professor Jason Smith; but “when a professor takes a sabbatical….”
   - President Abernathy; but “when the president took the stance….”
   - Justice Ruth Bader Ginsburg; but “the justice spoke at a meeting….”

B. Titles following a name are not capitalized except in the case of a named professorship. So:
   - Jane Doe, dean of the College of Law of the University of Mars
   - Joe Smith, president of the University of Neptune
   - Jean Harlow, Walter Winchell Distinguished Professor of Law

C. Terms denoting student status are not capitalized. Abbreviations designating status are capitalized. So:
   - second-year student
   - juris doctor; but J.D.
   - master’s degree; but LL.M.

D. Names of ethnic and national groups are capitalized. However, common designations of ethnic groups by color are lowercased. So:
   - African Americans
   - American Indians or Native Americans
   - Asians
   - Caucasian
   - Chicano or Chicana
   - Hispanic
   - black people
   - people of color
   - whites
E. The full names of institutions, groups, and departments are capitalized, but in lower case when used in a shortened form. The exception to this rule is the use of the terms “Law School” and “University,” which are always capitalized when referring to the institution. When the school is called “College of Law,” it should be referred to by its proper title when first making reference to it (“the Jane Doe College of Law at the University of Pluto”) but thereafter referred to as “the Law School” instead of “the College.” So:

- the Board of Trustees of the University of Mars; but “the board of trustees decided not to take a vote.”
- the Walter Johnson Law Library; but “the staff of the law library is…”
- the Chicago Bar Association; but “the local bar association is…”
- the Admissions Office; but “the dean overseeing the office reported…”

F. Official names of specific courses are capitalized. References to academic subjects or general areas of study are in lower case. So:

- Contracts II
- Fundamentals of Law
- Health Law; but “those students enrolling in the series of courses focusing on health law are required…”

III. **Names** – Names of individuals are rarely used in the report. Unless there is a particular reason to name an individual, the only persons to be named are the dean, the president, and the provost. Otherwise, they should be referred to by their position (the director of the law library, the chair of the board of trustees, the head of the office, etc.). In the introductory section summarizing the visit, it is permissible to provide names of individuals such as assistant or associate deans to indicate that they met with the team or were particularly helpful.

IV. **Punctuation** – The Oxford comma should be used. So:

- The group comprised students, faculty, and staff.

V. **Miscellaneous** - The chair of the site evaluation team is responsible for putting the report together and for assuring that the style used throughout the report is consistent. Please make the report complete in itself and avoid the incorporation by reference of material contained in an appendix or in other documents. If the team acquires materials not included in the site evaluation documents that it believes the Council should consider in its deliberations, those materials should be sent separately to the Managing Director’s Office.
• Provide information regarding the efforts the law school makes that demonstrate its commitment to having a diverse faculty (including adjuncts), staff and student body. Don’t just provide numbers.
• It is not sufficient to say that the school has not been hiring in recent years—what are its practices and policies when it does recruit and hire?
• Passive approaches to hiring adjuncts can be problematic.
Legal Writing
(Standard 303(a)(2), Interpretation 303-1)

• Standard requires that each student receive substantial instruction in “writing in a legal context, including at least one rigorous writing experience in the first year and at least one additional rigorous writing experience after the first year.”
• The Interpretation provides the factors to be considered in evaluating “rigor.”
• The writing experience must have faculty input on at least one draft.

Learning Outcomes
Standard 302

• Transition Memo and Guidance Memo
• A full set of learning outcomes is to be in place by the end of the 2017-18 academic year
  • Describe what school has implemented
  • The Standard sets out minimum competency categories

Experiential Learning
(Standards 303, 304 and 305)

• Experiential courses—6 credits
  • Simulation course, law clinic or field placement
  • Must be primarily experiential in nature
    • Must be organizing principle of course with substantive law an incidental part instead of reverse
  • Description of experiential course moved to Standard 304
    • No substantive change intended
Simulation Courses, Law Clinics and Field Placements, Standard 304

- All require direct supervision by faculty member
- All require opportunities for performance, feedback from faculty member and self-evaluation
- All require classroom instructional component
- Note other requirements for field placements in 304(d)

Standard 306—Newly amended

- Recently approved amendment now permits up to one-third of credits required for graduation to be offered by distance education
- Amendment also permits up to 10 credits in the first year

Standard 307—Newly Amended

- Permits Schools to grant credits up to 2/3 required for graduation earned in programs sponsored by ABA approved school, including programs outside of US sponsored by ABA-approved Law School
- Puts cap of 1/3 on total credits for student study outside US at Foreign Institution and courses completed at law school outside the US
Standard 310—Credit Hour

- A number of schools have policies that do not comply with this standard.
- Guidance memo describes alternatives.
- “Equivalent amount of work over a different amount of time” can satisfy standard, but must be in policy.
- Policy also needs to describe how it is enforced.
- Calculations below are for semester-based courses.
- Exam course: 42.5 hours per credit of time spent in class, preparing for class (reading or completing class assignments or assessments), and preparing for and taking an exam.
- Paper course: 42.5 hours per credit of time spent in class, preparing for class (reading or completing class assignments or assessments), and researching and writing the required paper(s).
- This includes the typical law school “seminar.”
- Field placement or clinic: 42.5 hours per credit of time spent in class, performing field placement or clinic work, preparing for class or completing class assignments (e.g., reflective writing assignments), and preparing for and taking an exam, if applicable.

Standard 314—Assessment of Student Learning

- Guidance Memos discuss implementation.
- Schools are to adopt an assessment plan and be able to demonstrate that they are implementing it by the end of the 2018-2019 academic year.
- Standard does not require particular method nor that multiple assessments be applied to a particular course.

Standard 315—Program Evaluation

Guidance Memo
Is the school going to engage in ongoing evaluation?

How
How will it use the results?

Interpretation 315-1 lists various examples of methods of doing outcome evaluations.
Standard 403
Instructional Role of Faculty

- Substantially all of first one-third
- More than one-half of credit hours or 2/3 of student contact hours
- Check the chart

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Standard 502

Guidance Memorandum

Withdrawal likely required

Not permitting to sit for final exam or register for Spring classes not sufficient

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Character and Fitness [Standard 504]

How does the law school advise "each applicant" that there are character and fitness requirements for admission to practice and encourage applicants to determine those requirements in the jurisdiction(s) in which they intend to practice "prior to matriculation"?

Statement in 504(a) must be on both application and website—must use exact language
Required Disclosures [Standard 509]

- Verify that all required disclosures, as the form required, are provided on the law school’s website, and confirm in site report that each item is so disclosed.

- Provide confirmation that the required conditional scholarship information is provided to all applicants at the time the scholarship offer is extended.

Student Complaints [Standard 512, Interpretation 512-1]

Information that there is a policy/process is insufficient.

Provide details that confirm the policy is published and where, that records are maintained for the accreditation period, and that the policies address the required elements.

Standard 601—Newly Amended

No longer requires written assessment
Before, During, and After the Visit

ABA Site Chairs
Workshop
September 7, 2019
Dean Mary Lu Bilek
Ed Butterfoss

Before the Visit

To pre-visit or not to pre-visit?
• Pro:
  • Meet key people
  • See the space
  • Set the tone
  • Identify key issues
• Con:
  • Time and expense

Communications with Team
• Timing of the visit
• Travel/hotel
• Assignments
• Indiv. Conversations
• On-Site tech and work preferences
• Expectations
  • Time on-site
  • Pre-visit draft/Formatting
Before the Visit

Arrangements with school
- Travel/hotel
- Team Room
- Schedule, incl. Pres/Prov mtgs
- Meals (Breakfast, lunch, and dinner)
- Alumni/Bar Leader reception?

Before the Visit

Communications with the Law School Community
- Email message
- Scheduling meetings with administrators?

Before the Visit

Materials on site
- Required materials (scholarship, exams, etc.)
- Class/Office visit forms
- Class schedule
- Faculty roster
- “Master chart”
- Campus contact person
During the Visit
- First team meeting
- Tour and opening dinner
- Opening meeting with Dean, President
- Open meetings with students (food!) and student leaders
- Faculty lunch?
- Alumni, bench, bar reception?
- Confidential mtgs and msgs

During the Visit
- Team on task?
- Master chart
- Collect class/office visit forms (copies?)
- Sensitive issues raised
- Team meetings/dinners
- Final meeting
- Exit interview

After the Visit
- Deadline for Drafts
  - Incl. time for circulation within the team
- Contacting the School
- Review of Report by ABA staff
- Confidentiality
  - All materials/information must be kept confidential.
- Retention/destruction of documents
  - After Committee issues its letter and in a secure manner.
- Evaluation Process
  - Evaluation made of Site Team members and chairs.
Overview

U.S. Department of Education Recognition Criteria

Standard 306

ABA Questionnaire on Distance Learning

Higher Learning Commission Guidelines for Evaluation of Distance Education (On-line Learning)

Questions
Overview

In the past decade, law schools have been steadily increasingly integrating technology into their curriculums and pedagogy. What began with CALI exercises and class sites on Westlaw and Lexis has evolved into

- hybrid law school J.D. degree programs
- online and hybrid non-J.D. (LL.M., MLS, MJ) degree and certificate programs
- selected courses offered fully online (synchronous, asynchronous, or both)
- pieces of a course, delivered primarily in face-to-face (F2F) classes, leveraging technology for the balance of the course
- classes delivered F2F in one location that involve students in hi-tech classrooms in another location participating synchronously; and
- the use of technology and distance learning pedagogies for academic support, bar preparation, study groups, co-curricular and extra-curricular activities, and law school collaborations on projects and program (both domestically and internationally)

Earlier forms of distance learning, which you may not even think of in that way (e.g., casebooks, correspondence education, film strips/cassettes/movies/television) have evolved into sophisticated technologies that can deliver curriculum, provide assessments, support lectures, support Socratic dialog, provide space for team-based learning, and bring experts from afar into the classroom.

While there is a new, big world of exciting possibilities, there are also concerns and questions about distance learning that need to be addressed. As there are better and worse F2F classes, there are better and worse distance learning courses and programs. While distance learning opens up flexibility, offers some opportunity to reduce the cost of instruction for the student, and can increase student engagement, it can also be abused by underinvestment in technology, course development, teaching training and the like. It is tempting to think about distance learning by analogy to what has gone on for many decades in the traditional classroom. That is inevitable when the evaluator has had most of her experience in that environment. That said, it is not appropriate to limit one’s review of distance learning that way. Rather, the evaluator must return to the most basic features of an educational experience and program and ask whether a particular distance learning module, course, or degree program is delivering, in its own way, an experience that accomplishes the learning outcomes and goals of it seeks to accomplish; and whether those outcomes and goals are consistent with the overall goals of the law school program.

The goal of the ABA accreditation process is to provide appropriate minimum standards for sound programs of legal education. Standard 306, the ABA’s distance learning standard, recognizes, that distance learning can be an appropriate part of a law school’s educational program. As it evolves, all of us who care about legal education want to assure that the distance learning that the Standards allow is adequate or more to provide the education and experience that is part of an approved J.D. program.
The review a fact-finder or site visit team does of distance learning at a law school, and the Council’s attention to that learning in its evaluation of a school is, for the most part, proportional to the program under review. The more distance learning a course or program includes, the more scrutiny it will receive. The more a program relies on distance learning, the more important it will be to review the way in which students in that program will receive the student services, access to co-curricular activities, career services, and the like that the Standards require. The more the distance learning is an adjunct to, or integrated into, a F2F program, the more we can rely on the fact that the student’s presence at the school for some or most of her educational experience will provide the basis for knowing that those sorts of services and opportunities are available to the students.

As law school increase their distance learning activities, the information that the ABA solicits from schools will no doubt increase. The specific information that should be included in site reports will increase, and the findings of fact and conclusions in decision letters will specifically reference distance learning matters.

This training is the first, but not the last step, in assuring that the accreditation process will appropriately review what law schools are doing to assure that legal education programs remain sound, even as the use of technology in the delivery of those programs increases.
34 CFR 602.16(c):

If the agency has or seeks to include within its scope of recognition the evaluation of the quality of institutions or programs offering distance education or correspondence education, the agency’s standards must effectively address the quality of an institution’s distance education or correspondence education in the areas identified in paragraph (a) (1) of this section. The agency is not required to have separate standards, procedures, or policies for the evaluation of distance education or correspondence education.

34 CFR 602.16(a)(1):

§ 602.16 Accreditation and preaccreditation standards. (a) The agency must demonstrate that it has standards for accreditation… that are sufficiently rigorous to ensure that the agency is a reliable authority regarding the quality of the education or training provided by the institutions or programs it accredits. The agency meets this requirement if—

(1) The agency’s accreditation standards effectively address the quality of the institution or program in the following areas:

   (i) Success with respect to student achievement in relation to the institution’s mission, which may include different standards for different institutions or programs, as established by the institution, including, as appropriate, consideration of State licensing examinations, course completion, and job placement rates.

   (ii) Curricula.

   (iii) Faculty.

   (iv) Facilities, equipment, and supplies.

   (v) Fiscal and administrative capacity as appropriate to the specified scale of operations.

   (vi) Student support services.
(vii) Recruiting and admissions practices, academic calendars, catalogs, publications, grading, and advertising.

(viii) Measures of program length and the objectives of the degrees or credentials offered. [Institutions with Title IV programs]

(ix) Record of student complaints received by, or available to, the agency. [Institutions with Title IV programs]

(x) Record of compliance with the institution’s program responsibilities under Title IV of the Act, based on the most recent student loan default rate data provided by the Secretary, the results of financial or compliance audits, program reviews, and any other information that the Secretary may provide to the agency; [Institutions with Title IV programs]
Standard 306. DISTANCE EDUCATION

(a) A distance education course is one in which students are separated from the faculty member or each other for more than one-third of the instruction and the instruction involves the use of technology to support regular and substantive interaction among students and between the students and the faculty member, either synchronously or asynchronously.

(b) Credit for a distance education course shall be awarded only if the academic content, the method of course delivery, and the method of evaluating student performance are approved as part of the school’s regular curriculum approval process.

(c) A law school shall have the technological capacity, staff, information resources, and facilities necessary to assure the educational quality of distance education.

(d) A law school may award credit for distance education and may count that credit toward the 64 credit hours of regularly scheduled classroom sessions or direct faculty instruction required by Standard 311(b) if:

1. there is opportunity for regular and substantive interaction between faculty member and student and among students;
2. there is regular monitoring of student effort by the faculty member and opportunity for communication about that effort; and
3. the learning outcomes for the course are consistent with Standard 302.

(e) A law school may grant a student up to one-third of the credit hours required for the J.D. degree for distance education courses qualifying under this Standard. A law school may grant up to 10 of those credits during the first one-third of a student’s program of legal education.

(f) A law school shall establish an effective process for verifying the identity of students taking distance education courses and that also protects student privacy. If any additional student charges are associated with verification of student identity, students must be notified at the time of registration or enrollment.

Interpretation 306-1
Methods to verify student identity as required in Standard 306(f) include, but are not limited to (i) a secure login and pass code, (ii) proctored examinations, and (iii) other technologies and practices that are effective in verifying student identity. As part of the verification process, a law school shall verify that the student who registers for a class is the same student that participates and takes any examinations for the class.
Supplemental Site Evaluation Questionnaire—Distance Education

Organization, Administration, and Finances

1. Standards 201(a) and 201(c).
(a) Describe how the Dean and the faculty have the primary responsibility and authority for planning, implementing, and administering the Law School’s distance education program, including curriculum; methods of instruction and evaluation; admissions policies and procedures; and academic standards.
(b) Describe how the Law School meets any state requirement to legally offer distance education courses.

2. Standards 202(a), 202(c), and 202(d).
Explain whether the Law School’s current and anticipated financial resources are sufficient to allow it to operate its distance education program.

Program of Legal Education

Describe the process by which the academic content, method of course delivery, and method of evaluating student performance is approved.

(a) Describe the Law School’s policies and procedures for determining the credit hours that it awards for distance education coursework, including how it assesses the amount of out-of-class student work required in each course. Indicate where in the Law School’s rules and regulations the policies and procedures are published.
(b) Indicate how the Law School ensures adherence to those policies. Provide examples.

5. Standard 311(a) and 306.
(a) Describe how the Law School ensures successful completion of at least 83 credit hours, of which at least 64 credit hours are earned through direct faculty instruction in the distance education program.
(b) Does the Law School have a variance to allow it to offer a distance learning program that exceeds the amount of distance learning allowed by Standard 306. If so, provide a copy of the variance application, the Council decision letter, and any annual reports provided about the program to the Managing Director’s Office.
(c) If the Law School does not have a variance to support its distance education program, describe how it ensures that a student may be granted no more than 30 credit hours of distance education toward the J.D. degree and that no more than 10 credits hours of distance learning are allowed in the 1L curriculum.
(d) If this is a distance education program where more than 50% of the program of legal education is offered through distance education, so state.

6. Standards 301(b) and 302 and Interpretations 302-1 and 302-2.

Describe the learning outcomes that the Law School has identified for its distance education program. If they are identical to the learning outcomes for the Law School’s J.D. program, so state.

7. Standards 301(a) and 303.

Describe the required first-year curriculum, including a list of the courses required and the number of credits for the distance education program. (Include a chart if it facilitates the response.)

Standards 301 and 303: Required Supplementary Materials

Provide the following on-site:

Examinations and course syllabi for the previous academic year for distance education courses.

8. Standards 301(a) and 303.

(a) Describe the required upper-level curriculum for the distance education program, including a list of the courses required and the number of credits. (Include a chart if it facilitates the response.)

(b) Describe any other requirements (e.g., pro bono participation, number of semesters) a student must complete to receive a J.D. degree in the distance education program.


(a) Describe how the Law School offers substantial opportunities for law clinics or field placements for students in its distance education program.

(b) How does the Law School ensure that each student in its distance education program satisfactorily completes one or more experiential course(s) totaling at least six credit hours?


Describe how the Law School ensures that credit is granted for distance education courses only if: (i) there is opportunity for regular and substantive interaction between faculty member and student and among students; (ii) there is regular monitoring of student effort by the faculty member and opportunity for communication about that effort; and (iii) the learning outcomes for the course are consistent with Standard 302.


(a) Provide the Law School’s policies relating to academic standards for the distance education program, including those for:

   (1) regular class attendance;
   (2) good standing;
   (3) academic integrity;
   (4) graduation; and
   (5) dismissal.

Describe the academic support services provided to students in the distance education program, including program content, goals, staffing, selection process, and efforts to evaluate the effectiveness of the program. Indicate the criteria for eligibility to participate and the criteria for mandatory participation, if any.


Explain how the Law School conducts an ongoing evaluation of its distance education program, including learning outcomes, and assessment methods.

Faculty


(a) Summarize the qualifications and experience of the faculty teaching in the distance education program, including their academic qualifications, experience in teaching or practice, and teaching effectiveness.

(b) Describe how the Law School ensures the teaching effectiveness of its distance education faculty.


(a) Describe how the Law School’s faculty and staff, are sufficient to ensure the educational quality of distance education.

(b) Describe the training or support that is provided to ensure effective teaching in distance education courses.

Students


(a) Describe how the Law School maintains sound admissions policies and procedures consistent with the Standards, the Law School’s mission, and the objectives of its distance education program.

17. Standard 504(a).

Describe the additional steps the Law School takes, as soon after matriculation as is practicable, to apprise entering students of the importance of determining the other requirements for admission to the bar in each jurisdiction in which they intend to seek admission to the bar for distance education courses.


For law schools not associated with a University with a distance education program, did the Law School receive any findings of non-compliance with Title IV of the Higher Education Act that would be detrimental to the distance education program?


For students enrolled in the distance education program, describe how the Law School provides basic student services, including career counseling, financial aid counseling and maintenance of accurate student records.
Describe how the Law School assesses and handles requests for reasonable accommodations made by qualified individuals with disabilities in the distance education program. Indicate where in the Law School’s rules and regulations those policies and procedures are published.

(a) Describe how the Law School obtains, verifies, publicizes, and distributes consumer information that is complete, accurate, and not misleading to a reasonable law school student or applicant for its distance education program.
(b) Provide the URL for the location on the Law School’s website where the Law School publicly discloses in a readable and comprehensive manner information regarding curricular offerings, academic calendar, and academic requirements for its distance education program.

Describe how students in the distance education program can file a complaint under the Law School’s student complaint policy.

23. Standard 306
(a) Describe how the Law School has established an effective process for verifying the identity of students taking distance education courses that also protects student privacy.
(b) Describe whether there are any additional charges associated with verification of student identity, and, if so how students are notified at the time of registration or enrollment.

Library and Information Resources

24. Standards 601(a)(1) and 601(a)(2).
(a) Describe how the law library provides expertise, resources, and services that enable the Law School to carry out its distance education program.
(b) Describe how the Law School’s information resources are sufficient to ensure the educational quality of distance education.
(c) Describe the training and support that is provided to ensure the educational quality of the distance education program.

(a) Indicate whether the staff is sufficient in expertise and number for the law library to provide appropriate library and information resources services for the distance education program.
Facilities, Equipment, and Technology


(a) Describe the technology available to support the teaching and administrative needs of the students, faculty, and staff of the Law School for the distance education program. Include hardware and software resources and technology infrastructure.

(b) Describe the technology staff support and training for the distance education program.

(c) Describe the financial resources available to the Law School to maintain and, as appropriate, adopt new technology for the distance education program.

27. Standard 702(a) and Interpretation 702-3.

(a) Describe how the Law School provides suitable class and seminar rooms in sufficient number for the distance education program;

(b) Describe how the Law school provides suitable equipment and facilities to ensure the educational quality of the distance education program.
Guidelines for the Evaluation of Distance Education (On-line Learning)

Introduction

The Guidelines for the Evaluation of Distance Education (On-line Learning) have been developed by the Council of Regional Accrediting Commissions (C-RAC) to assist institutions in planning distance education and to provide an assessment framework for institutions already involved in distance education and for evaluation teams. They are based on a 2006 report prepared by the General Accounting Office, Evidence of Quality in Distance Education drawn from Interviews with the Accreditation Community and the “Best Practice Strategies to Promote Academic Integrity in Online Education,” prepared by WCET. They replace the 2001 Statement of Best Practices for Electronically Offered Degree and Certificate Programs, and are intended to be used in conjunction with the relevant standards and policies of each accreditor.

The Guidelines comprise nine hallmarks of quality for distance education. In their discussions of how their distance education programming fulfills their accreditor’s standards, institutions are asked to include evidence of the extent to which they meet these hallmarks. Examples of the types of evidence that institutions might use are given below. These lists are not meant to be exhaustive; it is likely that institutions will include additional types of evidence in their reports.
Guidelines for the Evaluation of Distance Education (On-line Learning)

1. On-line learning is appropriate to the institution’s mission and purposes.

Examples of evidence:

   a. The mission statement explains the role of on-line learning within the range of the institution’s programs and services.

   b. Institutional and program statements of vision and values inform how the on-line learning environment(s) is created and supported.

   c. As appropriate, the institution incorporates into its on-line learning programs methods of meeting the stated institutional goals for the student experience at the institution.

   d. The recruitment and admissions programs supporting the on-line learning courses and programs appropriately target the student populations to be served.

   e. The students enrolled in the institution's on-line learning courses and programs fit the profile of the students the institution intends to serve.

   f. Senior administrators and staff can articulate how on-line learning is consonant with the institution's mission and goals.

2. The institution's plans for developing, sustaining and, if appropriate, expanding on-line learning offerings are integrated into its regular planning and evaluation processes.

Examples of evidence:

   a. Development and ownership of plans for on-line learning extend beyond the administrators directly responsible for it and the programs directly using it.

   b. Planning documents are explicit about any goals to increase numbers of programs provided through on-line learning courses and programs and/or numbers of students to be enrolled in them.

   c. Plans for on-line learning are linked effectively to budget and technology planning to ensure adequate support for current and future offerings.

   d. Plans for expanding on-line learning demonstrate the institution’s capacity to assure an appropriate level of quality.

   e. The institution and its on-line learning programs have a track record of conducting needs analysis and of supporting programs.

3. On-line learning is incorporated into the institution’s systems of governance and academic oversight.

Examples of evidence:

   a. The institution’s faculty have a designated role in the design and implementation of its on-line learning offerings.

   b. The institution ensures the rigor of the offerings and the quality of the instruction.

   c. Approval of on-line learning courses and programs follows standard processes used in the college or university.
d. On-line learning courses and programs are evaluated on a periodic basis.

e. Contractual relationships and arrangements with consortial partners, if any, are clear and guarantee that the institution can exercise appropriate responsibility for the academic quality of all on-line learning offerings provided under its name.

4. **Curricula for the institution's on-line learning offerings are coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.**

**Examples of evidence:**

a. The curricular goals and course objectives show that the institution or program has knowledge of the best uses of on-line learning in different disciplines and settings.

b. Curricula delivered through on-line learning are benchmarked against on-ground courses and programs, if provided by the institution, or those provided by traditional institutions.

c. The curriculum is coherent in its content and sequencing of courses and is effectively defined in easily available documents including course syllabi and program descriptions.

d. Scheduling of on-line learning courses and programs provides students with a dependable pathway to ensure timely completion of degrees.

e. The institution or program has established and enforces a policy on on-line learning course enrollments to ensure faculty capacity to work appropriately with students.

f. Expectations for any required face-to-face, on-ground work (e.g., internships, specialized laboratory work) are stated clearly.

g. Course design and delivery supports student-student and faculty-student interaction.

h. Curriculum design and the course management system enable active faculty contribution to the learning environment.

i. Course and program structures provide schedule and support known to be effective in helping on-line learning students persist and succeed.

5. **The institution evaluates the effectiveness of its on-line learning offerings, including the extent to which the on-line learning goals are achieved, and uses the results of its evaluations to enhance the attainment of the goals.**

**Examples of evidence:**

a. Assessment of student learning follows processes used in onsite courses or programs and/or reflects good practice in assessment methods.

b. Student course evaluations are routinely taken and an analysis of them contributes to strategies for course improvements.

c. Evaluation strategies ensure effective communication between faculty members who design curriculum, faculty members who interact with students, and faculty members who evaluate student learning.

d. The institution regularly evaluates the effectiveness of the academic and support services provided to students in on-line courses and uses the results for improvement.
c. The institution demonstrates the appropriate use of technology to support its assessment strategies.

f. The institution documents its success in implementing changes informed by its programs of assessment and evaluation.

g. The institution provides examples of student work and student interactions among themselves and with faculty.

h. The institution sets appropriate goals for the retention/persistence of students using on-line learning, assesses its achievement of these goals, and uses the results for improvement.

6. Faculty responsible for delivering the on-line learning curricula and evaluating the students’ success in achieving the on-line learning goals are appropriately qualified and effectively supported.

Examples of evidence:

a. On-line learning faculties are carefully selected, appropriately trained, frequently evaluated, and are marked by an acceptable level of turnover.

b. The institution's training program for on-line learning faculty is periodic, incorporates tested good practices in on-line learning pedagogy, and ensures competency with the range of software products used by the institution.

c. Faculty are proficient and effectively supported in using the course management system.

d. The office or persons responsible for on-line learning training programs are clearly identified and have the competencies to accomplish the tasks, including knowledge of the specialized resources and technical support available to support course development and delivery.

e. Faculty members engaged in on-line learning share in the mission and goals of the institution and its programs and are provided the opportunities to contribute to the broader activities of the institution.

f. Students express satisfaction with the quality of the instruction provided by on-line learning faculty members.

7. The institution provides effective student and academic services to support students enrolled in on-line learning offerings.

Examples of evidence:

a. The institution's admissions program for on-line learning provides good web-based information to students about the nature of the on-line learning environment, and assists them in determining if they possess the skills important to success in on-line learning.

b. The institution provides an on-line learning orientation program.

c. The institution provides support services to students in formats appropriate to the delivery of the on-line learning program.

d. Students in on-line learning programs have adequate access to student services, including financial aid, course registration, and career and placement counseling.

e. Students in on-line learning programs have ready access to 24/7 tech support.
f. Students using on-line learning have adequate access to learning resources, including library, information resources, laboratories, and equipment and tracking systems.

g. Students using on-line learning demonstrate proficiency in the use of electronic forms of learning resources.

h. Student complaint processes are clearly defined and can be used electronically.

i. Publications and advertising for on-line learning programs are accurate and contain necessary information such as program goals, requirements, academic calendar, and faculty.

j. Students are provided with reasonable and cost-effective ways to participate in the institution’s system of student authentication.

8. The institution provides sufficient resources to support and, if appropriate, expand its on-line learning offerings

Examples of evidence:

a. The institution prepares a multi-year budget for on-line learning that includes resources for assessment of program demand, marketing, appropriate levels of faculty and staff, faculty and staff development, library and information resources, and technology infrastructure.

b. The institution provides evidence of a multi-year technology plan that addresses its goals for on-line learning and includes provision for a robust and scalable technical infrastructure.

9. The institution assures the integrity of its on-line learning offerings.¹

Examples of evidence:

a. The institution has in place effective procedures through which to ensure that the student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit. The institution makes clear in writing that these processes protect student privacy and notifies students at the time of registration or enrollment of any projected additional costs associated with the verification procedures. (Note: This is a federal requirement. All institutions that offer distance education programming must demonstrate compliance with this requirement.)

b. The institution’s policies on academic integrity include explicit references to on-line learning.

c. Issues of academic integrity are discussed during the orientation for on-line students.

d. Training for faculty members engaged in on-line learning includes consideration of issues of academic integrity, including ways to reduce cheating.

July, 2009

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¹ Institutions are encouraged to consult “Best Practice Strategies to Promote Academic Integrity in Online Education,” prepared by WCET and available at http://www.wcet.info/2.0/
An introduction to doing the whole task of being a site evaluator (including writing the Site Report).

Session is intended as an overview/intro to help put all the info you will hear throughout the day in context and maybe make it a little easier to understand/less overwhelming.

“Getting Ready: A Checklist for Team Members”
- A brief overview of what is involved (timeline, meetings, arrangements, etc.)

Writing the Report 101:
Basics of writing the site report (SRT, SEQ, Reports, Attachments, etc.)
Council will be assessing the School’s compliance with each Standard
   - It needs the facts to make that assessment
   - Site team job: find the facts; issue a report with all the facts
If that is your first question, you are your chair’s new favorite team member.

But let’s start at the end: what is the goal? Provide the Council with all the facts necessary to determine compliance with the Standards.

Sounds like a daunting task.

Tool to make it easy: Site Study/Site Evaluation Questionnaire (Narrative Responses)
- Your team will answer 81 questions that provide the information to allow the Council to assess compliance with each Standard.
- Still sounds hard.

The question numbers in the SEQ correspond to the question numbers in the Site Report Template.

2d tool to make it easy: Self Study/Site Evaluation Questionnaire (Narrative Responses)
- Your team needs to answer 81 questions to provide necessary info to the Council.
- School will have answered 81 questions to provide you the information you need to answer your 81 questions.
3rd tool to make it easy: Reports and Attachments included in the Self Study/Site Evaluation Questionnaire (SEQ):

- The School is required to attach certain standardized reports and other attachments to the Self Study/SEQ.
- Some you are asked to insert in your report; others simply provide you the information you need to answer the question and do not get inserted.

The list of required reports is included in the workshop materials.

The reports and attachments themselves will be in a folder on the flash drive provided by the School.

How do I accomplish the goal?

- SEQ = Gold mine: Mine it!
  - Questions
  - Reports
  - Attachments

- Site Report Template = Yellow Brick Road: Follow it!
### Teaching Resources and Effectiveness

46. Standard 403(a).

(a) Do the reports demonstrate that the full-time faculty teach substantially all of the first one-third of each student’s coursework? If not, explain.

(b) Do the reports demonstrate that the full-time faculty teach either more than half of all of the credit hours offered by the Law School or at least two-thirds of the student contact hours generated by student enrollment at the Law School? If not, explain.
2019-20 SELF STUDY
SEQ
REQUIRED SUPPLEMENTARY MATERIALS

• Site Evaluation Questionnaire: Required Supplementary Materials – Attachments
• Site Evaluation Questionnaire: Required Supplementary Materials - Onsite Materials
• Site Evaluation Questionnaire: Required Supplementary Materials – Reports
• https://www.americanbar.org/groups/legal_education/resources/questionnaire/

2019-2020 Self Study
Site Evaluation Questionnaire – Required Supplementary Materials
(to be used for site visits occurring in 2019-2020)

Required Reports

Question 1: General Information.
  Report 1: J.D. and non-J.D. Enrollment

Question 45: Standard 402 and Definition 6.
  Report 8: Full Time Faculty Profiles

Question 46: Standard 403(a).
  Report 4: Teaching Resources
  Report 9: Contact Hours and Credit Hours

➢ The list of required reports is included in the workshop materials.
➢ The reports and attachments themselves will be in a folder on the flash drive provided by the School.
DRAFTING THE REPORT

Don’t cut and paste cut, paste, and EDIT!!!

- OH! OH! “our students”; “we”
- And before you cut, paste, and edit, check to make sure the School has answered the question asked

Include (and verify) all required charts
Update with any new current information
Remember the “Do Bees” and “Don’t Bees”

- Someone who reports the facts in clear, precise, declarative sentences.
- Someone who praises or criticizes.
- Someone who includes comparisons to other schools (e.g. “library spending is well above the median for similarly situated schools”) or references to rankings.
- Someone who provides opinions or conclusions as to compliance.
- Someone who reports salary information (including stipend amounts)
SITE EVALUATION WORKSHOP
PREPARING FOR THE VISIT

Mary Lu Bilek
Dean and Professor of Law
CUNY School of Law

William E. Adams
Deputy Managing Director
Section of Legal Education and Admissions to the Bar

Pre-Visits

- Team Chair may ask for a pre-visit
- An opportunity to discuss logistics
  - Show Chair room and discuss team needs
- Opportunity to meet Chair and have her meet key administrators
- Chair may want to talk about issues that will be focus of visit

Arrangements with the Team

- Chair and School agree upon dates of visit
  - Notify ABA office when dates are set so team can be recruited
- ABA will notify Chair and School of team members and contact information
- Arrange hotel and how travel arrangements will be reimbursed
  - Discuss meal arrangements
  - Team members will make travel arrangements
  - School reimburses reasonable transportation, lodging, meals and incidentals
- Discuss team assignments with Chair
- Find out if Chair if team wants to meet alumni, bar leaders, etc.
Communicating with the Law School Community and University

- Ensure President/Chief Executive Officer available for meetings at beginning and end of visit
- Tell your faculty to be on campus and available
  - Not a good time for guest lectures, films, etc. in classes
- Talk to your administrators and staff about expectations
- Communicate with students about expectations
  - Not a great time to show up late for class
  - Address anxieties for students who may not understand purpose of visit
  - Let student leaders know if team wants to meet with them

Document Preparation

- Narrative Response
- Attachments
- Reports
- Self Assessment
- Dean Signature Page

Links to instructions and description of materials to be submitted can be found on the Section’s webpage at its Questionnaire Link

https://www.americanbar.org/groups/legal_education/resources/questionnaire.html

Arrangements On Site

- Team room, tech needs
  - Provide office or conference room for team
  - Provide telephone, power, computer with internet connection, printer
- Provide required materials on site
  - Syllabi, exams, CVs, assessments, complaints, student evaluations, etc. (description found on Section website questionnaire link: https://www.americanbar.org/groups/legaleducation/resources/questionnaire.html)
- Have sufficient class and office visit forms available
- Have class schedules available
- Faculty roster
- Contact persons for team
Communicating with the ABA

Questions about questionnaire substance
- Bill Adams, william.adams@americanbar.org
- Ken Williams, kenneth.williams@americanbar.org
- Andrew Crane, andrew.crane@americanbar.org
- Sam Kwak, sam.kwak@americanbar.org
- Genevieve Ferraro, genevieve.ferraro@americanbar.org

Questions about problems with producing reports or other technology problems
- Ken Williams or Andrew Crane

What to do if things go wrong
- Hurricanes, Blizzards
- Terminations or replacements of Dean, President, etc.
- Bill Adams
- Genevieve Ferraro
- Sam Kwak

Communicate with Chair about problems
- Bill Adams
- Genevieve Ferraro
- Sam Kwak
During the Site Visit:
A Primer for Schools and New Site Visitors

Dean Mary Lu Bilek, CUNY School of Law
Associate Dean Scott Pagel, GW Law
Camille deJorna, LSAC, Deputy for Legal and Global Higher Education

[Slides adapted from previous presentation by Professor Catherine Carpenter, Southwestern Law School]

A Critical Read:
The ABA Standards Book

As Important as the ABA Standards Book

during the visit
An Overview of the Schedule

Sunday
- First team meeting, tour, and dinner with Law School

Monday and Tuesday
- Entrance Interview with President/Board on Monday
- Appointments with university and law school administrators and committees
- Class visits
- Library and with Librarians
- Faculty office visits and Faculty Committee meetings
- Student meetings
- Reception/breakfast/meeting with alumni (optional)
- Private Team dinners and preparing for Exit Interview

Wednesday
- Exit interviews with Dean and University/Board

Sunday UP
Close and Personal:

First Team Meeting

First team meeting approx. 2 hours to discuss observations and to assign classes and faculty. Efficiency is the watchword.

What happens at the meeting?
- Bonding experience
- If Chair conducted pre-visit, might offer observations
- Team members discuss sections
- Deadlines are set if not before
- Setting up class and faculty visits

OH, OH! What not to do.
Meet Prof. Hannah Hammer. She is a first time ABA site visitor. Watch her try to remake the school based on her experience.

Sunday UP Close and Personal Continued

- Tour of the Law School following team meeting
  For school: Consider who gives the tour. Generally Dean plus librarian and possibly... A.D. or Chair of Building Committee.
  The art of the tour. Consider the best route to show the school. No need to have full tour of library or clinical space. Do a walk through before the visit. Give keys and access to the team room and the building at that time.
  For team: See layout of school and specific spaces. Check where team room is.
  For both team and school: Don’t try to conduct the entire visit during the tour!

- Dinner with Team and Law School
  For school: Avoid cast of thousands. Private room at school or in restaurant. Dinner helps frame the visit.
Monday and Tuesday UP Close and Personal

- **Entrance Interview with President**
  Generally one hour. Might include Provost or VP. Opportunity for team introductions. Also, opportunity for President to share vision, issues, opportunities, and challenges ahead.

- **Appointments with Univ. and LS Administrators**
  **For school:** Make sure law school administrators are available throughout visit. Schedule meetings with Univ. finance/others. Set appts ahead of time if possible. Space to meet team member?
  **For team:** Make appointments if possible. Remember anxiety of administrators. Please reassure. No Fear if Document is not at hand.

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**Monday and Tuesday UP Close and Personal**

- **Class visits**
  **For school:** Class visits are approx. 20 min. Circulate the class visit template to faculty. Team will visit as many classes as possible and will pop in and out so seat by the door helps. Encourage faculty to keep schedule. No cancellations, and please, no movies or guest speakers if possible.
  
  **For team:** Please stay for arc of conversation. What to watch for: Are students in attendance, prepared, and engaged? Is class rigorous? How is attendance monitored? Are faculty members prepared and engaged? Does class go beyond the superficial understanding. Check out the classroom sight lines, acoustics, plugs.
Monday and Tuesday UP Close and Personal

- Faculty Office Visits

**Purpose:** Do conditions at school demonstrate ability to recruit and retain. Can speak privately with as many faculty members as possible. Topics include law school support for teaching and research, collegiality, governance, understanding of contract or tenure requirements if not tenured, and perception of the school.

**For school:** Please remind faculty to be available. The team wants to meet them!

**For team:** Ask open questions and let faculty members talk. Please do not use this time to pull a Hannah Hammer. Please do not take conversations from one office to the next.

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special items to consider

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Monday and Tuesday UP Close and Personal

- Faculty large gathering

Usually scheduled for lunch on the first day.

- Student Meetings

One or more open meetings for general student population, and possibly separate student leaders meeting or lunch. Or consider two meetings if dual division.

**For school:** Please help Chair schedule meetings at times that work for student body. Please publicize. Team or School may suggest a separate student leaders’ meeting. Please reassure students.

**For team:** Time to ask questions about all topics from student perspective - administration, library, faculty, clinics and externships, SBA support. Please reassure students.
Monday and Tuesday UP Close and Personal

- **Alumni meeting/Reception (optional)**
  Options include evening reception or breakfast meeting. Different perspectives on whether to host.

  **For school:** Nice to do to showcase new building, new dean, alumni and judges in community, ABA visit. If evening reception, team members may need to leave reception early for classes or working dinner.

  **For team:** Ask about association with law school, perception of school, experience with clerks or externs.

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Monday and Tuesday UP Close and Personal

- **Committee Meetings**
  Committee meetings (e.g., strategic planning, admissions, academic support, curriculum). Small groups of faculty. Meetings with University VP Finance.

- **Alumni meeting/Reception (optional)**
  Options include evening reception or breakfast meeting. Different perspectives on whether to host.

  **For school:** Nice to do to showcase new building, new dean, alumni and judges in community, ABA visit. Keep event short.

  **For team:** Ask about association with law school, perception of school, experience with clerks or externs.

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Monday and Tuesday UP Close and Personal

- **Monday and Tuesday Team Dinners**
  Private working dinners for team alone.

  **For school:** Please arrange private room if possible. (where waiter does not attend the law school. No, really.) School should arrange nice dinners, but please don’t bust the bank. Please direct bill if possible.

  **For team:** MUST attendance for team members on both evenings. Monday evening dinner is opportunity to review the day’s events and prioritize meetings and issues for next day.
**Tuesday Evening: Preparing for Exit Interview**

**Purpose:** Tuesday Evening spent preparing for the Exit Interview the next day. The goal is to note major observations. No surprises for school.

- **Collaborating as a team** to go through each section of report. Consensus building experience to arrive at major points.

- **Different scheduling ideas depending on Chair**
  - Exit Interview preparation before dinner
  - Exit Interview preparation after dinner in restaurant
  - “Pizza and Jeans” night in Chair’s Suite working while eating

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**Wednesday UP Close and Personal**

- **Exit Interview with Dean**
  Detailed observations about what site report will contain. No surprises to school.

- **Separate Exit Interview with President/Board Chair**
  Observations on findings. No surprises.

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*Site Visit Ends*  
*Hurray!!*
THE ABA SITE VISIT: THE FACULTY SECTION

ABA SITE EVALUATION WORKSHOP
SEPTEMBER 7, 2019
ED BUTTERFOSS

THE FACULTY SECTION

- 5 Standards (Chapter 4: Standards 401-405)
- 12 Questions (Ques. 44-55 in both SEQ and SRT)
- 4 Attachments to SEQ
- 3 Reports in SEQ and/or SRT
- 3 Sets of Documents Required on Site

2019-20 Self Study
SEQ
Required Supplementary Materials

• Site Evaluation Questionnaire: Required Supplementary Materials – Attachments
• Site Evaluation Questionnaire: Required Supplementary Materials - Onsite Materials
• Site Evaluation Questionnaire: Required Supplementary Materials – Reports
• https://www.americanbar.org/groups/legal_education/resources/questionnaire/
The list of required reports is included in the workshop materials.
The reports and attachments themselves will be in a folder on the flash drive provided by the School.

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ATTACHMENTS:
Question 48: Standard 404(a).
Attachment: Law School (as distinct from University) policies with respect to a faculty member's responsibilities in teaching, scholarship, and service to the Law School community and professional activities outside the Law School, if any.

Question 50: Standard 405(a).
Attachment: The Law School faculty handbook(s), bylaws, and constitution, if any.
Attachment: The Law School's academic freedom, tenure, and promotion policies and procedures.
Attachment: A copy of any written University or Law School policies that are different for clinical or legal writing and research faculty from those applicable to full-time tenured tenure-track faculty.

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REPORTS:
Question 45: Standard 402 and Definition 7.
Report: Full Time Faculty Profiles

Question 46: Standard 403(a).
Report: Teaching Resources
Report: Contact Hours and Credit Hours
[Substantially all of first one third AND more than half of all credit hours OR two-thirds of all contact hours]
MATERIALS REQUIRED ON SITE:

**Question 44: Standard 401.**
A copy of the current resume/CV for every full-time faculty member, including scholarship and service.
Copies of scholarship produced by the faculty for the current and previous two years.

**Question 47: Standard 403(b) and Interpretation 403-1.**
Student evaluations of faculty for the two most recently completed academic years.

SITE TEAM – Before, During, and After the Visit

**Before the Visit:**
- Faculty Section is a Team Effort
  - WORK WITH THE CHAIR in advance of the visit!
  - Class visits and office visits need to be planned; may also need assistance reviewing scholarship, exams, student evals, etc.
  - Be sure sufficient number of forms for Classroom Visits Reports and Office Visits Reports are available

- Answers to many questions can be drafted before the visit (questions re: policies, procedures, percentage of teaching by full-time faculty, etc.)
- Review Reports; plan verification on site
Request additional material to be available on site?
- List of Faculty including title, status, office location, and contact information
- List of Faculty Scholarship for two years (copies req’d on site)
- List of Faculty Committee Assignments
- List of Faculty Service and Pro Bono Activities
- Schedule of Courses Meeting during Visit (time, professor, room number, and enrollment)
- Adjunct manual

During the Visit:
- Meet with Associate Dean to verify charts/reports
- Meet with Chair of Faculty Appointments, Tenure, and Promotion Committee(s)
- Visit classes
  - Make sure other team members are doing their class and office visits
  - Team should try to visit as many classes as possible
    - Adjunct taught classes
    - Professional skills classes
    - Evening classes
    - Distance/online classes

During the Visit:
- Visit with faculty (especially junior tenure-track and contract faculty)
- Review course syllabi
- Review course evaluations
- Review exams and answers
- Review scholarship
- Attend meetings with students.
After the Visit:

- Finalize Report
  - Follow the Template; include everything requested.
  - Avoid uncritical/unedited copying from the SEQ.
  - Report facts, not opinions or conclusions.
  - Avoid “anecdotal” reports
  - Be specific.

SCHOOL: Before, During, and After the Visit

Before the Visit:

- Make the Site Team’s job easy
  - Offer to have the additional material listed above available on site
  - Double check info in Reports
  - Review your website for accuracy
Before the Visit:
✓ Prepare faculty
  o Be in their offices
  o Respond to emails from team members
  o If a class is canceled, make sure team is notified in advance
  o Let them know where the team office is located
    ▪ Free to ask for meeting with team, but best not to just “show up” in the team office or hang out there.

During the Visit:
➢ Respond to requests for meetings and/or additional info

After the Visit:
➢ Immediately respond to “easy” issues that may have been raised during visit
  ✓ A policy that had not been “published”
  ✓ A discrepancy in a Report or other info provided that became apparent during the visit
➢ Later, respond to the Site Report

SPECIFIC RECURRING ISSUES:
Question 45(b). Note that the student/faculty ratio is gone. Instead, there are factors to report on. Provide sufficient detail to enable the Council to make a determination of compliance or non-compliance. The SEQ has no narrative section – just charts. The site team, however, is asked to report on where there are a sufficient number of faculty.
• Types of situations that may cause concern: A significant number of faculty are teaching overloads; faculty committees are not meeting because there is simply no time; faculty are not engaged in scholarship because of their teaching loads, etc.
SPECIFIC RECURRING ISSUES:

Questions 45(a)-(c). If any faculty members are regularly engaged in law practice, the Law School has the burden of establishing how it ensures that these activities do not unduly interfere with their responsibilities as full-time faculty members. Site teams—you need to inquire. Law Schools—you need to be able to explain.

SPECIFIC RECURRING ISSUES:

Question 47(c). Quality of faculty instruction by full-time and adjunct. Note if the Law School offers distance education classes, site teams are expected to review a sample of these as well.

- The entire team should be engaged in this evaluation, using a standard course evaluation form.

SPECIFIC RECURRING ISSUES:

- Question 47(c) (con’t)
  - Discuss with the team in advance what a 5 means, what a 7 means, etc. so that everyone is on the same page. 15 or 20 minutes may not provide a good window into a particular professor’s teaching ability; if there are concerns, probably should stay longer—a professor may lecture for the first 15 minutes of class as a summary and then move to a more rigorous examination of the assigned topic.
SPECIFIC RECURRING ISSUES:

- **Question 47(c) (con’t)**
  - Concrete descriptions are most helpful, e.g. “The Site Team visited 27 classes, and the average score was 8,” then provide some examples.
- **Question 47(b)**
  - Note that evaluating teaching is only one piece of Question 47: the Site Team must also describe the Law School’s efforts to ensure teaching effectiveness—both for full-time and adjunct faculty.

SPECIFIC RECURRING ISSUES:

Question 48. Seeks information on the law school’s policies with respect to the full-time faculty’s responsibilities. Question 48 makes clear that faculty is thought of collectively. Also note that in Question 48, the scholarship is defined by the Law School. In reviewing the scholarship, keep in mind how the Law School defines scholarship.

SPECIFIC RECURRING ISSUES:

Question 52. The Template requires the site team to indicate whether the Law School has an announced and established academic freedom policy AND to whom the policy applies. It also asks site teams to report on any concerns raised in the record or onsite. If there are no concerns, so state.
SPECIFIC RECURRING ISSUES:

Questions 53 – 55. These Standards relate to clinicians and legal writing faculty. These can be sensitive issues for teams, especially where the clinical faculty or the legal writing faculty or both believe they have a lesser status. The Team can not and should not attempt to solve any issues raised; simply answer the questions in the Template. If you have questions, or issues appear to be present, speak with the chair.
Admissions
Bar Pass
Student Services

Admissions and First Year Class Profile Chart
Bachelor’s Degree Required
Admission Test other than LSAT
Character and Fitness
Readmission
Credit for Prior Law Study

First Time Bar Pass Reporting
Ultimate Bar Pass Reporting
WHAT TO DO AFTER THE VISIT

- **Make**: Make post-visit contacts for any missing information after conferring with chair.
- **Draft and finalize**: Draft and finalize your section of the report using the Site Report Template.
- **Respond**: Respond promptly to internal review questions.
- **Compete**: Compete the Survey for Site Team Members.
The ABA Site Visit: The Student Section

ABA Site Evaluation Workshop
September 6-7, 2019
Stephanie Giggetts

Site Visit Preparation

What to do before a visit

What to do during the visit

What to do after the visit

What to do before the visit

Complete
Self Study Narrative-Student Section

Review
Site Report Template
Procedures for a Site Visit

Provide
List of Key Contacts

Assemble
Files for Review
WHAT TO DO DURING THE VISIT

WHAT TO DO DURING THE VISIT

Admissions
Bar Pass
Student Services

ADMISSIONS - KEY ITEMS

- Admissions and First Year Class Profile Chart
- Bachelor’s Degree Required
- Admission Test other than LSAT
- Character and Fitness
- Readmission
- Credit for Prior Law Study

BAR PASS - KEY ITEMS

First Time Bar Pass Reporting
Ultimate Bar Pass Reporting
### STUDENT SERVICES - KEY ITEMS

- Academic Advising and Counseling
- Accommodations
- Career Counseling
- Financial Aid and Debt Counseling
- Student Records

### CONSUMER INFORMATION

- Link on home page titled “ABA Required Disclosures?”
- Standard 509 Report
- Employment Summary Report
- Complaint Policy

### STUDENT MEETING

- Pick time when students will be available.
- Provide sufficient notice of place and time of meeting.
WHAT TO DO AFTER THE VISIT

**Respond**
Respond promptly to post-visit questions.

**Review and Prepare**
Review site report and prepare a response.

**Review and Provide**
Review decision letter and provide information requested to establish compliance with Standards.

**Compete**
Compete the Survey for Deans.

Respond promptly to post-visit questions.
Review site report and prepare a response.
Review decision letter and provide information requested to establish compliance with Standards.
Compete the Survey for Deans.
The ABA Site Visit:
Organization and Administration
ABA Site Evaluation Workshop

Steven Bahls
President, Augustana College

What it’s about

Governance
• Standard 201 (Law School Governance)
• Standard 203 (Dean)

Shared Governance
• Standard 315 (Evaluation of Program of Legal Education)
• Standard 404(a)(4) (Responsibilities of Full-time Faculty)
• Standard 602(b) (Library Administration)

Standards Implicated

Finances
• Standard 202 (Resources for Program)
• Standard 204 (Self Study)
• Standard 301 (Objectives of Program of Legal Education)
• Standard 501 (Admissions)

Non-discrimination and Equality of Opportunity
• Standard 205 (Non-discrimination and Equality of Opportunity)
• Standard 206 (Diversity and Inclusion)
• Standard 207 (Reasonable Accommodations for Qualified Individuals)
Site Visitors: What to do before the visit

Arrange Meeting with Key Personnel

- Governance and Finance:
  - Dean
  - Provost/President
  - Law School CFO
  - University CFO
  - Faculty Leadership

- Non-Discrimination and Equality of Opportunity
  - Dean/Associate Dean
  - Law School Diversity Officer/Committee
  - University Diversity Officer
  - Director of Admissions
  - Director of Career Services
  - Faculty Hiring Committees

Site Visitors: What to do during the visit

Governance & Finance

Interview Dean:
- Confirm financial arrangement with University
- Confirm Dean’s role in budgeting
- Confirm whether University provides an accounting
- Discuss adequacy of resources
- Discuss anticipated changes to Law School’s or University’s finances

Interview Law School CFO:
- Same as above
- Review prior three years’ budgets
- Review projected next year’s budget
- What are “pinch points” in University relationship?
Site Visitors: What to do **during** the visit

**Governance & Finance (cont’d)**

**Interview the University CFO:**
- Same questions as above
- Assess commitment to continue the financial relationship

**Interview President:**
- Assess President’s view of the role of the law school in institutional mission
- Assess any changes at the University which might impact finances.

Site Visitors: What to do **during** the visit

**Non-discrimination, Equality of Opportunity, Inclusion**

**Interview Dean:**
- Does the Law School have its own policies or does it rely on University policy?
- What are the policies (including both those in writing and those not in writing)?
- How are the policies implemented?
- How are the policies communicated?
- Explore policies and implementation in these areas: admissions, full-time faculty hiring, adjunct faculty hiring, student life, career services
- Is the Law School satisfied with respect to student diversity? If not, what actions are being taken by the Law School?

**Interview Associate Dean:**
- Same questions

**Interview Dean of Students:**
- How does the Law School assure reasonable accommodations?
- What are the written policies and how they communicated?

Site Visitors: What to do **during** the visit

**Non-discrimination, Equality of Opportunity, Inclusion (cont’d)**

**Interview Career Service Professional:**
- How does the Law School ensure that employers using their facilities do not discriminate?
- How are these policies documented, communicated and enforced?

**Interview Chief Diversity Officer:**
- Same questions as Dean
- Assess how effective the Office believes policies are
- What planned or future programs support diversity and inclusion?

**Interview Dean of Students:**
- How does the Law School assure reasonable accommodations?
- What are the written policies and how they communicated?
- How many accommodations requested? How many provided?
Governance: Key Items

Standard 202. LAW SCHOOL GOVERNANCE
(a) The dean and the faculty shall have the primary responsibility and authority for planning, implementing, and administering the program of legal education of the law school, including curriculum, methods of instruction and evaluation, admissions policies and procedures, and academic standards.
(b) The dean and the faculty shall recommend the selection, retention, promotion, and tenure (or granting of security of position) of members of the faculty.
(c) The dean and the faculty shall each have a significant role in determining educational policy.
(d) The policies of a university that are applicable to a law school shall be consistent with the Standards. The law school shall have separate policies where necessary to ensure compliance with the Standards.
(e) A law school that is not part of a university shall be governed by a board with responsibility and authority for ensuring operation of the law school in compliance with the Standards.

Governance: Key Items

Standard 203. DEAN
(a) A law school shall have a full-time dean with the authority and support necessary to discharge the responsibilities of the position.
(b) Except in extraordinary circumstances, a dean shall also hold appointment as a member of the faculty with tenure.
(c) The dean shall be selected by the university or the governing board of the law school, as appropriate, which shall have and follow a procedure for decanal appointment or reappointment that assures meaningful involvement by the faculty or a representative body of the faculty in the selection of a dean.

Governance: Key Items

Standard 203. DEAN (cont’d)
Interpretation 203-1: Except for good cause, a dean should not be appointed or reappointed to a new term over the stated objection of a substantial majority of the faculty.
Interpretation 203-2: In the appointment of an interim or acting dean, the university or the governing board of the law school, as appropriate, should follow a procedure that assures meaningful consultation with the faculty or a representative body of the faculty.
Interpretation 203-3: The extension of an interim or acting dean’s service beyond two years is a regular decanal appointment or reappointment for the purposes of Standard 203(c).
Governance: Key Items

Standard 204. SELF STUDY
Before each site evaluation visit the law school shall prepare a self study comprising (a) a completed site evaluation questionnaire, and (b) a law school assessment that includes (1) a statement of the law school's mission and of its educational objectives in support of that mission, (2) an evaluation of the educational quality of the law school's program of legal education, including a description of the program's strengths and weaknesses, and (3) a description of the school's continuing efforts to improve the educational quality of its program.

Note: To what extent were the Dean and Faculty involved and engaged in the creation of the Self Study?

Governance: Other Key Issues

Is there sufficient shared governance in:
• Evaluation of the program of legal education? (Standard 315)
• Governance of the Law School, curriculum development and other institutional responsibilities? (Standard 404(a)(4))
• Determination of library policy? (Standard 602(a))

Finance: Key Items

Standard 202. RESOURCES FOR PROGRAM
(a) The current and anticipated financial resources available to the law school shall be sufficient for it to operate in compliance with the Standards and to carry out its program of legal education.
(b) A law school that is part of a university shall obtain at least annually from its university an accounting and explanation for all charges and costs assessed against resources generated by the law school and for any use of resources generated by the law school to support non-law school activities and central university services.
Finance: Key Items
Standard 202. RESOURCES FOR PROGRAM (cont'd)

(c) A law school is not in compliance with the Standards if its current financial condition has a negative and material effect on the school's ability to operate in compliance with the Standards or to carry out its program of legal education.

(d) A law school is not in compliance with the Standards if its anticipated financial condition is reasonably expected to have a negative and material effect on the school's ability to operate in compliance with the Standards or to carry out its program of legal education.

(e) A law school shall be given the opportunity to present its recommendations on budgetary matters to the university administration before the budget for the law school is submitted to the governing board for adoption.

Required Reports: Finance
Standard 202(a), (c), and (d).

(a) Report the Law School’s operating income and expenditures for the past two fiscal years (if available) and the budgeted amounts for the current year. Describe the Law School’s annual budget development and monitoring process, including which persons or groups are involved in the process. Insert Report Law School Finance

(b) Describe the Law School’s long-term financial projection process, how many future years are projected, and list the key assumptions used.

Required Reports: Finance

(c) Explain how the Law School’s current and anticipated financial resources are sufficient to allow it to operate its program of legal education. If there are concerns raised in the record or onsite with respect to the Law School’s ability to operate in compliance with the Standards, provide sufficient facts to enable the Council to make a determination about the Law School’s compliance with Standard 202(a).

(d) Do the Law School’s financial plans for the next five years show that the Law School will be operating at a deficit during any one of those years? If yes, describe the plan or planning process (including the timeline of such a process) for managing the deficits in a way that allows the school to continue to operate its program in compliance with the Standards.
Required Reports: Finance


(e) For Law Schools that are part of a University:

(1) Describe the University financial projection process, indicate how many years are projected, and describe how future projected deficits, if any, will be met.

(2) Describe how any University current fiscal year operating deficit would be met.

(f) Describe any significant litigation affecting the University or Law School.

(g) If the University or Law School has a bond rating from a national agency, state the general bond ratings since the last review.

Required Reports: Finance

Standards 202(b) and (e) and Interpretation 202-1.

For Law Schools that are part of a University:

(a) Is the Law School given the opportunity to present its recommendations on budgetary matters to the University administration before the budget for the Law School is submitted to the governing board for adoption? Explain.

(b) Does the Law School obtain annually from the University an accounting and explanation for all charges and costs assessed against resources generated by the Law School and for any use of resources generated by the Law School to support non-Law School activities and central University services? Explain.

(c) Report the University's operating income and expenditures for the past two fiscal years and the budgeted amounts for the current year. Describe any concerns regarding the long-term viability of the institution or its ability to support the Law School in accordance with the Standards. Insert Report #2: University Income/Expenses.

Evaluating Law School Financial Statements

1. Look for trends – ask for explanations
2. Inquire about revenue projections:
   • How realistic are enrollment projections?
   • What impact will enrollment projections have on discount rates?
   • Will entering credentials hold with enrollment projections?
   • How realistic are increased gifts and donations?
3. Is the financial arrangement with the University in the projections firm and reduced to writing?
4. Will projected decreases in expenditures result in compliance issues with other standards?
5. Are promised solutions to address Law School issues reflected in budget?
6. What restrictions exist regarding reserves? Who can authorize expenditures from reserves?
7. What restrictions are there on endowment draws?
8. When is the Law School debt payable? Where will the cash come from to pay the debt?
Evaluating University Financial Statements

1. Credit reports can be helpful
2. Look for trends and ask what they mean
3. Determine impact of future University strategic initiatives on the budget?

Non-discrimination, Diversity, Equal Opportunity: Key Items

Standard 205
(a) A law school shall not use admission policies or take other action to preclude admission of applicants or retention of students on the basis of race, color, religion, national origin, gender, sexual orientation, age, or disability.
(b) A law school shall foster and maintain equality of opportunity for students, faculty, and staff, without discrimination or segregation on the basis of race, color, religion, national origin, gender, sexual orientation, age, or disability.
(d) Non-discrimination and equality of opportunity in legal education includes equal employment opportunity. A law school shall communicate to every employer to whom it furnishes assistance and facilities for interviewing and other placement services the school’s firm expectation that the employer will observe the principles of non-discrimination and equality of opportunity on the basis of race, color, religion, national origin, gender, sexual orientation, age, and disability in regard to hiring, promotion, retention and conditions of employment.

Non-discrimination, Diversity, Equal Opportunity: Required Reports

13. Standards 205(b) and (c) and Interpretations 205-1, 205-2 and 205-5.
(a) Provide the Law School nondiscrimination policy that is applicable to faculty and staff. Does the policy prohibit discrimination on the basis of race, color, religion, national origin, gender, sexual orientation, age, and disability? Provide the citation or link to the policy and indicate where the policy is published. If the Law School is part of a University, indicate if the Law School has a nondiscrimination policy that is separate from that of the University. Explain.
(b) Describe how the Law School fosters and maintains equality of opportunity for faculty and staff without discrimination or segregation on the basis of race, color, religion, national origin, gender, sexual orientation, age, or disability.
Non-discrimination, Diversity, Equal Opportunity: Required Reports

14. Standards 205(a), (b), (c), and (d) and Interpretations 205-1, 205-2, 205-3, and 205-4.

(a) Does the Law School use admission policies or take other action to preclude admission of applicants or retention of students on the basis of race, color, religion, national origin, gender, sexual orientation, age, or disability? If yes, explain. Quote the nondiscrimination policy applicable to students and student admissions. Provide the citation or link to the policy and indicate where the policy is published.

(b) Explain how the Law School fosters and maintains equality of opportunity for students without discrimination or segregation on the basis of race, color, religion, national origin, gender, sexual orientation, age, or disability.

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Non-discrimination, Diversity, Equal Opportunity: Required Reports

(d) Describe how the Law School communicates to every employer to whom it furnishes assistance and facilities for interviewing and other placement services the school’s firm expectation that the employer will observe the principles of non-discrimination and equality of opportunity on the basis of race, color, religion, national origin, gender, sexual orientation, age, and disability in regard to hiring, promotion, retention, and conditions of employment. If this information is published on the Law School’s website, also provide the URL.

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Non-discrimination, Diversity, Equal Opportunity: Required Reports


(a) Insert Report #17 (former Report #19): Minority Admissions. Review and verify the information provided in the report.

(b) Describe how the Law School demonstrates by concrete action a commitment to diversity and inclusion by providing full opportunities for the study of law and entry into the profession by members of underrepresented groups, particularly racial and ethnic minorities, and a commitment to having a student body that is diverse with respect to gender, race, and ethnicity.
Non-discrimination, Diversity, Equal Opportunity: Required Reports


(a) Insert Report #14: Faculty Recruitment. Review and verify the information provided in the report.

(b) Describe the Law School’s concrete actions that demonstrate the Law School’s commitment to having a full-time faculty that is diverse with respect to gender, race, and ethnicity. [Note: Be sure to inquire about actions in addition to attending the AALS Faculty Recruitment Conference.]

Note: There are similar questions for adjunct faculty and staff.

Non-discrimination, Diversity, Equal Opportunity: Required Reports


(a) Briefly describe the Law School’s policies and procedures for assessing and handling requests for reasonable accommodations made by qualified individuals with disabilities. Provide the citation or link to the policies and indicate where the policies are published.

(b) Describe how the Law School ensures adherence to those policies and procedures.

(c) How many students have received accommodations in the current and prior two academic years?

Common Questions on Non-discrimination, Diversity, Equal Opportunity

1. Are there special rules for religious institutions? Yes
2. What if the Law School has not done much hiring? Report the facts
3. Is the diversity of the available workpool relevant? Report the facts
4. What if the workforce is diverse, but there is no “concrete action” to enhance diversity? Report the facts
Site Evaluation Workshop—
PROGRAM OF LEGAL EDUCATION

WILLIAM ADAMS
DEPUTY MANAGING DIRECTOR

1

Standard 301—Objectives of Program of Legal Education Questions 20-21

(a) Maintain a rigorous program preparing students for admission to bar and effective, ethical and responsible membership in legal profession

(b) Establish and publish learning outcomes designed to achieve these objectives

2

Learning Outcomes Standard 302 Question 21

Transition Memo and Guidance Memo

A full set of learning outcomes is to be in place by the end of the 2017-18 academic year

Describe what width has implemented

The standard sets out minimum competency categories
One course of at least two credit hours
Substantial instruction in rules of professional conduct, and values and responsibilities of legal profession and its members
Students who enrolled prior to Fall 2016 must receive substantial instruction in history, goals, structure, values, rules and responsibilities of the legal profession and its members

Experiential courses—6 credits
Simulation course, law clinic or field placement
Must be primarily experiential in nature
Must be organizing principle of course with substantive law an incidental part instead of reverse
Description of experiential course moved to Standard 304 in 2018 amendments
No substantive change intended

All require direct supervision by faculty member
All require opportunities for performance, feedback from faculty member and self-evaluation
All require classroom instructional component
Note other requirements for field placements in 304(d)
Standard 306—Newly amended
Question 33

- Technological capacity, staff and facilities
- Interaction between faculty and students, monitoring of student effort
- Recently approved amendment now permits up to one-third of credits required for graduation to be offered by distance education (how verified)
- Amendment also permits up to 10 credits in the first year (how verified)
- Process for verifying student identity

Standard 307—Newly Amended Revised Question 34

- Permits Schools to grant credits up to 2/3 required for graduation earned in programs sponsored by ABA-approved schools, including programs outside of US sponsored by ABA-approved Law School
- Puts cap of 1/3 on total credits for student study outside US at Foreign Institution and courses completed at law school outside the US
- New supplemental questionnaire with questions about meeting criteria

Standard 308—Academic Standards—Question 35

- Class attendance, academic integrity, graduation and dismissal
  - Where published
  - How is adherence ensured
- Academic Attrition Rate
  - 20% presumption
- Due Process—adverse actions affecting good standing or graduation
  - Where published—citation or link
Standard 309—Academic Advising and Support—Questions 36-37

Describe how program communicates academic standards and graduation requirements, how does school provide guidance on course selection.

Describe program of academic support:
- Goals and Content
- Mandatory, voluntary
- Criteria for participation
- When implemented
- Who administers and teaches in it
- Describe any bar preparation courses or assistance
- Describe assessment of effectiveness

Standard 314—Assessment of Student Learning—Questions 22

Guidance Memos discuss:
- Implementation
- Schools are to adopt an assessment plan and be able to demonstrate that they are implementing it by the end of the 2018-2019 academic year
- Standard does not require particular method nor that multiple assessments be applied to a particular course
- Describe how used—Provide samples or descriptions of assessments onsite

Standard 315—Program Evaluation—Question 23

Guidance Memo
- Interpretation 315-1 lists various examples of methods of doing outcome evaluations
Standard 313
Question 43

- Non-JD programs
- LLM
- Masters
- Free standing certificates
- Don’t indicate ABA-approved
- Acquiescence, not approval
- Indicate how school ensures such programs do not interfere with the school’s ability to operate in compliance with Standards and to carry out its program of legal education

Standard 316
Bar Exam—Question 63

Describe results—including trends.
If negative trend, what is school doing about it?
Standard now requires ultimate pass rate of 75% within two years of graduation.
Now requires school to report on all graduates.
Information Resources, Technology & Facilities
ABA Site Evaluation Workshop
September 7, 2019
Scott Pagel

Standards Covered

• 601 – General Provisions
• 602 – Administration
• 603 – Director of the Law Library
• 604 – Personnel
• 605 – Services
• 606 – Collection
• 701 – General Requirements
• 702 - Facilities

What is this all about?

• Ensuring that institution visited is in compliance with standards in Chapters 6 & 7
• Serving as full member of institution (if being visited) or site team (if visiting)
• Providing information to Accreditation Committee (or Council) so that they can assess compliance
• NOT making determination whether or not institution is in compliance
Where to start?

- Read and understand ALL Standards (not just Chapters 6 & 7)
- Review ALL materials provided by institution, paying particular attention to those sections related to Chapters 6 & 7
- Prepare list of questions you have where you think information provided might not be adequate to complete report template
- Prepare list of people you want to meet (for library, for technology)
- Contact Library Director before visit to make tentative plans
- Team Leader should contact team members to make plans for other visits
- Be prepared for meetings with team

Standard 601 – General Requirements

How does library:
- Provide support
- Develop relationship with faculty, students & administration
- Engage in regular planning & assessment
- Remain informed on and implement technology
- Prepare and administer budget

How does law school provide sufficient financial resources?

Standard 602 – Administration

- Does Law School have sufficient autonomy to direct growth & development of Law Library
- Do Director & Dean, along with faculty, determine library policy
- Are Director & Dean responsible for personnel, services, & collection
- Is Law Library part of University system?
Standard 603 – Director

• Is Director full-time (What are other duties or responsibilities?)
• Method of selection & retention
• Academic qualifications & experience in law library administration
• Faculty appointment & status

Standard 604 – Personnel

• Briefly describe staffing (Do not include names)
• Note issues raised by staff, faculty, students

Standard 605 – Services

Briefly describe:
• Reference support
• Participation in instruction
• Support for faculty scholarship
• Method for bibliographic control of collection
### Standard 606 – Collection
- Core collection
- Is there written collection development plan and when last revised
- Space & equipment (numbers)

### Standard 701 – Facilities, Equipment & Technology
- Actually just technology – Facilities in 702
- Brief description of Law School technology
- Brief description of support for Law School technology
- What is “negative & material effect ”

### Standard 702 – Facilities
- Number of classrooms & seating – any problems scheduling classes
- Library physical plant – any complaints from students or faculty
- Number of offices for support staff
- Number of faculty offices – any complaints about space
- Space for adjunct faculty to conduct conferences
- Storage space
- Clinical space
- Study space (for quiet study and group study)
- Accommodations for persons with disabilities
- Control of space
For more information:

SITE EVALUATORS
RECURRING
ISSUES

1. Provide information regarding the efforts the law school makes that demonstrate its commitment to having a diverse faculty (including adjuncts), staff, and student body. Don’t just provide numbers.

2. It is not sufficient to say that the school has not been hiring in recent years—what are its practices and policies when it does recruit and hire?

3. Passive approaches to hiring adjuncts can be problematic.

DIVERSITY [STANDARDS 205 & 206]

If a law school has a low or declining first time bar passage rate, even if it complies with 316, provide detailed and specific information regarding academic support efforts (including bar preparation programs), monitoring and assessment of those efforts, attrition, assessment of admissions criteria, curricular changes, requirements to address the issue, etc.

In any event, in all cases, provide details regarding academic support programs and any evaluation of their effectiveness.
Legal Writing
[Standard 303(A)(2), Interpretation 303-1 and 303-2]

- Standard requires that each student receive substantial instruction in "writing in a legal context," including at least one rigorous writing experience in the first year and at least one additional rigorous writing experience after the first year.
- Interpretation 303-1 explains that one may not use same course for multiple requirements.
- Interpretation 303-2 provides factors to be considered in evaluating "rigor."
- The writing experience must have faculty input on at least one draft.

Some schools have policies that do not comply with this standard.

Guidance memo describes alternatives.
- "Equivalent amount of work over a different amount of time": course could be part of policy.

Policy also needs to describe how it is enforced.

Standard 310—Credit Hour

Calculations for semester-based courses:

- Exam course: 42.5 hours per credit of time spent in class, preparing for class, reading or completing class assignments or assessments, and preparing for and taking an exam.
- Paper course: 42.5 hours per credit of time spent in class, preparing for class, reading or completing class assignments or assessments, and researching and writing the required paper. This includes the typical law school "seminar."
- Field placement or clinic: 42.5 hours per credit of time spent in class, performing field placement or clinic work, preparing for class or completing class assignments (e.g., writing assignments), and preparing for and taking an exam, if applicable.
STANDARD 403
INSTRUCTIONAL ROLE OF FACULTY

- Substantially all of first one-third
- More than one-half of credit hours or 2/3 of student contact hours
- Check the chart

STANDARD 502

(d)—Accreditation Committee has interpreted “reasonable time” for transcript to require transcript before Annual Questionnaire due date—October 15

- Cannot let student continue
- Not permitting to sit for final or register for spring semester insufficient

CHARACTER AND FITNESS [STANDARD 504]
REQUIRED DISCLOSURES [STANDARD 509]

- Verify that all required disclosures, in the form required, are provided on the law school’s website, and confirm in site report that each item is so disclosed.
- Pay attention to where posted (see Guidance Memorandum)
- Provide confirmation that the required conditional scholarship information is provided to all applicants at the time the scholarship offer is extended.

STUDENT COMPLAINTS [STANDARD 510, INTERPRETATION 510-1]

- Complaints about significant problems that directly implicate a Standard
- Information that there is a policy/process is insufficient.
- Provide details that confirm the policy is published and where, that records are maintained for the accreditation period, and that the policies address the required elements.
The Exit Interview…

Coming to a School Near You!

Starring

Mary Lu Bilek - Dean
Scott Pagel – Site Team Member
Camille deJorna - Moderator

[Slides adapted from previous presentation by Professor Catherine Carpenter, Southwestern Law School]

The Exit Interview

- Purpose of the Exit Interview
- What to expect from both sides of the table
- Role of the team
- Role of the school
- Difference between Dean’s exit interview and President’s exit interview

Let’s drop in on a sample portion of an exit interview.
Taking your Questions