Site Evaluation Workshop
Site Team Chairs-August 24, 2020,
Law School Representatives and New Site Evaluators-August 26, 2020

TABLE OF CONTENTS

1. Workshop Agenda
2. SEQ-SRT Form and Instructions
3. Procedures for Site Visits
   2020 – 2021 Procedures for Site Visits
   Sample Communications
4. AALS Role in the ABA Site Visit
   AALS Membership Review Process
   AALS Reporter Instruction Memo
   AALS Reporter on Joint ABA – AALS Site Teams
   AALS Site visit Questionnaire 2020 – 2021
5. Guidance Memos (page w/links)
6. Managing Director’s Office Contact Information
7. Handouts
   A. SEQ and SRT Session
   B. How to Use the New Automated System: Site Visit Tracking System Dashboard
   C. ABA Site Report Style Guidelines
   D. Other Aspects of the Virtual Site Visit
   E. Preparing for the Visit and Writing the Site Report (Site Evaluators)
   F. Preparing for the Virtual Visit (School Reps)
   G. Faculty
   H. Student
   I. Organization and Administration
   J. Program of Legal Education
   K. Information Resources, Technology and Facilities
   L. After the Visit, Role Play
   M. Distance Education
Site Evaluation Workshop for Site Team Chairs, Law School Representatives and New Site Evaluators

VIRTUAL

Site Team Chairs Workshop

Monday, August 24

<table>
<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
<th>Speaker(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00 – 1:20 p.m.</td>
<td>Welcome and AALS</td>
<td>Welcome and AALS</td>
</tr>
<tr>
<td></td>
<td>Speakers: Bill Adams and Barb Studenmund</td>
<td></td>
</tr>
<tr>
<td>1:20 – 1:40 p.m.</td>
<td>Using the Dashboard</td>
<td>Using the Dashboard</td>
</tr>
<tr>
<td></td>
<td>Speaker: Ken Williams</td>
<td></td>
</tr>
<tr>
<td>1:40 – 2 p.m.</td>
<td>Self-study, Site Report (SEQ)</td>
<td>Self-study, Site Report (SEQ)</td>
</tr>
<tr>
<td></td>
<td>Speakers: Bill Adams and Ed Butterfoss</td>
<td>(continued)</td>
</tr>
<tr>
<td>2:00 – 2:10 p.m.</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>2:10 – 2:30 p.m.</td>
<td>Self-study, Site Report (SEQ) (continued)</td>
<td>Self-study, Site Report (SEQ)</td>
</tr>
<tr>
<td></td>
<td>(continued)</td>
<td>(continued)</td>
</tr>
<tr>
<td></td>
<td>Speakers: Bill Adams and Ed Butterfoss</td>
<td></td>
</tr>
<tr>
<td>2:30 – 3:15 p.m.</td>
<td>Other aspects of the Virtual Visit</td>
<td>Other aspects of the Virtual</td>
</tr>
<tr>
<td></td>
<td>Speakers: Ed Butterfoss and Mary Lu Bilek</td>
<td>Visit</td>
</tr>
<tr>
<td>3:15 – 3:30 p.m.</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>3:30 – 3:45 p.m.</td>
<td>Distance Education</td>
<td>Distance Education</td>
</tr>
<tr>
<td></td>
<td>Speaker: Bill Adams</td>
<td></td>
</tr>
<tr>
<td>3:45 – 4:30 p.m.</td>
<td>Questions/Discussion</td>
<td></td>
</tr>
</tbody>
</table>
## Site Evaluation Workshop for Law School Representatives and New Site Evaluators

Wednesday, August 26

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Speakers/Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00 – 1:20 p.m.</td>
<td><strong>Welcome and AALS</strong>&lt;br&gt;Speakers: Bill Adams and Barb Studenmund</td>
<td></td>
</tr>
<tr>
<td>1:25 – 2:00 p.m.</td>
<td><strong>CONCURRENT SESSIONS</strong>&lt;br&gt;Preparing for the Site Visit and Writing the Site Report (Site Evaluators)&lt;br&gt;Speakers: Ed Butterfoss and Stephanie Giggetts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Preparing for the Virtual Visit (School Representatives)&lt;br&gt;Speakers: Bill Adams and Mary Lu Bilek</td>
<td></td>
</tr>
<tr>
<td>2:05 – 2:25 p.m.</td>
<td><strong>Using the Dashboard</strong>&lt;br&gt;Speaker: Ken Williams</td>
<td></td>
</tr>
<tr>
<td>2:25 – 2:35 p.m.</td>
<td><strong>Break</strong></td>
<td></td>
</tr>
<tr>
<td>2:35 – 3:20 p.m.</td>
<td><strong>CONCURRENT DISCUSSION SESSIONS</strong>&lt;br&gt;Faculty – Ed Butterfoss&lt;br&gt;Including size and qualifications, resources and effectiveness, and responsibilities.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students - Stephanie Giggetts, Genevieve Ferraro&lt;br&gt;Including admissions, bar passage, student services, and consumer information.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Organization and Administration – Steve Bahls&lt;br&gt;Including accreditation history; governance; finances; nondiscrimination, equality of opportunity, and diversity and inclusion.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Program of Legal Education – William Adams&lt;br&gt;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.</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Event</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------------------------</td>
<td></td>
</tr>
<tr>
<td>3:20 – 3:30 p.m.</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>3:30 – 4:15 p.m.</td>
<td><strong>After the Visit, Role Play</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Speakers:</strong> Mary Lu Bilek, Scott Pagel and Camille deJorna</td>
<td></td>
</tr>
</tbody>
</table>

Date: 8/18/2020

**Information Resources, Technology & Facilities – Scott Pagel**

Including assessing the sufficiency of library staffing, services, collection and resources; library director status; “negative and material.”
Instructions for the SEQ-SRT Form

Site Team Role

The site team is responsible for submitting to the Council a completed report that addresses the factual information relevant to each of the Standards so the Council can determine whether a school is in compliance with the Standards. For visits that occur during the 2020-21 academic year, there is a revised process and a new document. The new document combines two important documents at the center of the site evaluation process—the SEQ narrative answers provided by schools and the Site Report Template (SRT)—into a single document (the “SEQ-SRT form”).

The new process is that the staff at the Managing Director’s Office will review the law school’s SEQ narrative answers (which the law school provides on the SEQ-SRT form) to determine whether each response provides the information needed for the Council to determine whether the law school complies with the Standard. After each question, there will be “check boxes” for the staff member to complete: the answer provides the necessary information or does not provide the necessary information. If it does not, the staff will direct the Site Team’s attention to what additional information is needed for the Council to decide compliance. [NOTE: The initial review by the staff is NOT a determination of compliance or non-compliance with the Standards. It is simply an initial review to assess whether the information necessary to make that determination is provided by the SEQ responses.]

This document (the SEQ-SRT form with the law school’s SEQ narrative answers and the initial staff review) is provided to the site team. The law school also receives a copy of the SEQ-SRT form with the initial staff review so it is aware of particular areas that may require additional information to be provided to the site team during the visit. That should help the law school be prepared to provide the information required to the site team.

The site team then reports the information they collect on the same document. Of course, the site team is not limited to simply responding to the issues raised by the initial staff review; they should include any additional relevant information and possible issues they discover during their visit. The final document is the SEQ-SRT form with the law school’s SEQ narrative answers, the staff review, and the additional information provided by the Site Team. Because the SEQ-SRT form includes the SEQ narrative answers, there is no need for the site team to repeat that information. Instead, they can focus on missing information and new information or issues discovered during the visit.

In completing the SEQ-SRT form, the team 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 information supplied by 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 SEQ-SRT form.
If the information supplied by the site team in the SEQ-SRT form 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 post-visit 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 of the SEQ-SRT form (which, when finalized, becomes the Site 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.

**SEQ-SRT form**

To promote consistency, efficiency, and fairness, the Council has developed an SEQ-SRT form to be used by site evaluation teams. As explained above, that document now includes the law school’s SEQ narrative responses and an initial review of those responses by the staff. A blank copy of the SEQ-SRT form follows these instructions; a version with the law school’s SEQ narrative responses and initial staff review filled in will be sent to team members.

The SEQ-SRT form contains 81 questions. The site team chair will assign each team member primary responsibility for certain portions of the SEQ-SRT form. The SEQ-SRT form consists of the following sections:

- **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

After receiving assignments from the chair, team members should complete their report using the new SEQ-SRT form. The team member’s information for each question will be inserted below the initial review provided by the staff. Each team member should provide his or her completed portion of the SEQ-SRT form to the chair. Many chairs will
ask team members to prepare a draft of their section of the SEQ-SRT form 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 SEQ-SRT form. If a question is not applicable, or the staff initial review states the information provided by the law school is sufficient, please say “Not applicable” or “School response sufficient.” If the SEQ-SRT form 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.*

*Do not remove the questions, the law school’s response, or the initial staff review from the SEQ-SRT form. The completed SEQ-SRT form will include all of the SEQ questions, all of the law school’s responses, the initial staff review of the information provided by the law school in response to each question, and all of the site team responses.*

*Verify the information provided by the law school. For some purely factual questions, it will be sufficient simply to state that the response provided by the law school has been verified. For other questions, an analysis of the information provided, a response to the initial staff review, or details of observations made during the visit will be more appropriate.*

**Format of Final SEQ-SRT Form**

The SEQ-SRT form should be submitted in Word using Arial 11. Please use only one space between sentences. The form should be single spaced with double spaces after headings and between paragraphs. Do not change the margins and do not indent headings and paragraphs. All headings and paragraphs should be flush left. Note that the questions are all in **bold**, law school response is not bold, and the staff review is in *italics*. The responses should not be in bold or italics, so they stand out from the initial staff review.

The chair of the site evaluation team is responsible for putting the SEQ-SRT form 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 SEQ-SRT form 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 completed SEQ-SRT form electronically to the Managing Director’s Office by uploading it in the Dashboard within four weeks following the visit. Once the office receives the SEQ-SRT form, it will be reviewed internally. The office may contact the chair if additional information or editing is needed prior to the SEQ-SRT being finalized as the Site Report and sent to the school. After receiving the Site Report, the law school has 30 days to respond to the Site Report and make factual corrections. The Site Report is then calendared with the Council for review. Delays in submission of the SEQ-SRT form will result in delays in receipt of the Site Report by the school and in review by the Council.
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.

School response [respond to each subpart (a)-(e)]:

[Blank space for School response]
Staff assessment:

_____ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

_____ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding (if required):


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.
School response [respond to each subpart (a)-(b):

[Blank]

Staff assessment:

_____ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

_____ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding (if required):

[Blank]
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.

School response:

Staff assessment:

_____ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

_____ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:
Site Team Fact Finding (if required):

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.

School response [respond to each subpart (a)-(c)]:


**Staff assessment:**

_____ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

_____ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

**Site Team Fact Finding (if required):**

---

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.
School response [respond to each subpart (a)-(c)]:

---

Staff assessment:

_____ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

_____ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding (if required):

---
**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.

School response [respond to each subpart (a)-(c)]:

---

**Staff assessment:**

- The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

- The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:
Site Team Fact Finding (if required):

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 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.

School response:

Staff assessment:

The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.
The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding (if required):

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).

School response [respond to each subpart (a)-(b)]:
Staff assessment:

_____ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

_____ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding (if required):


(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.

School response [respond to each subpart (a)-(d)]:

Staff assessment:

_____ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

_____ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:
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.

School response:

Staff assessment:

The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.
The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding:

The Site Team should answer the following questions:

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.

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, including how many future years are projected and 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 three 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.

School response [respond to each subsection (a)-(d), (e)(1)-(2), and (f)-(g)]:


**Staff assessment:**

_____ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

_____ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

*Insert Report: Law School Finances.*

**Site Team Fact Finding:**

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).

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 (i.e., 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) 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.

School response [respond to each subsection (a)-(c)]:

Staff assessment:

_____ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

_____ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Staff: Insert Attachment--The University budget for the current fiscal year and the two most recently completed fiscal years. If audited financial statements were provided, report the relevant revenue, expense, and income figures from the statements, but do not attach the audited financial statements.
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 yes, describe such policies and indicate how the Law School provides notice of these policies to faculty and staff prior to their affiliation with the Law School. If these policies are published, indicate where they may be found.
School response [respond to each subsection (a)-(c)]:

Staff assessment:

_____ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

_____ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Staff: Insert the Law School nondiscrimination policy that is applicable to faculty and staff.

Site Team Fact Finding:

Are there any circumstances evidencing discrimination or lack of equality of opportunity by the Law School with respect to faculty and staff?

(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.
School response [respond to each subsection (a)-(d)]:

Staff assessment:

_____ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

_____ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Staff: 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 in Question 14(d).]

Site Team Fact Finding:

Are there any circumstances evidencing discrimination or lack of equality of opportunity by the Law School with respect to students?

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.

School response:

Staff assessment:

The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.
The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding:

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


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).
School response:

Staff assessment:

_____ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

_____ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding:

[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, 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.

School response:

Staff assessment:

______ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

______ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:
Site Team Fact Finding (if required):


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.

School response:

Staff assessment:

The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.
The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding (if required):


(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?
School response [respond to each subsection (a)-(c)]:

- The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

- The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding:

Is there any indication the Law School does not adhere to the policies it has adopted and published?
PROGRAM OF LEGAL EDUCATION

Rigor, Learning Outcomes, Assessments

20. Standards 301(a).

(a) Provide a list of the 1L required courses and the number of credits.

(b) Provide a list of the upper-level required courses 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.

School response [respond to each subsection (a)-(c)]:

Staff assessment:

_____ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

_____ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding:

Based on a review of the law school’s program of legal education from the responses to the SEQ and the site evaluation visit, please discuss facts (e.g. number or required credits,
academic good standing standards, appropriate classroom instruction and exams) that indicate that the Law School is meeting the requirement to maintain 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.

21. Standards 301(b) and 302.

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

School response:
Staff assessment:

______ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

______ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding (if required):


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.
School response:

Staff assessment:

_____ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

_____ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding (if required):

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.

School response:

---

Staff assessment:

_____ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

_____ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:
Site Team Fact Finding (if required):

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.

School response [respond to each subsection (a)-(b)]:

34
Staff assessment:

_____ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

_____ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding (if required):

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.
School response [respond to each subsection (a)-(b)]:

Staff assessment:

_____ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

_____ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding (if required):
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 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.

(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.

School response [respond to each subsection (a)-(c)]:

Staff assessment:

______ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

______ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:
Site Team Fact Finding (if required):

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.

School response:

Staff assessment:

_____ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.
The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding (if required):

28. Standard 305.

If academic credit is given for participation in the Law School's law review(s), moot court program(s), pro bono activities 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?

School response:
Staff assessment:

______ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

______ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding (if required):

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

(g) 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?

School response [respond to each subsection (a)-(g)]:

Staff assessment:

______ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

______ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:
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.
School response [respond to each subsection (1)-(6)]:

Staff assessment:

- **The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.**

- **The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:**

Site Team Fact Finding (if required):

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].

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.
School response [respond to each subsection (1)-(6)]:

\[\text{[Blanks]}\]

Staff assessment:

______ *The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.***

______ *The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:***

Site Team Fact Finding (if required):

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.

School response [respond to each subsection (a)(1)-(6) and (b)(1)-(5)]:

Staff assessment:

______ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

______ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:
Site Team Fact Finding (if required):

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 many distance education courses does the Law School offer? Provide a breakdown between asynchronous and synchronous courses;

5) what is the maximum number of distance education credit hours the Law School allows;
(6) 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;

(7) 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;

(8) 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

(9) 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.

School response [respond to each subsection (a)(1)-(9) and (b)]:

Staff assessment:

_____ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

_____ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:
Site Team Fact Finding (if required):

---

**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 School in a Location Outside the United States.

(2) For each program listed in this subsection, provide for the site team a summary of recent student evaluations of the program and faculty; also provide any student complaints submitted during the most recent accreditation period (i.e., 10 years) and the resolution of the complaints.

School response [respond to each subsection (a)-(f) and (g)(1)-(2)]:

Staff assessment:

_____ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

_____ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:
Insert Report: 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  
Report #6D: Number of Students Earning Credit Towards the J.D. Degree at a Foreign Institution.

Site Team Fact Finding (if required):

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).

School response [respond to each subsection (a)(1)-(5) and (b)-(d)]:

Staff assessment:

_____ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

_____ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding (if required):

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.

**School response:**

**Staff assessment:**

______ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

______ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:
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.

School response [respond to each subsection (a)-(b)]:
**Staff assessment:**

- The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

- The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

**Site Team Fact Finding (if required):**

**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. [Note: 42.5 hours equals the equivalent of 50 minutes of in-class instruction per week and 120 minutes of out-of-class preparation time per week for 15 weeks; time spent preparing for and taking a final exam can be included in the 42.5 hours provided an exam of appropriate length is actually required for the class; the scheduling of an “exam week” is insufficient.]

(b) Indicate how the Law School ensures adherence to those policies. Provide examples (e.g., documentation in new course proposals, review of syllabi by Associate Dean,
certain by faculty members, etc.). [See Managing Director’s Guidance Memo on Standard 310 dated May 2016.]

School response [respond to each subsection (a)-(b)]:

Staff assessment:

_____ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard for both classroom courses and co-curricular activities for which credit is awarded. No further information is required from the Site Team.

_____ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:
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?

School response [respond to each subsection (a)-(b)]:

[Blank space for response]
Staff assessment:

——— The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

——— The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding (if required):

40. Standards 311 (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).
School response [respond to each subsection (a)-(b)]:

Staff assessment:

_____ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

_____ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding (if required):
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 and describe how the Law School ensures adherence to this policy.

(b) Describe how the Law School ensures that credit for J.D. degree is given only 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.

School response [respond to each subsection (a)-(b)]:


Staff assessment:

_____ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

_____ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:
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; (c) co-curricular programs; and (d) other educational benefits.

School response:

Staff assessment:

The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.
The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding (if required):

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? If so, the list should match the programs listed in the Part III of the most recent AQ.

(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.

(e) Describe the policy granting J.D. students priority registration in courses in which J.D. and non-J.D. students are permitted to enroll.
School response [respond to each subsection (a)-(e)]:

Staff assessment:

_____ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

_____ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Insert Non-J.D. Programs Report Containing: (1) Non-J.D. Program Enrollment And (2) Non-J.D. Students Enrolled In J.D. Courses
Site Team Fact Finding (if required):

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.

School response:
Staff assessment:

______ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

______ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding (if required):

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.

(d) For any faculty members noted above in subparts (b) and (c), describe how the Law School ensures that their outside activities do not unduly interfere with their responsibilities as full-time faculty members.
Staff assessment:

_____ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

_____ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Insert Report: Teaching Resource Summary

Site Team Fact Finding:

Review and verify Teaching Resources. 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 during the visit 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.
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.

School response [respond to each subsection (a)-(b)]:

**Staff assessment:**

_____ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

_____ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

*Insert Report: Contact Hours and Credit Hours.*

Site Team Fact Finding (if required):

47. Standard 403(b) and Interpretation 403-1.

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

(b) Describe how the Law School ensures the teaching effectiveness of 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).
School response [respond to each subsection (a)-(b)]:

Staff assessment:

_____ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

_____ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding:

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.
School response [respond to each subsection (a)(1)-(6) and (b)]:

Staff assessment:

______ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

______ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding (if required):
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.

School response [respond to each subsection (a)-(b)]:

Staff assessment:

_____ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

_____ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:
Site Team Fact Finding (if required):

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.
School response [respond to each subsection (a)-(b)(i)-(iii)]:

Staff assessment:

_____  *The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.*

_____  *The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:*

Site Team Fact Finding (if required):
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. Provide the citation or link to the policy and indicate where the policy is published.

(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, explain.

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

School response (respond to each subsection (a)-(c)):

<table>
<thead>
<tr>
<th>Staff assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.</td>
</tr>
<tr>
<td>The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:</td>
</tr>
</tbody>
</table>

Site Team Fact Finding:

Note any concerns raised in the record or during the visit involving the Law School’s tenure policy.
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.

School response [respond to each subsection (a)-(b)]:

[Blank Space]
Staff assessment:

______ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

______ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding:

Note any concerns raised in the record or during the visit involving the Law School’s academic freedom policy.

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.
School response [respond to each subsection (a)-(d)]:

Staff assessment:

______ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

______ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding (if required):
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.

School response [respond to each subsection (a)-(b)]:

Staff assessment:

_____ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

_____ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:
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).

School response:
Staff assessment:

______ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

______ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding (if required):

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.

(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 the program.
School response [respond to each subsection (a)-(d)]:

Staff assessment:

_____ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

_____ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Insert Report: Admissions and First-Year Class Profile Report (#11)
Insert Report: Non-Transfer Attrition (Report 10).

Site Team Fact Finding:

Review and verify the information in Report #10.

Review and verify the information in Report #11. Describe whether the Law School only admits applicants who appear capable of satisfactorily completing the program of legal education and being admitted to the bar? [Consider such issues as the academic and admission test credentials of the Law School’s entering students, the academic attrition rate of the Law School’s students, the bar passage rate of its graduates, and/or the effectiveness of the Law School’s academic support 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 for academic reasons from another law school? If so:

(a) state how many students previously disqualified for academic reasons have been 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 each admittee’s file.

School response [respond to each subsection (a)-(c)]:

84
Staff assessment:

_____ The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

_____ The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding (if required):

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?

(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.
Staff assessment:

_____ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

_____ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:
Site Team Fact Finding (if required):

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?

School response:
**Staff assessment:**

- The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

- The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

**Site Team Fact Finding (if required):**

---

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.
School response [respond to each subsection (a)(1)-(2) and (b)-(c)]:

---

**Staff assessment:**

______ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

______ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

**Site Team Fact Finding:**

Insert Report: 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.
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 also 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.

School response [respond to each subsection (a)-(b)]:
**Staff assessment:**

_____ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

_____ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

**Site Team Fact Finding:**

Confirm that the statement is on the website and in the application.

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 limit the credits granted to those earned in J.D. courses for which the grading system for LL.M. or other post-J.D. students was 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?
School response [respond to each subsection (a), (b)(1)-(3), (c)(1)-(2), (d)(1)-(2), and (e)-(f)]:

Staff assessment:

_____ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

_____ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding (if required):
**Bar Passage**

63. Standard 316.

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

School response:

[Blank space]

**Staff assessment:**

_____ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

_____ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

*Insert Report: Ultimate Bar Passage Report (#13a) and First Time Bar Passage Report (#13b)*
Site Team Fact Finding (if required):

**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.
School response [respond to each subsection (a)-(c)]:

Staff assessment:

_____ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

_____ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding (if required):


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.

School response:

Staff assessment:

_____ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

_____ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

(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.

School response [respond to each subsection (a)-(b)]:

---

98
Staff assessment:

______ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

______ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:


Site Team Fact Finding (if required):

Consumer Information


(a) Does the Law School have a link on its home page titled “Consumer Information (ABA Required Disclosures),” as required by the Managing Director’s Guidance Memo on Standard 509 revised in December 2019? 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.]

School response [respond to each subsection (a), (b)(1)-(4), and (c)-(d)]:

Staff assessment:

_____ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

_____ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:
Site Team Fact Finding:

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.

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. NOTE: the letters sent to applicants receiving conditional scholarships must include the actual retention data, not simply a link to the information on the Law School's website.

School response:
Staff assessment:

______ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

______ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding:

Confirm that the letters sent to applicants receiving conditional scholarships include the actual retention data, not simply a link to the information on the Law School’s website.

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) Does the Law School maintain a record of the complaints submitted during the most recent accreditation period and a record of the resolution of the complaints?
School response [respond to each subsection (a)-(b)]:

Staff assessment:

_____ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

_____ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding:

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.
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.

School response [respond to each subsection (a)-(d)]:

[Blank space for response]

Staff assessment:

_____ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

_____ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:
Site Team Fact Finding (if required):


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.

School response:

Staff assessment:

The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.
The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding (if required):

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.
School response [respond to each subsection (a)-(b)]:

Staff assessment:

_____ **The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.**

_____ **The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:**

Site Team Fact Finding:

If there are concerns raised in the materials or during the 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. 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.
School response [respond to each subsection (a)(1)-(3) and (b)]:

Staff assessment:

_____ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

_____ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding (if required):
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.

School response [respond to each subsection (a)-(e)]:

Staff assessment:

_____ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

_____ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:
Site Team Fact Finding:

[Note: If the library director does not have a law degree and a degree in library or information science, indicate whether 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.]

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.

School response:
Staff assessment:

______ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

______ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding (if required):

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.
School response:

Staff assessment:

______ *The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.*

______ *The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:*

Site Team Fact Finding:

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).

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?

School response:

Staff assessment:

_____ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

_____ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:
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.
School response [respond to each subsection (a)-(d)]:

Staff assessment:

______ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

______ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding:

If there are concerns raised in the materials or during the visit, 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:

(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.
School response [respond to each subsection (a)-(i)]:

Staff assessment:

_____ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

_____ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding:

[Note: If there are concerns raised in the materials or during the visit, 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.]
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.

School response [respond to each subsection (a)-(b)]: 
Staff assessment:

______ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

______ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding (if required):

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.
School response [respond to each subsection (a)-(c)]:

Staff assessment:

______ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

______ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding (if required):


Procedures for Virtual 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.

Visits scheduled for fall 2020 and likely spring 2021 will take place virtually. A follow-up in-person visit by a limited team will take place when travel and visits are feasible. In addition, a new document will be utilized that combines the SEQ narrative responses (provided by the law school) and the site evaluation report template (“SRT”) responses (provided by the site team) into a single document, the “SEQ-SRT” form. That document is described in detail in the SEQ-SEQ form and Instructions.

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

Under prior practice, six weeks in advance of the site evaluation, the law school provided each team member with a completed Self Study, which included narrative responses to the questions set out in the Site Evaluation Questionnaire (“SEQ”). Beginning this year with the virtual site visits, law schools will provide the Self Study to the Office eight weeks prior to the visit, with the SEQ responses provided on the new SEQ-SRT form. The staff will then complete an initial review of the completed SEQ narrative responses to determine where the information provided appears sufficient to enable the Council to make its determination as to compliance or non-compliance with the Standards and where further information likely is required. This initial review will be done on the SEQ-SRT form and will help direct the attention of the site team to collecting the additional information the Council will need to make its determination. NOTE: The initial review by the staff is NOT a determination of compliance or non-compliance with the Standards. It is simply an initial review to assess whether the information necessary to make that determination is provided by the SEQ responses in the SEQ-SRT form. Similarly, the site team simply collects information that may be incomplete in the SEQ responses—the site team provides that information so the Council can make the
determination of compliance or non-compliance. Neither the staff nor the site team determines compliance or non-compliance with the Standards.

Following the staff review of the SEQ-SRT form, the SEQ-SRT form with the initial staff review will be provided to the chair of the site team. The law school will also receive a copy of the SEQ-SRT form with the initial staff review so it is aware of particular areas that may require additional information to be provided to the site team during the visit.

Instructions for completion of the 2020-2021 Self Study are located on the Section’s website at: https://www.americanbar.org/groups/legal_education/resources/questionnaire.html

The Managing Director’s Office will make available an electronic copy of materials including this Procedures for Site Evaluation Visits and the 2020-2021 ABA Standards and Rules of Procedure for the Approval of Law Schools.

Team Conference Room

For virtual visits, there obviously will be no physical team meeting room. The Managing Director’s Office will provide access to a Zoom account that can be used for team meetings and individual meetings among team members. To protect confidentiality, that Zoom account should be used for such meetings. For meetings with faculty members and law school staff, the law school can set up any required Zoom (or other platform) calls. Materials typically available in hard copy in the team office at the law school (the Self Study and the materials that are required by the Self Study to be available onsite) will be available electronically. The school should make exams and scholarship available electronically by setting up a Dropbox or similar option so that team members can easily access these materials. The law school should provide the administrative support required by the team during the site evaluation to set up Zoom calls and access electronic materials.

Schedule

Site evaluations conducted on site typically are scheduled for a three-day period; this will be true for virtual site visits as well. 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. As with in person visits, for virtual visits, each member of the site evaluation team should be available during the entire site evaluation without competing business or personal appointments. This includes evenings when the team will meet (via Zoom for virtual visits) 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

A “pre-visit” by the site team chair in the form of Zoom meetings with the dean and other administrators is essential for virtual visits. In advance of the formal site evaluation the site chair should spend at least part of a day confirming the arrangements, including the technology to be used, 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). With the new initial review process for the SEQ-SRT form, issues will have been identified by the staff that the site team will be focusing on.

**Conference Calls**

The chair of the site team should schedule one or more conference calls with members of the site evaluation team before the virtual site visit begins. The materials supplied by the law school and the initial review by the staff may suggest matters requiring special attention or special preparation prior to the team's arrival at the school. The chair should also make sure the team members are prepared to use the technology required for a virtual visit. The chair should also stress the necessity of scheduling all the virtual meetings each team member will need to have with law school faculty and staff prior to the dates of the virtual visit and should devise a process by which team members will notify the chair of the meetings they have arranged.

**Initial Team Meeting**

For virtual visits, it may be convenient for both the team members and the school to schedule some of the Zoom meetings required for the visit (with individual faculty members or administrators) to take place before the official site visit dates. The site chair should discuss the possibility of such meetings with the dean and make clear that it is the law school's option whether any meetings that are part of the actual visit should take place prior to dates of the visit. Prior to the start date of the virtual site evaluation, the meeting that traditional took place on site as the “initial team meeting” should take place virtually. The chair may want to schedule this meeting well in advance of the start date if team members will be having meetings with law school personnel in advance of the virtual visit. The team should 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’s report in the review of the law school’s program. During this time, the chair should confirm individual tasks of team members.

**Opening Conversation**

The day or evening before the virtual site visit begins, the site team should have a conversation with the dean and key administrators to 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 as well as the initial review by the staff should permit the team to decide what matters need special attention.

**Day-to-Day Activities**

The balance of the time during the virtual site visit is left open for team members to do the work that must be done to gather the facts and observations needed to complete the SEQ-SRT form thoroughly and accurately. Team members will make every effort to meet individually with each member of the faculty and administrative staff. As mentioned above, these meetings must be scheduled in advance, although follow up meetings or meetings with individuals the team member learns during the visit may be able to supply information the team member requires can certainly be arranged during the days the virtual visit takes place. Unfortunately, the virtual visit process does not permit team members to visit classes taught by the normal mode of instruction.
when the school has made pandemic-related adjustments nor to spend time with students in informal ways. Those visits and interactions will take place when the in-person follow up visit occurs. But as discussed below, at least a small sample of distance education courses should be visited and sufficient meetings should be arranged to allow the team members to gain an understanding of a school’s clinical programs, including field placement programs, and to evaluate the library and its services, student services, financial resources, and administrative services at the law school.

Team members can confer by phone or Zoom with each other throughout the day and, particularly, at the end of each day, including at the team’s nightly meeting, to compare impressions and to plan any additions to 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. That preparation often takes place at the team's meeting on the evening prior to the exit meetings.

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 SEQ-SRT form. As a courtesy, a team member should notify the team chair of these contacts. It is not appropriate, however, to share drafts of the SEQ-SRT form 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. For virtual visits, these meetings should take place through a Zoom call. 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 SEQ-SRT form 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 SEQ-SRT form 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. Again, this meeting should take place via a Zoom call on virtual visits.

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 SEQ-SRT form so that the form will not contain any surprises.

3. Class Visits

As noted above, class visits normally conducted during a site visit will not be conducted during the virtual visit. Those will occur during the follow-up visit required to be held. However, the team should “visit” a small sample of classes (three to five by each team member) being taught remotely to ensure that the requirements for providing distance education are followed. 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 SEQ-SRT form. The site team should do its best to observe at least some 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, which will be done with phone or Zoom calls during virtual visits. 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 visits. The team member completing the faculty section of the SEQ-SRT form should collect and review reports from other team members on these meetings by having the team members scan the documents and email them. 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 schedule may include a Zoom meeting 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, including the distance education courses and virtual services being offered during the pandemic emergency.
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 through phone or Zoom calls. 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. Meetings with administrative staff can take place prior to the dates of the visit with consent of the school. Meeting with administrative staff must be completed prior to the final team meeting.

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.

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 can sometimes 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. Such meetings are not required, and the chair will confer with the dean about whether to have such any such meetings.

Site Evaluation Report (SEQ-SRT form)

The site team will complete a report using the new single document SEQ/SRT form (site evaluation questionnaire/site evaluation report template). See SEQ-SRT form and Instructions.

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

The chair of the team will transmit the completed SEQ-SRT form electronically to the Managing Director's Office by uploading it in the Dashboard.

The chair shall not distribute the SEQ-SRT form to the school or other accrediting agencies or member organizations. Members of the team shall consider the SEQ-SRT form 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. This is true even if the name of the school is not mentioned as the dates
of the visits for all schools is public information so if an issue is mentioned the school can readily be identified.

As is currently done, the Managing Director’s Office will conduct an internal review of the SEQ-SRT form completed by the team. 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 SEQ-SRT form will provide the Council with the information needed to determine the school’s compliance with the Standards. The SEQ-SRT form 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 final version of the SEQ-SRT form becomes the Site Report, which the Managing Director will forward to the law school and, if the law school is an AALS member, to the AALS.

The law school dean and university president or chief executive officer will review the Site Report and will be offered an opportunity to respond to it. This response may correct factual mistakes in the Site 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 Site 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. 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 47 to 49 of the *Rules of Procedure for Approval of Law Schools (2020-2021)*.

**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 SEQ-SRT form.

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 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

### Sunday
- **2:00-4:30 p.m.** Initial team meeting
- **4:30 p.m.** Team Meeting with Dean, Senior Law School Administrators.

### Monday
- **9:00-10:00 a.m.** Entrance meeting with University President/Chief Executive Officer, Provost, or other senior official. (optional to include Dean)
- **10:00-3:00 p.m.** Team Meetings with Faculty and Staff
- **3:00-4:00 p.m.** Open meeting with Students. [Note: If the school has an evening division, the schedule should include an opportunity to meet with evening students.]
- **4:00-6:00 p.m.** Team Meeting

### Tuesday
- **8:00 a.m.-Noon** Team Meetings with Faculty and Staff
- **1:00—2:00 p.m.** Team Meeting
- **2:00-5:00 p.m.** Team Meetings with Faculty and Staff
- **5:00-6:00 p.m.** Team Meeting.

### Wednesday
- **7:30-9:15 a.m.** Chair/Team meeting with Dean.
- **9:30-11:00 a.m.** Meeting with University President/Chief Executive Officer, Provost, or other senior official.
- **11:00-11:30 a.m.** Team meeting, follow-up with any remaining questions or issues, and initial consideration of SEQ-SRT form.
- **Noon** Visit ends
Appendix 2

DISTANCE EDUCATION CLASS VISIT REPORT

1. Course Name:

2. Instructor:

3. Evaluator:

4. Date of Visit:     Arrived:    Departed:

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

6. Briefly describe the technology used to conduct the class. Was it effective?

7. How is attendance monitored for the class?

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. Did the instructor interact with the students and did the class actively participate in the
discussion (through Socratic dialogue, break-out rooms, etc.)?

11. Was the class intellectually stimulating and rigorous?

12. Did the instructor appear prepared and able to effectively utilize the technology?

13. Did the students appear prepared and interested in the class, and were they able to
effectively utilize the technology?

14. Additional strong or weak points concerning the class:

15. Other comments on the class or the technology:

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

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, technology for distance education courses, quality of students, students’ preparation for class, faculty programs regarding teaching, in particular distance education 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.:
TO: Dean

FROM: Team Chair

DATE:

SUBJECT: Virtual Site Visit Schedule

Below are a few items regarding the scheduling of the Virtual Site Visit on__________. I will be attending the ABA Workshop at the end of this month, and after that will be communicating with my team members and making assignments.

We will need to have an initial Zoom meeting with the President and Provost and a Zoom meeting at the end of the visit on ____________. Both meetings should run about 1 hour. We will meet separately with you prior to the final meeting.

We need to schedule a Zoom meeting for students. Please advise me as to the time and day that would be a good time for the students. We also would like to meet with student leaders at a separate time and date.

Also, we would like to schedule a Zoom meeting for the faculty as a group, so please advise me what time and day work best.

At your convenience, please send a copy of your current class schedule and current contact information for your faculty (email and phone number).

When you have selected the days and times for all the preceding meetings, please let me know and I will schedule the meetings on Zoom.

Finally, if you would like to meet with me and talk about the visit, I am happy to do so.

That’s it for now and I look forward to our visit. As soon as I hear from you as to the scheduling, I will set a more detailed schedule and share it with the team and you.
Hello Team,

We will begin our virtual site inspection in a few weeks and I thought it might be helpful to mention a couple of organizational items before we meet.

Our first meeting will be on Zoom at _____pm on Sunday.

You should have received the SEQ-SRT form from the ABA. This form includes responses from the law school to the questions in the SEQ and an assessment by ABA Staff whether each response provides the information needed for the Council to determine whether the law school complies with the Standard. After each question, the staff has indicated whether the School’s answer provides the necessary information or does not provide the necessary information. If it does not, on the SEQ-SRT form the staff will have directed the Site Team’s attention to what additional information is needed for the Council to decide compliance. Even if the School’s answer provides the requested information, the Site Team may need to verify some of the information—that also will be indicated by the staff on the SEQ-SRT form. Also, if any new information that might raise an issue is discovered during the visit, you should include that information in the response box. I encourage you to read carefully the SEQ-SRT form and identify the areas noted by ABA Staff that need additional information.

During our Zoom meeting, I will ask each person to briefly talk about his or her section and what issues will be pursued in light of the above materials. That way, we can all be on alert if we come across information that may be helpful to each other and can begin to form a consensus on the areas on which we should concentrate.

Also at our Zoom meeting, we will select the faculty each person will visit with.

If you need to meet with key administrative staff in charge of areas for which you are responsible, you can begin to arrange Zoom meetings with these individuals. Please use the following information to arrange Zoom calls:
ABA Site Evaluation Workshop

Barbara Studenmund | Director of Membership Review, AALS
August 24 and 26, 2020
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 5-9, 2021
am.aals.org

CONTACT INFORMATION:
Barbara Studenmund
bstudenmund@aals.org
202/296-6474
MEMORANDUM

To: The Dean of a Member School Scheduled for a Site Evaluation

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 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

June 2020
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.
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.

After the Membership Review and Executive Committees review your report, the AALS will send an action letter to the school. In that letter we would like to include commendations on the school’s improvements since the last site visit. Please review the AALS site questionnaire for the school’s improvements since the last site visit and include them in your report to the AALS.

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.
Instructions for AALS Reporter

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.

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 2019AALS 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).

October 2019
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 2018
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. Most answers will be included in separate appendices. If you want to add an explanation or expand on information in the questionnaire, please do not change the question itself.

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 membershipreview@aals.org.

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>
<thead>
<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>
</tr>
</thead>
<tbody>
<tr>
<td>Law review articles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Books</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Book chapters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other scholarly publications</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
AALS Site Visit Questionnaire

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 five years ago and indicate their status now (i.e. still on faculty, resigned, retired, etc.), as well as (2) a list of new faculty added in the past five years 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.
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.  

<table>
<thead>
<tr>
<th>Title (do not include names)</th>
<th>Gender</th>
<th>Ethnicity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This questionnaire is available online: www.aals.org/member-schools/membership-requirements/
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

June 2020

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Gender</th>
<th>Race/Ethnicity</th>
<th>Status</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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(^1\) Status includes tenured, tenure-track, clinical, legal writing, and other (please specify).
Guidance Memos
www.americanbar.org/groups/legal_education/accreditation/consultants_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 the Council.

Emergencies and Disasters

Guidance Memo Regarding Emergencies and Disasters

Standards for Approval of Law Schools

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 and December 2019)

Standard 510: Student Complaints Implicating Compliance with the Standards (March 2015; Revised January 2019)

Rules of Procedure for Approval of Law Schools

Rule 29: Teach-Out Plans (May 2017)

Guidance for Schools Seeking ABA-Approval

Law School Accreditation Process
Managing Director’s Office
Contact Information

**William Adams**  
Managing Director  
312.988.5103  
william.adams@americanbar.org

**Carl Brambrink**  
Director of Operations  
312.988.6741  
carl.brambrink@americanbar.org

**Edwin Butterfoss**  
Senior Accreditation Counsel  
651.290.6393  
edwin.butterfoss@americanbar.org

**JR Clark**  
Director, Accreditation Administration  
312.988.6750  
jr.clark@americanbar.org

**Andrew Crane**  
Program Specialist  
312.988.5132  
andrew.crane@americanbar.org

**Marsha Factor**  
Paralegal  
312.988.6747  
marsha.factor@americanbar.org

**Genevieve Ferraro**  
Manager, Legal Education Assessment Services  
312.988.6751  
genevieve.ferraro@americanbar.org

**Stephanie Giggetts**  
Deputy Managing Director  
312.988.5210  
stephanie.giggetts@americanbar.org

**Beverly Holmes**  
Program Associate  
312.988.6738  
beverly.holmes@americanbar.org

**Mary Kearin**  
Administrative Assistant  
312.988.5084  
mary.kearin@americanbar.org

**Sam Kwak**  
Manager, Legal Education Assessment Services  
312.988.5998  
sam.kwak@americanbar.org

**Fernando Mariduena**  
Paralegal  
312.988.6737  
fernando.mariduena@americanbar.org

**Donna Mosher**  
Executive Assistant to the Managing Director  
312.988.6746  
donna.mosher@americanbar.org

**Erin Ruehrwein**  
Section Director  
312.588.5512  
erin.ruehrwein@americanbar.org

**Adrienne Tucker**  
Senior Meeting Planner  
312.988.6749  
adrienne.tucker@americanbar.org

**Ken Williams**  
Data Specialist  
312.988.6739  
kenneth.williams@americanbar.org

**Kirsten Winek**  
Accreditation Counsel  
312.988.6714  
kirsten.winek@americanbar.org
SITE CHAIRS WORKSHOP

William Adams, Managing Director
Edwin J. Butterfoss, Senior Accreditation Counsel
August 24, 2020

SITE REPORT TEMPLATE AND SELF STUDY
The relatively new Site Report Template has been replaced by the “SEQ-SRT form”

- Fairly radical new approach (similar to other accrediting agencies)
- Combines SEQ narrative questions with Site Report Template into a single document

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.

School response:

Staff assessment:

_____ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

_____ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding (if required):
The Process

• **Step 1:** School completes SEQ-SRT form by providing responses to SEQ narrative questions in response boxes on the SEQ-SRT form
  
  • This is *no change* from what the School currently does—same 81 questions; different form

• Submits form *to Managing Director’s Office*—NOT the Site Team—*eight weeks* prior to visit (by uploading to the dashboard or emailing to the office)
The Process

• **Step 2:** Staff completes initial review

  • On the SEQ-SRT form submitted by the school, the staff:
    • inserts reports
    • indicates whether the information provided by each response is complete

  • SEQ-SRT form (with review) provided to Site Team and School
The Process

• **Step 3:** Site Team provides fact finding:
  • School responses are on the form—no need to rewrite the information
  • Reports already on the form
  • Staff guidance on what additional information might be required is on the form
  • Much more focused report
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.

School response [respond to each subsection (a)-(b)]:

(a) Yes. The first-year courses are taught predominantly by full-time faculty. Occasionally, emeriti faculty are to teach a doctrinal class, but only when unexpected circumstances make full-time faculty unavailable.

(b) Yes.
Staff assessment:

_X_ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

___ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Staff Insert Report: Contact Hours and Credit Hours.
### Report 9A: Contact Hours

<table>
<thead>
<tr>
<th>Category</th>
<th>Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Faculty Members - Total student contact hours for all courses</td>
<td>15252</td>
</tr>
<tr>
<td>Part-Time Faculty Members - Total student contact hours for all courses</td>
<td>6400</td>
</tr>
<tr>
<td>Percent of total student contact hours (all courses) taught by full-time faculty</td>
<td>0.70</td>
</tr>
<tr>
<td>Percent of total student contact hours (all courses) taught by part-time faculty</td>
<td>0.30</td>
</tr>
<tr>
<td>Full-Time Faculty Members - Total student contact hours for first-year courses</td>
<td>7254</td>
</tr>
<tr>
<td>Part-Time Faculty Members - Total student contact hours for first-year courses</td>
<td>998</td>
</tr>
<tr>
<td>Percent of total student contact hours/first-year courses only taught by full-time faculty members</td>
<td>0.88</td>
</tr>
<tr>
<td>Percent of total student contact hours/first-year courses only taught by part-time faculty members</td>
<td>0.12</td>
</tr>
</tbody>
</table>

### Report 9B: Credit Hours

<table>
<thead>
<tr>
<th>Category</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Faculty Members - Total student credit hours for all courses</td>
<td>478</td>
</tr>
<tr>
<td>Part-Time Faculty Members - Total student credit hours for all courses</td>
<td>223</td>
</tr>
<tr>
<td>Percent of total student credit hours (all courses) taught by full-time faculty</td>
<td>0.68</td>
</tr>
<tr>
<td>Percent of total student credit hours (all courses) taught by part-time faculty</td>
<td>0.32</td>
</tr>
<tr>
<td>Full-Time Faculty Members - Total student credit hours for first-year courses</td>
<td>161</td>
</tr>
<tr>
<td>Part-Time Faculty Members - Total student credit hours for first-year courses</td>
<td>16</td>
</tr>
<tr>
<td>Percent of total student credit hours/first-year courses only taught by full-time faculty members</td>
<td>0.91</td>
</tr>
<tr>
<td>Percent of total student credit hours/first-year courses only taught by part-time faculty members</td>
<td>0.09</td>
</tr>
</tbody>
</table>
Site Team Fact Finding (if required):

SEQ-SRT form example:

Site team Fact Finding
The Process

• **Step 4**: Final review by staff

  • Completed SEQ-SRT form is now the “Site Report”

  • Site Report sent to School for review
The Process

- Some things remain the same:
  - 81 questions

- Each question references a Standard or Standards

- Answer all questions—Indicate “NA” where not applicable or “no further information” if Site Team fact finding not required

- The SEQ-SRT form asks the questions needed to provide the information for the Council Decision Letter
SEQ-SRT form Goals

• Goals:
  • Streamline process
  • All information in one place; organization mirrors that of checklists for the Council
  • Reports can be 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—initial staff review designed to help.

• 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
• Reports are now inserted by staff in advance
• Be sure to review them for completeness and accuracy and state you have done so in the fact-finding box.
• The office can assist if 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/virtually (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/
Site Report Language Suggestions

1. Please be careful about cutting and pasting—should be unnecessary with the new SEQ-SRT form.

2. Please remove “our students,” “our faculty,” “we did this,” etc.

3. 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 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
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.” (See next slide)
SEQ-SRT directs specific Site Team fact finding:

Site Team Fact Finding:

The Site Team should answer the following questions:

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.
Submission of Report Template

• Report is due four weeks after the visit

  • Reach out to Bill if problems in meeting deadline

  • Site Team now reports specific fact-finding, no need to repeat (cut and paste) School’s response—all in the same document.
Staff Support

Staff will be assigned to schools

- Staff contact
  - Bill Adams, william.adams@americanbar.org, 312-988-5103
  - Stephanie Giggetts, Stephanie.Giggetts@americanbar.org, 312-988-5210
  - Ed Butterfoss, Edwin.Butterfoss@americanbar.org, 312-988-5297
  - Genevieve Ferraro, Genevieve.Ferraro@americanbar.org, 312-988-6751
  - Sam Kwak, Sam.Kwak@americanbar.org, 312-988-5998
  - Kirsten Winek, kirsten.winek@americanbar.org, 312.988.6714
2020 Using the Site Visit Tracking Dashboard

August 24 and 26, 2020
Ken Williams
Username is your school email or email you received to activate your account. If you have forgotten your password please contact us to reset your account.
Site Visit Tracking System Dashboard

To access your school’s current and past visit histories

To access your personal profile
# Site Visit Tracking System Dashboard

## Profile Details

### Organization Information
- **Organizational Name**: Generic University
- **Profile**: Site Visit Coordinator

### Member Information
- **Role**: Site Visit Coordinator
- **Address**: 321 Gaith Ave
- **City**: Chicago
- **State**: Illinois
- **Zip Code**: 60610
- **Education**: White
- **E-mail**: Administrator

---

*Welcome Ken Williams*
Site Visit Tracking System Dashboard

Site Visit List

<table>
<thead>
<tr>
<th>School Name</th>
<th>Type</th>
<th>From Date</th>
<th>To Date</th>
<th>Status</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generic University</td>
<td>Sabbatical</td>
<td>11/4/2020</td>
<td>11/6/2020</td>
<td>Team Published</td>
<td></td>
</tr>
<tr>
<td>Generic University</td>
<td>Every 7th year visit</td>
<td>09/1/2019</td>
<td>09/4/2019</td>
<td>Site Visit In Progress</td>
<td></td>
</tr>
</tbody>
</table>

Showing 1 to 2 of 2 entries

Click to access site visit page
Site team members and their contact information listed here.
Site Visit Tracking System Dashboard

Triggers “upload” window to select files you want to upload.

Will automatically sync reports from Questionnaire after final submission of AQ.
Where can I get help?

- Contact Ken Williams at kenneth.williams@americanbar.org or 312.988.6739
- Contact Andrew Crane at Andrew.crane@americanbar.org or 312.988.5132
Thank you!
ABA Section on Legal Education & Admissions to the Bar
Site Evaluation Report Template
Style Guidelines

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.
Other Aspects of the Virtual Site Visit

ABA Site Chairs Workshop
August 24, 2020
Dean Mary Lu Bilek
Ed Butterfoss
Before the Visit

• To pre-visit or not to pre-visit?
• Pre Covid-19
  • Pro:
    • Meet key people
    • See the space
    • Set the tone
    • Identify key issues
  • Con:
    • Time and expense
Before the Visit

• To pre-visit or not to pre-visit?
• During Covid-19
  • Virtual pre-visit is essential
    • Arrange technology
    • Set the tone
    • Review SEQ-SRT
• Con:
  • Time
Before the Visit

Communications with Team
- Timing of the visit
- Travel/hotel
- Assignments
- Indiv. Conversations
- On-Off-Site tech and work preferences
- Expectations
  - Time on-site during visit days
  - Pre-visit draft/Formatting
Before the Visit

Arrangements with school

- Travel/hotel
- Team Room
- Schedule, incl. Pres/Prov mtgs
- Meals (Breakfast, lunch, and dinner)
- Group Zoom meetings set up
- Tech for individual meetings
- Alumni/Bar Leader reception

Group Zoom meeting? Other?
Before the Visit

Communications with the Law School Community

• Email message
• Scheduling meetings with administrators? And faculty?
Before the Visit

- Materials on-site provided virtually (Dropbox?)
  - 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 group meeting?
• Alumni, bench, bar reception group meeting?
• Confidential mtgs and msgs
During the Visit

• Team on task?
  • Master chart

• Collect class/office visit forms (copies?) electronically

• Sensitive issues raised

• Team Zoom meetings/dinners

• Final Team Zoom meeting

• Zoom 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.
Goals of the session

- 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 workshop in context and maybe make it a little easier to understand/less overwhelming.
Overview of the session

- “Getting Ready: What Happens Before the Visit”
  - 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.)
Start at the end--where are we headed?

Goal: completed SEQ-SRT form

What is that??

- New document that combines SEQ narrative answers; initial review by staff; site team responses/fact-finding
- More on that later
How Do We Get There From Here?

- Appointed to team
- Receive assignment from site team chair
- Attend site team workshop
- Check self study due date
How Do We Get There From Here?

Procedures Memo: Procedures for Virtual Site Evaluation Visits

• Explains process
• Explains materials
• Includes:
  1. Sample schedule
  2. Class visit form
  3. Faculty office visit form

SEQ-SRT Form Instructions

In Workshop materials and available at: https://www.americanbar.org/groups/legal_education/accreditation/
Getting Ready: A Checklist for Team Members

Materials from the School:

- **Self Study**
  - Narrative responses (SEQ-SRT form)
  - Self Assessment

- **Required reports**

- **Required attachments**
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 or in the Dashboard (next)
Supported document types are pdf, xlsx, doc, docx, jpg, png, xls, txt, ppt, pptx, zip and file size should not exceed 50 MB.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>File Name</th>
<th>Version</th>
<th>Uploaded Date</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Questionnaire</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reports</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEQ Deans Signature page</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Study Narrative</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Law School Self Assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Law School Attachments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Getting Ready: A Checklist for Team Members

Review SEQ-SRT form

• Instructions
• Organization and administration, 1-19
• Program of legal education, 20-43
• Faculty, 44-55
• Students, 56-69
• Library and information resources, 70-77
• Facilities and equipment, 78-81
Getting Ready: A Checklist for Team Members

Team Zoom Call
- how the visit will work (Zoom calls)
- assignments
- tasks (faculty, class visits)
- schedule
- arranging appointments
- Arrange travel
Getting Ready: A Checklist for Team Members

Prepare for your section(s) of report:
- review “your” Standards
- relevant Guidance Memos https://www.americanbar.org/groups/legal_education/accreditation/consultants_memos/
- read School responses and materials relevant to your assignment
- Prepare tentative draft of your section(s) based on documents.
Getting Ready: A Checklist for Team Members

- Free up lots of time. *No, really.*

- So many materials. *So little luggage.* Straddling hard copies and thumb drives. The “Carpenter binder” includes schedule, roster of team and faculty, and SEQ and Template materials- SEQ-SRT form in your area.
Getting Ready Continued: A Checklist for Team Members

- Be prepared to speak at opening team meeting about your observations regarding the topics you have been assigned.
- Make travel arrangements to fly into and out of the visit with lots of time to spare.
- Be a good guest. Yeah, we knew you would!
Writing the Report: What does the Council need?

- 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*
Goal: completed SEQ-SRT form that provides the Council with all the facts necessary to determine compliance with the Standards.

What is the SEQ-SRT form??

- New document that combines SEQ narrative answers; initial review by staff; site team responses/fact-finding
School answers 81 questions (SEQ narrative answers), inserting answers in “response boxes” on the SEQ-SRT form

Office staff member reviews school responses

“The School’s response appears to provide sufficient facts . . . . No further information is required from the Site Team.”

The School’s response does not appear to provide sufficient facts . . . . Explain: [guidance for team]

Office staff inserts relevant Reports

Site Team provides fact finding in response boxes

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.

School response:

__________________________

Staff assessment:

_____ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

_____ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding (if required):

__________________________
Process:

- Completed form (School responses and initial staff review) sent to Site Team and School
- Goal: Provide Site Team and School guidance on questions/issues that need to be focused on
- Site Team role?
Your team needs to review the 81 questions:
• Confirm agreement with staff review finding “sufficient info”
• Respond to “insufficient” info identified by staff review
• Provide additional fact finding/info where required
• Identify any new issues that arise during visit

Fill in the Site Team “response box”
- “no further fact finding required”
- “Information verified correct”
- Provide add’l facts or identify issues/concerns
Reports and Attachments

- **Reports** are documents generated by ABA from data reported by the School (e.g. admissions report)
  - School is required to provide a number of these reports to the Site Team; several will be inserted by staff into SEQ-SRT form

- **Attachments** are school documents relevant to some questions (e.g. faculty handbook, non-discrimination policies)
  - Attachments are not inserted into SEQ-SRT form, but provide Site Team info needed to answer questions
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 or in the Dashboard (next).
<table>
<thead>
<tr>
<th>Document Name</th>
<th>File Name</th>
<th>Version</th>
<th>Uploaded Date</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Questionnaire</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reports</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEQ Deans Signature page</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Study Narrative</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Law School Self Assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Law School Attachments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How do I accomplish the goal?

- SEQ = Gold mine: Mine it!
  - Questions
  - Reports
  - Attachments

- Site Report Template = Yellow Brick Road:
  Follow it!
HOW DO I ACCOMPLISH THE GOAL?

Your assignment: specific questions

<table>
<thead>
<tr>
<th>Organization and Administration: Questions 1-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program of Legal Education: Questions 20-43</td>
</tr>
<tr>
<td>Faculty: Questions 44-55</td>
</tr>
<tr>
<td>Students: Questions 56-69</td>
</tr>
<tr>
<td>Library and Information Resources: Questions 70-77</td>
</tr>
<tr>
<td>Facilities, Equipment, and Technology: Questions 78-81</td>
</tr>
</tbody>
</table>

You will also be helping out with class and office visits
SEQ-SRT FORM EXAMPLE: THE SCHOOL’S QUESTION

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.

School response [respond to each subsection (a)-(b)]:

(a) Yes. The first-year courses are taught predominantly by full-time faculty. Occasionally, emeriti faculty are to teach a doctrinal class, but only when unexpected circumstances make full-time faculty unavailable.

(b) Yes.
Staff assessment:

_X_ The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

___ The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Staff Insert Report: Contact Hours and Credit Hours.
### Report 9A: Contact Hours

<table>
<thead>
<tr>
<th>Category</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Faculty Members - Total student contact hours (IL and upper level)</td>
<td>15252</td>
</tr>
<tr>
<td>Part-Time Faculty Members - Total student contact hours (IL and upper level)</td>
<td>6400</td>
</tr>
<tr>
<td>Percent of total student contact hours (all courses) taught by full-time faculty</td>
<td>0.70</td>
</tr>
<tr>
<td>Percent of total student contact hours (all courses) taught by part-time faculty</td>
<td>0.30</td>
</tr>
<tr>
<td>Full-Time Faculty Members - Total student contact hours for first-year courses</td>
<td>7254</td>
</tr>
<tr>
<td>Part-Time Faculty Members - Total student contact hours for first-year courses</td>
<td>998</td>
</tr>
<tr>
<td>Percent of total student contact hours/first-year courses only taught by full-time faculty members</td>
<td>0.88</td>
</tr>
<tr>
<td>Percent of total student contact hours/first-year courses only taught by part-time faculty members</td>
<td>0.12</td>
</tr>
</tbody>
</table>

### Report 9B: Credit Hours

<table>
<thead>
<tr>
<th>Category</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Faculty Members - Total student credit hours (IL and upper level)</td>
<td>478</td>
</tr>
<tr>
<td>Part-Time Faculty Members - Total student credit hours (IL and upper level)</td>
<td>223</td>
</tr>
<tr>
<td>Percent of total student credit hours (all courses) taught by full-time faculty</td>
<td>0.68</td>
</tr>
<tr>
<td>Percent of total student credit hours (all courses) taught by part-time faculty</td>
<td>0.32</td>
</tr>
<tr>
<td>Full-Time Faculty Members - Total student credit hours for first-year courses</td>
<td>161</td>
</tr>
<tr>
<td>Part-Time Faculty Members - Total student credit hours for first-year courses</td>
<td>16</td>
</tr>
<tr>
<td>Percent of total student credit hours/first-year courses only taught by full-time faculty members</td>
<td>0.91</td>
</tr>
<tr>
<td>Percent of total student credit hours/first-year courses only taught by part-time faculty members</td>
<td>0.09</td>
</tr>
</tbody>
</table>
Site Team Fact Finding (if required):
2020-21 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/
2020-2021 Self Study
Site Evaluation Questionnaire – Required Supplementary Materials
(to be used for site visits occurring in 2020-2021)
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 or in the Dashboard (next).
Supported document types are pdf, xlsx, doc, docx, jpg, png, xls, txt, ppt, pptx, zip and file size should not exceeded 50 MB.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>File Name</th>
<th>Version</th>
<th>Uploaded Date</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Questionnaire</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reports</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEQ Deans Signature page</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Study Narrative</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Law School Self Assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Law School Attachments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 VIRTUAL VISIT

Mary Lu Bilek
Dean and Professor of Law
CUNY School of Law

William E. Adams
Managing Director
Section of Legal Education and Admissions to the Bar
“Pre-Visits” for Virtual Visits

- Team Chair may ask for a virtual “pre-visit”
- An opportunity to discuss logistics, which may be even more appropriate with virtual visits in order to discuss how to handle logistics of virtual visit
  - Discuss potentially talking to administrators prior to official dates of the visit
- 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
  - Virtual visits should be completed by the end date of the visit dates

- Discuss team assignments with Chair
  - Discuss when virtual meetings may be held

- Find out from 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 available
- Talk to your administrators and staff about expectations
- Communicate with students about expectations
  - Address anxieties for students who may not understand purpose of visit
  - Let student leaders know if team wants to meet with them
Document Preparation

- Provide hard copy and flash drive of self study at same time self study is sent to team (8 weeks prior to visit)
  - 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](https://www.americanbar.org/groups/legal_education/resources/questionnaire.html)
Arrangements for providing materials to team

- Provide required materials electronically
  - Syllabi, exams, CV’s, assessments, complaints, student evaluations, etc. (description found on Section website questionnaire link https://www.americanbar.org/groups/legal_education/resources/questionnaire.html)

- Have class schedules available
- Faculty roster and contact information
- 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

Communicate with Chair about problems

- Terminations or replacements of Dean, President, etc.

Communicate with ABA if problem cannot be resolved

- Bill Adams
- Genevieve Ferraro
- Sam Kwak
THE ABA SITE VISIT: THE FACULTY SECTION

ABA SITE EVALUATION WORKSHOP
AUGUST 26, 2020
ED BUTTERFOSS
THE FACULTY SECTION

- 5 Standards (Chapter 4: Standards 401-405)
- 12 Questions (Ques. 44-55 in new SEQ-SRT form)
- 4 Attachments to SEQ
- 3 Reports in SEQ-SRT form
- 3 Sets of Documents Required “on Site” (Dropbox?)
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 or in the Dashboard (next).
<table>
<thead>
<tr>
<th>Document Name</th>
<th>File Name</th>
<th>Version</th>
<th>Uploaded Date</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Questionnaire</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reports</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEQ Deans Signature page</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Study Narrative</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Law School Self Assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Law School Attachments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.
• REPORTS:
• Question 45: Standard 402 and Definition 7.
  • Report 8: Full Time Faculty Profiles

• Question 46: Standard 403(a).
  • Report 4: Teaching Resources
  • Report 9: 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”:

- 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 44: Standard 401.

Question 47: Standard 403(b) and Interpretation 403-1.

- Student evaluations of faculty for the two most recently completed academic years.
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
Before the Visit:

• 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
- List of Faculty Committee Assignments
- List of Faculty Service and Pro Bono Activities
- Schedule of Courses Meeting during Visit (time, professor, room number, how to access, 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 selected 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.
After the Visit:

➢ Finalize Report

✓ Report that data in charts has been verified.

✓ Do not identify individual faculty in terms of teaching, scholarship, etc.

✓ Do not include data about salary, amounts of stipends, or fringe benefits.
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 in a Dropbox (or similar)
  - Double check info in Reports
  - Review your website for accuracy
Before the Visit:

✓ Prepare faculty
  
  o Be in their offices available for Zoom calls
  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 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 the 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) [Standard 402]. 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 whether 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) [Standard 402 and Interpretation 402-2]. 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) [Standard 403(b)]. 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.
- Important factors are apparent level of preparation by faculty and students, the rigor of the interactions, and the level of engagement by students.
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 [Standard 404(a)]. 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 [Standard 405(b) - Academic Freedom]. 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 (adjuncts?). 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 [Standards 405(c) and (d)]. 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 SEQ-SRT form. If you have questions, or issues appear to be present, speak with the chair.
THE ABA SITE VISIT:
THE STUDENT SECTION

ABA Site Evaluation Workshop
August 26, 2020
Stephanie Giggetts
Genevieve Ferraro
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

- Review Site Visit Procedures
- Complete/Review SEQ-SRT Form
- Provide List of/Arrange Visits with Key Personnel
- Develop a Schedule for Visit
- Assemble Files Electronically
- Prepare Statement for First Team Meeting
KEY PERSONNEL

Director/Assoc. Dean of Admissions

Director of Career Services

Director of Financial Aid

Director/Assoc. Dean of Students

Assoc. Dean of Academic Affairs
WHAT TO DO DURING THE VISIT

- Admissions
- Bar Pass
- Student Services
Admissions and First Year Class Profile Chart

Bachelor’s Degree Required-October 15th

Admission Test other than LSAT

Character and Fitness

Readmission

Credit for Prior Law Study
Ultimate Bar Pass Reporting

First-Time 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
Students Opinions on Availability and Satisfaction with Services

Academic Advising Accommodations

Career Services Complaint Process

Records Registration
WHAT TO DO AFTER THE VISIT

1. **Make**
   - Make post-visit contacts for any missing information after conferring with chair.

2. **Draft and finalize**
   - Draft and finalize your section of the report using the SEQ-SRT form.

3. **Respond**
   - Respond promptly to post-visit questions; Review and prepare response to report.

4. **Complete**
   - Complete the Survey for Site Team Members.
After the Virtual Visit

On-Site Visit

Limited Team

When Travel is Feasible
The ABA Site Visit:
Organization and Administration

ABA Site Evaluation Workshop
August 26, 2020
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
Site Visitors: What to do **before** the visit

Arrange Meeting with Key Personnel

- 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
• Covid response

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 it 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 CDO 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 201. 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) Describe the Law School’s annual budget development and monitoring process, including which persons or groups are involved in the process. Insert Reports #3 and #4: Expenditure Summary and Revenue Summary.

(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.

(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 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.

(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) 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?

(b) Describe the manner in which 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?

(c) Based on the relevant attachments (i.e., 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) 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.
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

Non-Discrimination, Equality of Opportunity, Diversity and Inclusion

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

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

(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.
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) Explain 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. 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).

*Note:* There are similar questions for **adjunct faculty and staff**.

(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
MANAGING DIRECTOR
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
Guidance Memo

A full set of learning outcomes is to be in place

The Standard sets out minimum competency categories

Describe what school has implemented
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 Learning Standard 303,

- 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
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)
Distance Education (amended)

- Technological capacity, staff and facilities
- Interaction between faculty and students, monitoring of student effort
- Up to one-third of credits required for graduation to be offered by distance education
- Up to 10 credits in the first year (how verified)
- Process for verifying student identity
- Now a Substantive Change
- Schools permitted to not count credits toward limits during pandemic
Standard 307

- 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.

- New 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
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
- 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
Guidance Memo

Is the school engaging in ongoing evaluation

- How
- How will it use the results

Interpretation 315-1 lists various examples of methods of doing outcome evaluations
Standard 313

- 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

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
August 24, 2020
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?

Some of this will change with the SEQ-SRT form and virtual meetings

• 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 (70)
• Develop relationship with faculty, students & administration (70)
• Engage in regular planning & assessment (71)
• Remain informed on and implement technology (70)
• Prepare and administer budget (72)

How does law school provide sufficient financial resources? (72)
Standard 602 – Administration

• Does Law School have sufficient autonomy to direct growth & development of Law Library (73)
• Do Director & Dean, along with faculty, determine library policy (73)
• Are Director & Dean responsible for personnel, services, & collection (73)
• Is Law Library part of University system? (73)
Standard 603 – Director

- Is Director full-time (What are other duties or responsibilities?) (74)
- Method of selection & retention (74)
- Academic qualifications & experience in law library administration (74)
- Faculty appointment & status (74)
Standard 604 – Personnel

• Briefly describe staffing (Do not include names) (75)
• Note issues raised by staff, faculty, students that speak to sufficiency
Standard 605 – Services

Briefly describe:
• Reference support (70)
• Participation in instruction (70)
• Support for faculty scholarship (70)
• Method for bibliographic control of collection (70)
Standard 606 – Collection

• Core collection (76)
• Is there written collection development plan and when last revised (77)
• Space & equipment (numbers) (79)
Standard 701 – General Requirements for Facilities, Equipment & Technology

- Specific facilities described in 702
- What is “negative & material effect”
- Brief description of Law School technology (78)
- Brief description of technology staff and space (78)
- Brief description of support for Law School technology (78)
- When was building constructed or renovated (78)
Standard 702 – Facilities

• Number of classrooms & seating – any problems scheduling classes (79)
• Library physical plant – any complaints from students or faculty (79)
• Number of offices for support staff (79)
• Number of faculty offices – any complaints about space (79)
• Space for adjunct faculty to conduct conferences (79)
• Storage space (79)
• Clinical space (79)
• Study space (for quiet study and group study) (79)
• Accommodations for persons with disabilities (80)
• Control of space (81)
For more information:

The Exit Interview…

Coming to a School Near You!

Starring

Mary Lu Bilek - Dean
Scott Pagel – Site Team Member
Camille deJorna-Moderator

The Site Team
The Exit Interview

- Purpose of the Exit Interview and Getting Ready
- Role of the team
- Role of the school
- The Dean’s exit interview and University/Board’s exit interview
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
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 University/Board leadership**
  Observations on findings. No surprises.

Site Visit Ends

School: Hurray!!

Team: “Remember Deadlines!”
Let’s drop in on a sample portion of an exit interview.
34 C.F.R. 602.16(c)
- Agency must effectively address the quality of an institution’s distance education
- Agency is not required to have separate standards, procedures or policies for the evaluation of distance education

34 C.F.R. 602.16(a)(1)—Agency must demonstrate it has standards that are sufficiently rigorous to ensure that the agency is a reliable authority. . . The agency meets this requirement if it’s standards effectively address the quality in the following areas:
- Success with respect to student achievement in relation to the institution’s mission. . . Including, as appropriate, consideration of State licensing requirements, course completion, and job placement rates.
- Curricula
- Faculty
- Facilities, equipment, and supplies
- Fiscal and administrative capacity
- Student support services
- Recruiting and admissions practices, academic calendars, catalogs, publications, grading and advertising
- Measures of program length and the objectives of the degrees or credentials.
- Records of student complaints
- Record of compliance with Title IV
Standards and Rules-Definitions

Definitions:

(6) “Distance education course: means 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.

(7) “Distance Education J.D. Program” means a program where a law school grants a student more than one third of the credit hours required for the J.D. degree for distance education courses.
Standard 105

Acquiescence for Substantive Change in Program or Structure

(a) Before a law school makes a substantive change in its program of legal education or organizational structure, it shall obtain the acquiescence of the Council for the change. A substantive change in program or structure that requires application for acquiescence includes:

... (12) The addition of courses or programs that represent a significant departure from existing offerings or method of delivery since the latest site evaluation including instituting a new full-time or part-time division, instituting a Distance Education J.D. Program, or establishing a new or different program leading to a certificate or degree other than a J.D. degree.
(a) A law school shall require, as a condition for graduation, successful completion of a course of study of not fewer than 83 credit hours. At least 64 of these credit hours shall be in courses that require attendance in regularly scheduled classroom sessions or direct faculty instruction.

(d) Credit for a 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.

(e) A law school may grant up to 10 credit hours required for the J.D. degree for distance education courses during the first one-third of a student’s program of legal education.
Interpretation 311-1

(a) In calculating the 64 credit hours of regularly scheduled classroom sessions or direct faculty instruction for the purpose of Standard 311(a), the credit hours may include:

(3) Credit hours earned through distance education; and
Standard 511 Verification of Student Identity

A Law School shall verify that a student who registers for any distance education course is the same student that academically engages in the course.
Rule 24: Application for Acquiescence in Substantive Change

(a) Substantive changes requiring application for acquiescence include:

…

(12) The addition of courses or programs that represent a significant departure from existing offerings or method of delivery since the latest site evaluation including instituting a new full-time or part-time division, instituting a Distance Education J.D. Program, or establishing a new or different program leading to a certificate or degree other than a J.D. degree.

…

(i) The decision of the Council granting acquiescence in a substantive change to institute a Distance Education J.D. Program under Rule 24(a)(12) may be for a term certain and can be extended once, with the extension being for either a further term certain or indefinite, but subject to revocation.

(j) The decision granting acquiescence in a substantive change to institute a Distance Education J.D. Program may require the law school to report to the Managing Director or the Council regularly as specified in the decision.