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SECTION OF LEGAL EDUCATION AND ADMISSIONS TO THE BAR
AMERICAN BAR ASSOCIATION

ABA Site Evaluation Workshops – Workshop for Site Team Chairpersons

Saturday, August 26, 2017

Westin River North Hotel
320 North Dearborn Street
Chicago, IL 60654

Meeting: ABA - Board Rooms (North, Central, and South), 21st Floor
321 North Clark Street, Chicago, IL 60654

Workshop Information and Agenda

Hotel Information: Westin River North Hotel, 320 North Dearborn, Chicago, IL 60654

Dinner: Friday, August 25 at 7:00 p.m. at McCormick & Schmick's located 1 East Wacker Drive. Please meet in the hotel lobby at 6:45 p.m. for a short walk to dinner (.2 mile/4-minute walk).

Meeting Schedule: Continental breakfast beginning at 8:00 a.m. on the 21st Floor. The meeting will begin at 8:30 a.m. and conclude no later than 3:00 p.m.

Organization of the Workshop: We will proceed through the agenda set out below, in roughly the order presented. Please come with questions in mind and prepared to actively participate in the discussion. Workshop participants are experienced site evaluators and chairs. We intend to proceed in an open discussion format.
AGENDA

8:30  Workshop Welcome and Introductions - Camille deJorna, Maureen O’Rourke

The workshop will have these goals:

- Introduce new and revised standards
- Review updates to the site report template
- Review Council and Accreditation Committee applications of the Standards
- Provide Training on Distance Education
- Provide training for site team chairs about their role before, during and after the site visit
- Encourage discussion and exchange of ideas and best practices

Conversation topics will include:

- 2017 Self Study
- Teams verify information on site report template
- Doing the chair’s job
- Common Problems
- Council and Accreditation Committee application of the Standards

9:00  DOE and Section Updates - Barry Currier, Stephanie Giggetts

9:30  Updates on the Self Study and Site Report Template - Bill Adams, Scott Bales

Recent changes to our process designed for ease, efficiency and more integration, Site Report/Template updates, RSR Template explained, significance of the changes for the Accreditation Committee, updates on transition work on the questionnaires. Why this will mean changes in preparing for the visit, making team assignments, organizing arrangements and preparing the final report. Guidance Memos.

Discuss

- HOW TO GET TEAM MEMBERS TO DO WHAT WE/YOU NEED THEM TO DO

10:15  AALS Role in the ABA Site Visit - Judy Areen
10:30 Break

10:45 Focus on Standards - Bill Adams, Pam Lysaght

Standards for Discussion:

- 204 SELF STUDY
- 205 NON-DISCRIMINATION AND EQUALITY OF OPPORTUNITY
- 302 LEARNING OUTCOMES
- 303 CURRICULUM AND EXPERIENTIAL LEARNING REQUIREMENT
- 304: SIMULATION COURSES, LAW CLINICS, AND FIELD PLACEMENTS
- 305: OTHER ACADEMIC STUDY
- 307(a): STUDIES, ACTIVITIES, AND FIELD PLACEMENTS OUTSIDE THE UNITED STATES
- 310 DETERMINATION OF CREDIT HOURS FOR COURSEWORK
- 311-1 ACADEMIC PROGRAM AND ACADEMIC CALENDAR
- 314 ASSESSMENT OF STUDENT LEARNING
- 315 PROGRAM EVALUATION
- 316 BAR PASSAGE
- 403 INSTRUCTIONAL ROLE OF FACULTY
- 501/503 ADMISSIONS/ADMISSION TEST
- 502(B) – 3+3
- Interim Monitoring

DISCUSSION OF REQUIRED DISCLOSURES:

- 504
- 509 B,C,D,E
- 510
- Employment Questionnaire (EQ)

11:45 Reflections on a Site Visit: A Dean's Perspective, A Chair's Perspective - Maureen O’Rourke, Mary Lu Bilek

12:15 Lunch Roundtable Discussions on “Doing the Chairs Job”
1:30  After the Visit - Ed Butterfoss

- GETTING THE REPORT DONE ON TIME
- INTERNAL REVIEW AND POST-SUBMISSION EDITS
- CONFIDENTIALITY

2:00  Distance Ed Training

2:30  Questions - Wrap-up
## Attendees

<table>
<thead>
<tr>
<th>Chair Attendees</th>
<th>Section Staff</th>
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<tbody>
<tr>
<td>Applegate, John</td>
<td>Adams, William</td>
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<td>Askew, Hulet</td>
<td>Butterfoss, Edwin</td>
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<td>Bateson, Ann</td>
<td>Currier, Barry A.</td>
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<td>Bilek, Mary Lu</td>
<td>deJorna, Camille</td>
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<td>Brennen, David</td>
<td>Giggetts, Stephanie</td>
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<td>Cervenka, Patricia</td>
<td>Kearin, Mary</td>
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<td>Holmes, Gilbert</td>
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<td>Jerry, IL, Robert</td>
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<td>Johnson, Jr., Alex</td>
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<td>Klein, James</td>
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<tr>
<th>Other Attendees</th>
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<tbody>
<tr>
<td>Lysaght, Pamela</td>
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<td>Maisel, Peggy</td>
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<td>Matasar, Richard</td>
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<td>Rasmussen, Robert</td>
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<td>Schneider, Pauline</td>
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<td>Vickrey, Barry</td>
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Organization, Administration, Institutional Planning, and Finances

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) For provisionally approved Law Schools, include the dates of all prior site evaluations.

   **General Information: Required Supplementary Materials**

   **Provide the following report:**
   Report #1: J.D. and non-J.D. Enrollment

2. Accreditation History.

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

(b) For provisionally approved Law Schools, include all matters called to the attention of the Law School in the Council’s or Accreditation Committee’s most recent decision letter.

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

3. Standards 201 and 201(e).

(a) 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.

(b) List 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 reaccredited.

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

(d) 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.

(e) 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).
Standards 201 and 201(e): Required Supplementary Materials
Attachment #1: An organizational chart of the University.

Attachment #2: For an independent Law School, the Law School’s basic governance documents (such as a charter or institutional bylaws).

Attachment #3: The most recent Dean’s report(s) to the President, Board of Trustees, and/or alumni, if any.

4. Standard 201(d).

If separate policies at the Law School are used to address any inconsistencies between the University’s policies and ABA Standards, describe the policies and how they have been implemented. (e.g., policies on academic freedom, nondiscrimination, tenure)

5. Standards 201(a) and 201(c).

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.


(a) Does the Dean devote full professional time to the Law School? If not, explain. Describe how the Dean has the authority and support necessary to discharge the responsibilities of the position.

(b) Does the Dean hold appointment as a member of the faculty with tenure? If not, explain.

Standard 203: Required Supplementary Materials
Attachment #4: Current resume of the Dean.

Attachment #5: An organizational chart of the Law School.

Attachment #6: The list of current faculty committees, together with the membership rosters for each.

7. Standard 203(c) and Interpretations 203-1 through 203-3.

If the Dean was appointed since the last site evaluation, describe how the procedure used to select the Dean ensured meaningful involvement by the faculty or a representative body of the faculty. If there is a current dean search in progress, describe how the process to select a dean ensures meaningful involvement by the faculty or a representative body of the faculty.

8. Standard 204.

(a) Describe the process that was used to prepare the Law School Self Assessment, including a description of the Dean's and faculty's involvement in the processes.

(b) For Law Schools seeking provisional approval, provide a thorough review of the Law School's feasibility study and reliable plan for coming into compliance with the Standards. Discuss the
9. 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:
   (1) an accounting and explanation from the University for all charges and costs assessed against resources generated by the Law School; and
   (2) an accounting and explanation from the University for any use of resources generated by the Law School to support non-law school activities and central University services.

Standards 202(b) and 202(e) and Interpretation 202-1: Required Supplementary Materials

Note: See Question 10 for all required supplementary materials for Standard 202.

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

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

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

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

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

(e) For Law Schools that are part of a University:
   (1) Describe the University financial projection process, indicate how many years are projected, and describe how future projected deficits, if any, will be met.
   (2) Describe how any University current fiscal year operating deficit would be met.

(f) Describe any significant litigation affecting the Law School or University, 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 bonding ratings since the last review.

**Standard 202: Required Supplementary Materials**
Attachment #7: A financial statement for the current fiscal year and audited financial statements for the previous two fiscal years, including supplementary schedules and management letters, for the Law School’s parent University or for the independent Law School or its parent.

Attachment #8: The budget for the University and the Law School for the current fiscal year.

Attachment #9: Future-year(s) budgetary projections, if available. Include Law School projections as well as University projections.

Attachment #10: The most recent budget-to-actual revenue and expenses report and the written report of the analysis of the variances, if available. Include Law School reports as well as University reports.

Attachment #11: If a Law School is part of a University, provide copies of accountings and explanations as required by Standard 202(b) for each of the current and previous two fiscal years.

Attachment #12: A summary of the endowment and quasi-endowment funds (and those acting as endowments), or permanently and temporarily restricted investment funds for non-profit entities, held by or on behalf of the Law School for the current and previous two fiscal years. For funds held on behalf of the Law School, identify the nature of the funds and the conditions under which the Law School or University may access these funds.

Attachment #13: A summary of the Law School’s current long-term debt, including debt service schedules.

Attachment #14: A copy of the Law School’s most recent budget presentation to the University.

Attachment #15: If the University or Law School has a bond rating from a national rating agency, the most recent general rating report from the agency.

**Provide the following reports:**
Report #2: University Income/Expenses
Report #3: Expenditure Summary
Report #4: Revenue Summary
Report #5: Reserves

**Program of Legal Education**

11. **Standard 311(a) and Interpretation 311-1.**

(a) Does the Law School require successful completion of at least 83 credit hours for graduation? Provide a citation and/or link to the applicable rule or policy.
(b) How does the Law School ensure that of these credits hours, at least 64 are earned through attendance in regularly scheduled classroom sessions or direct faculty instruction?


(a) Describe the Law School’s policies and procedures for determining the credit hours that it awards for coursework, including how it assesses the amount of out-of-class student work required in each course. Indicate where in the Law School’s rules and regulations the policies and procedures are published.

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

**Standard 310: Required Supplementary Materials**
Attachment #16: The Law School’s written policies and procedures for determining the credit hours that it awards for coursework.

13. Standards 311(b) and 311(d) 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 monitor 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 is in the student’s file. Describe any circumstances (and the documentation in the student’s file) in which the Law School has allowed a student to exceed the 84-month limitation in Standard 311(b).

(c) Does the Law School prohibit the granting of credit toward the J.D. degree for coursework taken prior to a student’s matriculation in a law school, including for coursework taken in a pre-admission program, except for credit that may be granted pursuant to Standard 505?


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

15. Standard 312.

(a) If the Law School has a part-time division that has received acquiescence from the Council, describe how the Law School provides students in that part-time division with reasonably comparable opportunities for access to:
   (i) the Law School’s program of legal education;
   (ii) courses taught by full-time faculty;
   (iii) co-curricular programs;
   (iv) other educational benefits.
(b) If the Law School allows students who are not enrolled in a part-time division to take a reduced load, describe how the Law School provides those students with reasonably comparable opportunities for access to:

(i) the Law School’s program of legal education;
(ii) courses taught by full-time faculty;
(iii) co-curricular programs;
(iv) other educational benefits.

**Standard 312: Required Supplementary Materials**
Attachment #17: For schools with more than one enrollment or scheduling option, class schedules for the current and preceding academic years.

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

Describe the learning outcomes that the Law School has identified.

17. Standards 301(a) and 303.

(a) Describe how the Law School maintains a rigorous program of legal education that prepares its students, upon graduation, for admission to the bar and for effective, ethical, and responsible participation as members of the legal profession.

(b) Describe the required first-year curriculum, including a list of the courses required and the number of credits. (Include a chart if it facilitates the response.)

**Standards 301 and 303: Required Supplementary Materials**

**Provide the following report:**
Report #6: Curriculum Summary

**Provide the following on-site:**
Assessments and course syllabi for the previous academic year.

18. Standards 301(a) and 303.

(a) Describe the required upper-level curriculum, including a list of the courses required and the number of credits. (Include a chart if it facilitates the response.)

(b) Describe any other requirements (e.g., pro bono participation, number of semesters) a student must complete to receive a J.D. degree.


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

(b) If the Law School does not already require a course of at least two credit hours in professional responsibility, report on progress toward meeting this requirement and describe how the Law School ensures that each student who enrolled prior to Fall 2016 receives substantial instruction
in the history, goals, structure, values, rules, and responsibilities of the legal profession and its members.

20. **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 experiences, 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.

21. **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 experiences, include factual detail such as class size, the number and nature of the writing assignments, opportunities to meet with the writing instructor, reliance on teaching assistants, use of peer assessments, and the extent of faculty supervision.

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

22. **Standard 303(b)(1).**

(a) Describe how the Law School offers substantial opportunities for law clinics or field placements.

(b) For the current and previous two academic years, state the number of seats available in law clinics and field placements and how many were filled.

**Standard 303(b)(1): Required Supplementary Materials**

Provide the following report:

Report #6: Curriculum Summary

23. **Standard 303(a)(3) and Standard 304.**

(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 applies 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, describe how the Law School ensures that each student receives 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) 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?


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 Standard 304(a) [direct faculty supervision of student performance; opportunities for performance, faculty feedback, and self evaluation; and a classroom instructional component] as well as Standard 303(a)(3)?

**Standard 304(a): Required Supplementary Materials**

*Provide the following on-site:*
For any simulation course, a syllabus or other document demonstrating compliance with Standard 304(a).

25. Standard 304(b).

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 Standard 304(b) [direct faculty supervision of student performance; opportunities for performance, faculty feedback, and self evaluation; and a classroom instructional component] as well as Standard 303(a)(3)?

**Standard 304(b): Required Supplementary Materials**

*Provide the following on-site:*
For any law clinic, a syllabus or other document demonstrating compliance with Standard 304(b).

26. Standard 304(c). Domestic Field Placement Program

(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 Standard 304(c) [direct supervision of the student’s performance by a faculty member or site supervisor; opportunities for performance, feedback from either a faculty member or a site supervisor, and self-evaluation; a classroom instructional component, regularly scheduled tutorials, or other means of ongoing, contemporaneous, faculty-guided reflection; evaluation of each student’s educational achievement by a faculty member; and sufficient control of the student experience to ensure that the requirements of the Standard are met] as well as Standard 303(a)(3)?

(b) Demonstrate how the Law School’s field placement program provides the following:
(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) A method of maintaining records to document the steps taken to ensure compliance with the Standard.

**Standard 304(c): Required Supplementary Materials**

**Provide the following on-site:**
For any *domestic* field placement program, provide a syllabus or other document demonstrating compliance with Standard 304(c).

Any manuals or instructions developed for the training of site supervisors involved with field placement programs.

A list of all current academic year field placement site supervisors with addresses, emails, and phone numbers.

**27. Standard 304(c). Field Placements Outside the United States**

(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 Standard 304(c) [direct supervision of the student’s performance by a faculty member or site supervisor; opportunities for performance, feedback from either a faculty member or a site supervisor, and self-evaluation; a classroom instructional component, regularly scheduled tutorials, or other means of ongoing, contemporaneous, faculty-guided reflection; evaluation of each student’s educational achievement by a faculty member; and sufficient control of the student experience to ensure that the requirements of the Standard are met] as well as Standard 303(a)(3)?

(b) Demonstrate how the Law School’s field placement program provides the following:
(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) A method of maintaining records to document the steps taken to ensure compliance with the Standard.

**Standard 304(c): Required Supplementary Materials**

**Provide the following on-site:**
For any field placement program *outside the United States*, provide a syllabus or other document demonstrating compliance with Standard 304(c).

Any manuals or instructions developed for the training of site supervisors involved with field placement programs.
A list of all current academic year field placement site supervisors with addresses, emails, and phone numbers.

28. Standard 303(b)(2) and Interpretations 303-3 and 303-4; Standard 403(b).

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

29. Standard 305(a) through 305(c).

If academic credit is given for participation in the Law School’s law review(s), moot court program(s), and any other competition(s), indicate for each such program the number of credit hours permitted and how each student’s academic achievement is evaluated by a faculty member.


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

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

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

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

(4) how the Law School ensures that a student may be granted no more than 15 credit hours of distance education toward the J.D. degree;

(5) how the Law School ensures that a student has completed instruction equivalent to 28 credit hours toward the J.D. degree before enrolling in a distance education course; and

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

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


(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 ensures that students do not earn credits exceeding one-third of the credits required for the J.D. degree for participating in (1) studies or activities outside the United States that are approved in accordance with Criteria as adopted by the Council, and (2) field placements outside the United States that are not held in conjunction with such programs.
Standard 307: Required Supplementary Materials

Provide the following reports:
Report #7A: Summer/Intersession Programs for the Law School’s Own Students
Report #7B: ABA-Approved Summer/Intersession Programs
Report #7C: ABA-Approved Semester/Year-Long Study Abroad Programs
Report #7D: Number of Students Earning Credit Towards the J.D. Degree at a Foreign Institution

Provide the following on-site:
Copies of individual written plans required by Criterion I.A.4.(b) of the Criteria for Accepting Credit for Student Study at a Foreign Institution for the current and previous two academic years.

32. Standard 308(a).

(a) Provide 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 how the Law School ensures adherence to those policies.

Standard 308(a): Required Supplementary Materials
Attachment #18: The Law School’s applicable standards for
(1) regular class attendance;
(2) good standing;
(3) academic integrity;
(4) graduation; and
(5) dismissal.

Attachment #19: Any Law School grade distribution policy, mandatory or otherwise.

Provide the following report:
Report #8: Non-transfer Attrition Rates

33. Standard 308(b).

(a) Describe the Law School’s due process policies with regard to taking action that adversely affects a student’s good standing or graduation. Indicate where in the Law School’s rules and regulations the policies are published.

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

Standard 308(a): Required Supplementary Materials
Attachment #20: The Law School’s written due process policies with regard to taking action that adversely affects a student’s good standing or graduation.
34. Standard 309(a).

(a) Describe how the Law School communicates its academic standards and graduation requirements to students.

(b) Describe how the Law School provides guidance on course selection.

35. Standard 309(b).

Describe the academic support services provided to students, including program content, goals, staffing, selection process, and efforts to evaluate the effectiveness of the program. Indicate the criteria for eligibility to participate and the criteria for mandatory participation, if any.


(a) If the ABA is mentioned in reference to any non-J.D. degree or certificate program on the School’s website or in promotional/marketing materials distributed to potential students, provide the language used.

(b) If non-J.D. students are permitted to enroll in J.D. courses, what are the Law School’s policies concerning such enrollment? If non-J.D. students are permitted to enroll in limited-enrollment J.D. courses, list all classes from which J.D. students were excluded due to the enrollment of non-J.D. students and provide the number of J.D. students that were excluded. 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.

Standard 313: Required Supplementary Materials

Provide the following reports:
Report #9A: Non-J.D. Program Enrollment
Report #9B: Non-J.D. Students Enrolled in J.D. Courses


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.

38. Standard 315 and Interpretation 315-1.

Explain how the Law School conducts an ongoing evaluation of its program of legal education, learning outcomes, and assessment methods.

Faculty


Summarize the qualifications and experience of the faculty, including their academic qualifications, experience in teaching or practice, teaching effectiveness, and scholarship.
Standard 401: Required Supplementary Materials

Provide the following report:
Report #10: Faculty Profiles – All

Provide the following 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.

40. Standard 402, Interpretation 402-1, and Definition 7.

Standard 402, Interpretation 402-1, and Definition 7: Required Supplementary Materials

Provide the following report:
Report #11: Teaching Resources

41. Standard 402, Interpretation 402-1, and Definition 7.

(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.

42. Standard 402 and Interpretation 402-2.

(a) 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.

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

43. Standard 403(a).

(a) Provide information to demonstrate that the full-time faculty teach substantially all of the first one-third of each student’s coursework.

(b) Provide information to 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.

Standard 403(a): Required Supplementary Materials

Provide the following reports:
Report #12: Student Contact Hours – Full-Time and Part-Time Faculty
Report #13: Faculty Summary
44. Standard 403(b) and Interpretation 403-1.

(a) Describe how the Law School ensures the teaching effectiveness of full-time faculty.

(b) Describe how the Law School ensures the teaching effectiveness of non-full-time faculty.

   **Standard 403(b) and Interpretation 403-1: Required Supplementary Materials**

   Provide the following on-site:
   Student evaluations of faculty for the two most recently completed academic years.

45. Standards 205(b) and 205(c) and Interpretations 205-1 through 205-5.

(a) Provide the applicable (University or Law School) nondiscrimination policy on race, color, religion, national origin, gender, sexual orientation, age, and disability regarding **faculty and staff**.

(b) If the Law School is part of a University, indicate if the Law School has a nondiscrimination policy that is separate from that of the University.

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

   **Standards 205(b) and 205(c) and Interpretations 205-1 through 205-5: Required Supplementary Materials**

   Attachment #21: A copy of the Law School’s and/or University’s (if the Law School is covered by the University’s) nondiscrimination/EEO policy relating to **faculty and staff**. If the policy is located on the Law School’s or University’s website, also provide the URL.

46. Standard 206(b).

For the current and the previous two academic years, 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.

   **Standard 206(b) [full-time faculty]: Required Supplementary Materials**

   Provide the following report:
   Report #14: Faculty Recruitment

47. 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 faculty that is diverse with respect to gender, race, and ethnicity. Describe the results of these efforts.

   **Standard 206(b) [non-full-time faculty]: Required Supplementary Materials**

   Provide the following report:
48. **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 a staff that is diverse with respect to gender, race, and ethnicity. Describe the results of these efforts.

49. **Standard 404.**

(a) Describe the Law School’s policies regarding the responsibilities of full-time faculty. Indicate where the policies are published.

(b) With respect to the responsibilities of full-time faculty, describe how the full-time faculty collectively:
   1. is involved in 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. is involved 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. is actively engaged in scholarship as defined by the Law School;
   4. provides 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. provides service to the profession; and
   6. provides service to the public, including pro bono activities.

(c) Indicate how the Law School ensures adherence to those policies.

**Standards 404(a)(1) through 404(a)(6): Required Supplementary Materials**

Attachment #22: Law school (as distinct from University) policies with respect to a faculty member’s responsibilities in teaching, scholarship, service to the Law School community, and professional activities outside the Law School, if any.

50. **Standard 404(b).**

(a) Describe the steps that the Law School takes to encourage faculty members to meet their responsibilities of service to the Law School, University, the profession, and the public, including participation in pro bono activities.

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

51. **Standard 405(a).**

For the current and previous two academic years:

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

(b) State the names and ranks of those who have been added to the faculty.
(c) State the number, position, and the circumstances if offers of a faculty position have been declined.

**Standard 405(a): Required Supplementary Materials**
Attachment #23: The Law School faculty handbook(s), bylaws, and constitution, if any.

Attachment #24: The Law School's academic freedom, tenure, and promotion policies and procedures.

Attachment #25: 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.

52. **Standard 405(b) and Interpretations 405-1 through 405-4; Standard 201(b).**

(a) State whether the Law School has an established and announced policy with respect to tenure. Briefly summarize the policy.

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

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

53. **Standard 405(b).**

(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).

54. **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.

55. **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. Indicate if there are no clinics.

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

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

Explain the steps the Law School takes to attract and retain a faculty well-qualified to provide legal writing instruction as required by Standard 303(a)(2).

Students


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

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

(c) 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.

Standard 501: Required Supplementary Materials
Attachment #26: The Law School’s application for admission.

Attachment #27: The published statement of the Law School’s standards for admission.

Provide the following reports:
Report #8: Non-transfer Attrition Rates [see also question 32]
Report #15: Admission and First-Year Class Profiles
Report #16: Student Listings

58. Standard 205.

(a) Provide the nondiscrimination policy applicable to students and student admissions.

(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 school provides notice of these policies to students prior to their
affiliation with the Law School. If these policies are published on the Law School’s website, also provide the URL.

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

**Standard 205: Required Supplementary Materials**

Attachment #28: A copy of the Law School’s and/or University’s (if the Law School is covered by the University’s) nondiscrimination/EEO policy relating to students. If the policy is located on the Law School’s or University’s website, also provide the URL.

Attachment #29: The published statement of equal opportunity in placement.

59. **Standard 206(a).**

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.

**Standard 206(a): Required Supplementary Materials**

Provide the following report:

Report #17: Minority Admissions and First-Year Class Profiles

60. **Standards 502(a) through 502(c).**

(a) Except as described in question 60(b), does the Law School require a bachelor’s degree for admission to its J.D. degree program?

(b) For the current and previous two academic years, if the Law School has admitted students without baccalaureate degrees awarded by an institution that is accredited by an accrediting agency recognized by the United States Department of Education, describe the circumstances under which such students were admitted and explain how the Law School complies with the requirements of Standard 502(b) – (c). State the number of students admitted and enrolled as first-year students as of October 5 in each year who did not hold a baccalaureate degree awarded by an institution that is accredited by an accrediting agency recognized by the United States Department of Education before matriculation in Law School.

61. **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.

62. **Standard 503 and Interpretation 503-3.**
(a) Describe any admissions test used in place of the LSAT as permitted by Interpretation 503-3 to assess an applicant’s capability of satisfactorily completing the Law School’s educational program and how the Law School uses the test results.

(b) 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.

**Standard 503 and Interpretation 503-3: Required Supplementary Materials**

Provide the following report:
Report #18: The 503-3 report from the current Annual Questionnaire

**63. Standard 501(c).**

During the current or previous two academic years, has the Law School readmitted any student who has been disqualified for academic reasons from the Law School, or admitted any student who has been disqualified from another Law School? If so:
(a) identify the number of students previously disqualified for academic reasons that it has readmitted or admitted;
(b) for each student, provide the name of the student’s previous law school (if admitted from another law school), law school GPA, LSAT score, and UGPA; and
(c) state whether the student’s file includes the documentation used to make an affirmative showing that the prior disqualification did not indicate a lack of capacity to complete its program of legal education and be admitted to the bar and a statement of the considerations that led to the decision.

**64. Standards 505.**

(a) Does the Law School admit students with credit for courses completed at another law school approved by the Council? If yes, how does the Law School ensure that the courses 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, how does the Law School determine 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) How does the Law School determine that the studies at the non-ABA approved law school were toward a J.D. degree and that the content was such that credit would have been granted toward degree requirements at the admitting 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, how does the Law School determine 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 it offers?

(1) If yes,
   (i) Explain how the school determines that the credit hours earned were pursuant to successful completion of a J.D. course or courses while the student was enrolled in a post-J.D. program.
   (ii) Does the Law School have a grading system for LL.M. or other post-J.D. students in J.D. courses that is comparable to the grading system for J.D. degree students in the courses?

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

65. Standard 316.

   Standard 316: Required Supplementary Materials

   Provide the following report:
   Report #19: First-Time Bar Passage Reports

66. Standard 316.

If the Law School is unable to demonstrate compliance with Standard 316 using the first-time bar passage reports, complete the reports for ultimate bar passage. [See Managing Director's Guidance Memo on Standard 316 dated August 2016.]

   Standard 316: Required Supplementary Materials

   Provide the following report:
   Report #20 (if applicable): Ultimate Bar Passage Reports

67. 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.

68. Standard 504(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.


(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 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.

70. Standard 508.

For students in each enrollment or scheduling option offered by the Law School, describe how the Law School provides basic student services, including financial aid counseling and maintenance of accurate student records.

71. Standard 508.

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

**Standard 508: Required Supplementary Materials**

**Provide the following report:**

Report #21: The Employment Summary

72. Standard 207 and Interpretation 207-1.

(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?

73. Standard 509 and Interpretations 509-1, 509-2, and 509-4.

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

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

1. Standard 509 Information Report;
2. Employment Summary Reports; and
3. 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.]

**Standard 509 and Interpretations 509-1, 509-2, and 509-4: Required Supplementary Materials**
Attachment #30: Current Law School catalog or equivalent or the URL if the catalog or equivalent is available on the web.

Attachment #31: A list of all courses that are included in the Law School’s course offerings, however published, but that have not been offered during the previous two academic years and are not being offered in the current academic year.

**Provide the following reports:**

**74. 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.

**Standards 509(b)(3) and 509(d) and Interpretation 509-3: Required Supplementary Materials**
Attachment #32: Sample letters of conditional scholarship offers made to applicants in the current and previous two years.

**75. Standard 510.**

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

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

**Provide the following on-site:**
Copies of complaints from the most recent accreditation period that implicate the Law School’s compliance with the Standards.

**Library and Information Resources**

**76. Standards 601(a)(1) and 601(a)(2).**

(a) Describe how the law library provides expertise, resources, and services that enable the Law School to carry out its program of legal education, accomplish its mission, and support scholarship and research.

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

**77. Standard 601(a)(3).**
Describe how the law library, working with the Dean and the faculty, engages in a regular planning and assessment process, including written assessment of the effectiveness of the library in achieving its mission and realizing its established goals.


Describe how the law library keeps abreast of, and adopts as appropriate, technological and other developments affecting the library’s support for the Law School’s program of legal education. Include descriptions of personnel assigned to these tasks, the roles that they play, and methodologies used.

79. Standards 601(b) and 602(d).

(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 has provided, 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.

80. Standard 602 and Interpretation 602-1.

(a) Describe the law library’s relationship to the University library. Indicate how administration of the law library is sufficiently autonomous from the University library to allow the Law School to direct its growth and development and control the use of its resources.

(b) Describe how the director of the law library and the Dean, in consultation with the faculty of the Law School, determine law library policy.

(c) Describe how the director of the law library and the Dean are responsible for the selection and retention of personnel, provision of law library services, and collection development and maintenance.

81. 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.
82. Standard 604 and Interpretation 604-1.

Describe the staff of the law library, including its expertise and number, and any significant changes since the last site evaluation. Indicate whether the staff is sufficient in expertise and number for the law library to provide appropriate library and information resources services to the Law School.

Standard 604 and Interpretation 604-1: Required Supplementary Materials
Attachment #33: Law Library Organizational Chart

83. Standard 605.

Describe how the law library 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.

84. Standards 606(a), 606(b), and 606(c) and Interpretations 606-1, 606-2, 606-3, and 606-4.

(a) Describe the formats by which the law library provides a core collection, through ownership or reliable access, of essential materials as described in Standard 606(b).

(b) Describe how the law library also provides a collection that, through ownership or reliable access, meets the research, curricular, and educational needs of the students; supports the teaching, scholarship, research, and service interests of the faculty; serves the Law School’s special teaching, scholarship, research, and service objectives; and is complete, current, and in sufficient quantity or with sufficient continuing access to meet faculty and student needs.

(c) Is the library a party to any cooperative agreement or a member of any consortia providing resource sharing, mutual access to services, cooperative collection development, or other collaborative activities among the participating libraries? If so, describe how this allows the library to provide access to the resources needed by faculty and students.

85. Standard 606(d).

Describe the method of formulating and periodically updating the law library’s collection development plan. When was the library’s collection development plan last reviewed and updated?

Standard 606(d): Required Supplementary Materials
Attachment #34: Collection Development Plan

86. Standard 606(e).

Describe the means by which the law library provides suitable space and adequate equipment to access and use information in whatever formats are represented in the collection.

Facilities, Equipment, and Technology

87. 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.

88. Standard 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;

(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, 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.

Standard 702(a) and Interpretation 702-3: Required Supplementary Materials
Attachment #35: Floor plans, maps, or similar guides of all Law School facilities that will assist site team members while on-site.

89. Standards 207(a), 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 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.

90. 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 facilities are used by others, state generally the hours per week of such use, indicating day and night use separately.

Standard 702 and Interpretations 702-1 and 702-2: Required Supplementary Materials
Attachment #36: A copy of the lease documents for any portion of the facilities used for Law School programs that are subject to a lease.
Required Attachments

Question 3: Standards 201 and 201(e)

Attachment #1: An organizational chart of the University.

Attachment #2: For an independent Law School, the Law School’s basic governance documents (such as institutional by-laws).

Attachment #3: The most recent Dean’s report(s) to the President, Board of Trustees, and/or alumni, if any.

Question 6: Standard 203

Attachment #4: Current resume of the Dean.

Attachment #5: An organizational chart of the Law School.

Attachment #6: The list of current faculty committees, together with the membership rosters for each.

Questions 9 and 10: Standard 202

Attachment #7: A financial statement for the current fiscal year and audited financial statements for the previous two fiscal years, including supplementary schedules and management letters, for the Law School’s parent University or for the independent Law School or its parent.

Attachment #8: The budget for the University and the Law School for the current fiscal year.

Attachment #9: Future-year(s) budgetary projections, if available. Include Law School projections as well as University projections.

Attachment #10: The most recent budget-to-actual revenue and expenses report and the written report of the analysis of the variances, if available. Include Law School reports as well as University reports.

Attachment #11: If a Law School is part of a University, provide copies of accountings and explanations as required by Standard 202(b) for each of the current and previous two fiscal years.

Attachment #12: A summary of the endowment and quasi-endowment funds (and those acting as endowments), or permanently and temporarily restricted investment funds for not-for-profit entities, held by or on behalf of the Law School for the current and previous two fiscal years. For funds held on behalf of the Law School, identify the nature of the funds and the conditions for the Law School or University to access these funds.

Attachment #13: A summary of the Law School’s current long-term debt, including debt service schedules.
Attachment #14: A copy of the Law School’s most recent budget presentation to the University.

Attachment #15: If the University or Law School has a bond rating from a national rating agency, the most recent general rating report from the agency.

**Question 12: Standard 310**

Attachment #16: The Law School's written policies and procedures for determining the credit hours that it awards for coursework.

**Question 15: Standard 312**

Attachment #17: For schools with more than one enrollment or scheduling option, class schedules for the current and preceding academic years.

**Question 32: Standard 308(a)**

Attachment #18: The Law School's applicable standards for
(1) regular class attendance;
(2) good standing;
(3) academic integrity;
(4) graduation; and
(5) dismissal.

Attachment #19: Any Law School grade distribution policy, mandatory or otherwise.

**Question 33: Standard 308(b)**

Attachment #20: The Law School's written due process policies with regard to taking action that adversely affects a student’s good standing or graduation.

**Question 45: Standards 205(b) and 205(c) and Interpretations 205-1 through 205-5**

Attachment #21: A copy of the Law School’s and/or University’s (if the Law School is covered by the University’s) nondiscrimination/EEO policy relating to faculty and staff. If the policy is located on the Law School’s or University’s website, also provide the URL.

**Question 49: Standard 404**

Attachment #22: Law school (as distinct from University) policies with respect to a faculty member's responsibilities in teaching, scholarship, service to the Law School community, and professional activities outside the Law School, if any.

**Question 51: Standard 405(a)**

Attachment #23: The Law School faculty handbook(s), bylaws, and constitution, if any.

Attachment #24: The Law School's academic freedom, tenure, and promotion policies and procedures.
Attachment #25: A copy of any written University or Law School policies that are different for clinical or legal writing and research faculty from those applicable to full-time tenured/tenure-track faculty.

**Question 57: Standard 501**

Attachment #26: The Law School’s application for admission.

Attachment #27: The published statement of the Law School’s standards for admission.

**Question 58: Standard 205**

Attachment #28: A copy of the Law School’s and/or University’s (if the Law School is covered by the University’s) nondiscrimination/EEO policy relating to students. If the policy is located on the Law School’s or University’s website, also provide the URL.

Attachment #29: The published statement of equal opportunity in placement.

**Question 73: Standard 509 and Interpretations 509-1, 509-2, and 509-4**

Attachment #30: Current Law School catalog or equivalent or the URL if the catalog or equivalent is available on the web.

Attachment #31: A list of all courses that are included in the Law School’s course offerings, however published, but that have not been offered during the previous two academic years and are not being offered in the current academic year.

**Question 74: Standards 509(b)(3) and 509(d) and Interpretation 509-3**

Attachment #32: Sample letters of conditional scholarship offers made to applicants in the current and past two years.

**Question 82: Standard 604 and Interpretation 604-1**

Attachment #33: Law Library Organizational Chart

**Question 85: Standard 606(d)**

Attachment #34: Collection Development Plan

**Question 88: Standard 702(a) and Interpretation 702-3**

Attachment #35: Floor plans, maps, or similar guides of all Law School facilities that will assist site team members while on-site.

**Question 90: Standard 702 and Interpretations 702-1 and 702-2**

Attachment #36: A copy of the lease documents for any portion of the facilities used for Law School programs that are subject to a lease.
**Required Reports**

**Question 1: General Information**

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

**Questions 9 and 10: Standard 202**

Report #2: University Income/Expenses  
Report #3: Expenditure Summary  
Report #4: Revenue Summary  
Report #5: Reserves

**Question 17: Standards 301 and 303; and Question 22: Standard 303(b)(1)**

Report #6: Curriculum Summary

31. **Standard 307 and Interpretations 307-1 and 307-2.**

Report #7A: Summer/Intersession Programs for the Law School’s Own Students  
Report #7B: ABA-Approved Summer/Intersession Programs  
Report #7C: ABA-Approved Semester/Year-Long Study Abroad Programs  
Report #7D: Number of Students Earning Credit Towards the J.D. Degree at a Foreign Institution

**Question 32: Standard 308(a)**

Report #8: Non-transfer Attrition Rates

36. **Standard 313, Interpretation 313-1, and Standard 506.**

Report #9A: Non-J.D. Program Enrollment  
Report #9B: Non-J.D. Students Enrolled in J.D. Courses

**Question 39: Standard 401**

Report #10: Faculty Profiles – All

**Question 40: Standard 402, Interpretation 402-1, and Definition 7**

Report #11: Teaching Resources

**Question 43: Standard 403(a)**

Report #12: Student Contact Hours – Full-Time and Part-Time Faculty  
Report #13: Faculty Summary

**Question 46: Standard 206(b) [full-time faculty]**

Report #14: Faculty Recruitment
**Question 47: Standard 206(b) [non-full-time faculty]**

Report #11: Teaching Resources

**Question 57: Standard 501**

Report #8: Non-transfer Attrition Rates [see also question 32]
Report #15: Admission and First-Year Class Profiles
Report #16: Student Listings – All Entering Students

**Question 59: Standard 206(a)**

Report #17: Minority Admissions and First-Year Class Profiles

**Question 62: Standard 503 and Interpretation 503-3**

Report #18: The 503-3 report from the current Annual Questionnaire

**Question 65: Standard 316**

Report #19: First-Time Bar Passage Reports

**Question 66: Standard 316**

Report #20: (if applicable): Ultimate Bar Passage Reports

**Question 71: Standard 508**

Report #21: The Employment Summary

**Question 73: Standard 509 and Interpretations 509-1, 509-2, and 509-4**

Materials Required On-site

Question 17: Standards 301 and 303
Assessments and course syllabi for the previous academic year.

Question 24: Standard 304(a)
For any simulation course, a syllabus or other document demonstrating compliance with Standard 304(a).

Question 25: Standard 304(b)
For any law clinic, a syllabus or other document demonstrating compliance with Standard 304(b).

Question 26: Standard 304(c)
For any domestic field placement program, provide a syllabus or other document demonstrating compliance with Standard 304(c).

Any manuals or instructions developed for the training of site supervisors involved with field placement programs.

A list of all current academic year field placement site supervisors with addresses, emails, and phone numbers.

Question 27: Standard 304(c)
For any field placement program outside the United States, provide a syllabus or other document demonstrating compliance with Standard 304(c).

Any manuals or instructions developed for the training of site supervisors involved with field placement programs.

A list of all current academic year field placement site supervisors with addresses, emails, and phone numbers.

Question 31: Standard 307
Copies of individual written plans required by Criterion I.A.4.(b) of the Criteria for Accepting Credit for Student Study at a Foreign Institution for the current and previous two academic years.

Question 39: Standard 401
A copy of the current resume/CV for every full-time faculty member, including scholarship and service.

Copies of scholarship produced by the faculty for the current and previous two years academic years.
**Question 44: Standard 403(b) and Interpretation 403-1**

Student evaluations of faculty for the two most recently completed academic years.

**Question 75: Standard 510**

Copies of complaints from the most recent accreditation period that implicate the Law School’s compliance with the Standards.
Office of the Managing Director on Legal Education

Site Evaluation Report Template
and Instructions

2017-2018

AMERICAN BAR ASSOCIATION
Section of Legal Education
and Admissions to the Bar
Instructions for the Site Evaluation Report Template

Site Team Role

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

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

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

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

Site Report Template

To promote consistency, efficiency, and fairness, the Council and the Accreditation Committee have developed a Site Evaluation Report Template to be used by site evaluation teams. A copy of the template follows these instructions and will be sent to team members in hard copy and electronically.

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

Organization, Administration, Institutional Planning, and Finances: Questions 1 – 10
Program of Legal Education: Questions 11 – 38
Faculty: Questions 39 – 56
After receiving assignments from the chair, team members should complete the report using the new template. Each team member should provide his or her completed portion of the template to the chair. Many chairs will ask team members to prepare a draft of their section of the report prior to the visit in order to focus on the areas where the team has questions.

**General Guidelines for writing the report**

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

*Respond to each question in the template. If a question is not applicable, please say “Not applicable.”*

If the report is silent on a particular matter covered by the Standards, then the Committee 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 Committee to provide assurance that the school is operating in compliance with a Standard.

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

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

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

**Format of Final Report**

The template should be submitted in Word using Arial 11. The report should be single-spaced with double spaces after headings and between paragraphs. Do not indent 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.

Because the template includes the questions, expect that the report will be longer than was previously the norm for site reports. It is not unusual for the report, utilizing the new template, to be approximately 80 to 100 pages in length.
The chair of the site evaluation team is responsible for putting the report together and for assuring that the style used throughout the report is consistent. The Accreditation Committee prefers to capitalize the terms “Law School” and “University” throughout the report and to use the Oxford comma.

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

**Timeline for Submission**

Submit the Site Report electronically to William.Adams@americanbar.org in the Managing Director’s Office six to eight weeks following the visit. Once the office receives the report, it will be reviewed internally. The office may contact the team if additional information or editing is needed prior the report being sent to the school. After receiving the report, the law school has 30 days to respond to the report and make factual corrections. The report is then calendared with the Accreditation Committee for review. Delays in submission of the report result in delays in receipt of the report by the school and in review by the Accreditation Committee.
TEMPLATE FOR DRAFTING A SITE EVALUATION REPORT

Introduction

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

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

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

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

Organization, Administration, Institutional Planning, and Finances

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

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

(c) For provisionally approved law schools, include the dates of all prior site evaluations.

(d) What is the total J.D. and non-J.D. enrollment at the Law School for each of the past three years? Insert Report #1: J.D and non-J.D. enrollment.

2. Accreditation History.
(a) List any matters on which the Law School is currently reporting to the Accreditation Committee or Council.
(b) For provisionally approved law schools, include all matters called to the attention of the Law School in the Council’s or Accreditation Committee’s most recent decision letter.

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

3. Standard 201, 201(e).
(a) Indicate whether the Law School is public or private and, if private, whether the Law School is organized as a for-profit or a not-for-profit entity. Indicate whether the Law School is independent or part of a University.

(b) If the Law School is part of a University, what is the name of the institution, what is the accrediting body for the institution, and when was the institution last reaccredited? If the Law School is not part of a University and has been accredited by another accrediting organization, indicate the name of the Law School’s institutional accreditor and the date when the Law School was last accredited.

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

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

(e) 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).

4. Standard 201(d).
If the Law School is part of a University, does the University have any policies that are inconsistent with the Standards? If so, indicate which policies are inconsistent and describe the policies the Law School has adopted and implemented to ensure operation of the Law School in compliance with the Standards. (e.g., promotion and tenure requirements do not facilitate recruitment and retention of law faculty.)
5. Standard 201(a) through (c).
Describe how the dean and the faculty 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) 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.

(a) Is the position of the dean full-time? Does the dean have the authority and support necessary to discharge the responsibilities of the position? Explain if there are any facts that would call this into question.

7. Standard 203(c) and Interpretations 203-1 through 203-3.
If the dean was appointed since the last site evaluation, describe how the procedure used to select the dean ensured meaningful involvement by the faculty or a representative body of the faculty. If not, explain. 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.

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

(b) Does the Law School’s Self Assessment address the elements required by Standard 204(b) [(1) a statement of the law school’s mission and of its educational objectives in support of that mission, (2) an evaluation of the educational quality of the law school’s program of legal education, including a description of the program’s strengths and weaknesses, and (3) a description of the school’s continuing efforts to improve the educational quality of its program]? Note any major concerns raised in the Law School’s Self Assessment.
(c) For law schools seeking provisional approval, provide a thorough review of the Law School’s feasibility study and reliable plan for coming into compliance with the Standards. Discuss the plan’s projections for students (number and qualifications), financing the Law School operation, and the relationship between the two.

(d) For provisionally approved schools, discuss whether the projections in the reliable plan for students (number and qualifications) and financing the Law School in the operation have been met or revised.

9. Standard 202(b) and (e) and Interpretation 202-1.
For Law Schools that are part of a University:
(a) Is the Law School given the opportunity to present its recommendations on budgetary matters to the University administration before the budget for the Law School is submitted to the governing board for adoption? Explain.

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

(c) Report the University’s operating income and expenditures for the past two fiscal years and the budgeted amounts for the current year. Describe any concerns regarding the long-term viability of the institution or its ability to support the Law School in accordance with the Standards. Insert Report #2: University Income/Expenses.

10. Standard 202(a), (c), and (d).
(a) Report the Law School’s operating income and expenditures for the past two fiscal years and the budgeted amounts for the current year. Insert Report #3: Expenditure Summary.

(b) Describe the Law School’s long-term financial projection process, how many future years are projected, and list the key assumptions used. How will the Law School's current financial condition affect the Law School's ability to carry out its program of legal education? If there are concerns raised in the record or onsite with respect to the Law School’s ability to operate in compliance with the Standards, provide sufficient facts to enable the Accreditation Committee to make a determination about the Law School’s compliance with Standard 202(a).
(c) Explain how the Law School’s current and anticipated financial resources are sufficient to allow it to operate its program of legal education. If there are concerns raised in the record or onsite with respect to the Law School’s ability to operate in compliance with the Standards, provide sufficient facts to enable the Accreditation Committee to make a determination.

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

(e) For Law Schools that are part of a University:
   (1) Describe the University financial projection process, indicate how many years are projected, and describe how future projected deficits, if any, will be met.
   (2) Describe how any University current fiscal year operating deficit would be met.

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

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

Program of Legal Education

11. Standard 311(a) and Interpretation 311-1
Describe how the Law School ensures successful completion of at least 83 credit hours of instruction of which at least 64 credit hours are earned through attendance in regularly scheduled class sessions or direct faculty instruction.

(a) Describe the policies and procedures the Law School has adopted for determining credit hours that it awards for coursework, including co-curricular activities for which credit is awarded. Provide the citation or link to the policies and indicate where the policies are published.
(b) How does the Law School ensure adherence to the policies? Describe any issues that were raised during the site visit.

13. Standard 311(b) and (d) and Interpretations 311-2 and 311-3
(a) Does the Law School require that a J.D. degree be completed no earlier than 24 months and, except in extraordinary circumstances, no later than 84 months after a student has commenced study at the Law School or at a law school from which the Law School has accepted transfer credit?

(b) Since the last site evaluation, has the Law School granted an extension of the period of time to complete law school based on extraordinary circumstances? If so, did the Law School place a statement in the student’s file explaining the circumstances leading to the exception?

(c) Does the Law School prohibit the granting of credit toward the J.D. degree for course work taken prior to a student’s matriculation in a law school, including for course work taken in a pre-admission program?

14. Standard 311(c)
(a) Does the Law School have a policy that limits the maximum number of credits a student may enroll in at any time to 20% of the total coursework required for the J.D.? (The 20% maximum limit may not be exceeded, but normal rounding is permitted.)

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

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

(b) Does the Law School allow students who are not enrolled in a part-time division to take a reduced load? If yes, how many students took a reduced load in the most recently completed academic year?
(c) Does the Law School provide students who take a reduced load with reasonably comparable opportunities for access to: (i) the Law School’s program of legal education; (ii) courses taught by full-time faculty; (iii) co-curricular programs; and (iv) other educational benefits?

16. Standards 301(b) and 302 and Interpretations 302-1 and 302-2. Has the Law School adopted learning outcomes designed to achieve the objectives of the program of legal education? Indicate where the learning outcomes are published.

17. Standards 301(a) and 303. (a) Based on a review of the law school’s program of legal education from the responses to the SEQ and the on-site visit, are there any facts that indicate that the LS is not meeting the requirement to have a rigorous program of legal education that prepares its students, upon graduation, for admission to the bar and for effective, ethical, and responsible participation as members of the legal profession.

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

18. Standards 301(a) and 303. What is the required upper-level curriculum? Provide a list of the courses required and the number of credits.

19. Standard 303(a)(1). (a) Does the Law School require that each student admitted beginning with the Fall of 2016 satisfactorily completes one course of at least two credit hours in professional responsibility that includes substantial instruction in rules of professional conduct, and the values and responsibilities of the legal profession and its members.

(b) Does the Law School require that each student who enrolled prior to Fall 2016 receives substantial instruction in the history, goals, structure, values, and responsibilities of the legal profession and its members?

20. Standard 303(a)(2) and Interpretations 303-1 and 303-2. Does the Law School require at least one writing experience in the first year that is faculty supervised and that provides opportunities for individualized assessment and
multiple drafts? Include a description of the rigor of the writing experience noting factors such as class size, the number and nature of writing assignments, the form and extent of individualized assessment of a student’s written products, and the number of drafts required.

21. Standard 303(a)(2) and Interpretations 303-1 and 303-2.
(a) Does the Law School require at least one writing experience after the first year that is faculty supervised and that provides opportunities for individualized assessment and multiple drafts? Include a description of the rigor of the writing experience noting factors such as class size, the number and nature of writing assignments, the form and extent of individualized assessment of a student’s written products, and the number of drafts required.

(b) 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 provide opportunities for individualized assessment and multiple drafts.

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

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

(b) For students who enrolled in Fall 2016 and later, 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, does the Law School ensure that each student receives substantial instruction in other professional skills generally regarded as necessary for effective and responsible participation in the legal profession?

(d) Does the Law School ensure that no student uses a single course to satisfy more than one requirement in Standard 303(a)?
(e) 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?

(a) If the Law School offers any simulation courses to satisfy the experiential course requirement of Standard 303(a)(3), how does the Law School ensure that the courses meet the requirements of Standard 304(a) [direct faculty supervision of student performance; opportunities for performance, faculty feedback, and self-evaluation; and a classroom instructional component] as well as Standard 303(a)(3)?

(b) Do discussions with the faculty teaching experiential courses 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) as well as 303(a)(3)?

25. Standard 304(b).
(a) If the Law School offers any law clinics to satisfy the experiential course requirement of Standard 303(a)(3), how does the Law School ensure that the law clinics meet the requirements of Standard 304(b) [direct faculty supervision of student performance; opportunities for performance, faculty feedback, and self-evaluation; and a classroom instructional component] as well as Standard 303(a)(3)?

(b) Do discussions with the faculty teaching experiential courses 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(b) as well as 303(a)(3)?

26. Standard 304(c). Domestic Field Placement Program
(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 Standard 304(c) [direct supervision of the student’s performance by a faculty member or site supervisor; opportunities for performance, feedback from either a faculty member or a site supervisor, and self-evaluation; a written understanding among the student, faculty member, and a person in authority at the field placement; a method for selecting, training, evaluating and communicating with site supervisors; a classroom instructional component, regularly scheduled tutorials, or other means of ongoing, contemporaneous, faculty-guided reflection; evaluation of each student’s educational achievement by a faculty member; sufficient control of the student experience to ensure that the
requirements of the Standard are met; and a method of maintaining records to document the steps taken to ensure compliance with the Standard] as well as Standard 303(a)(3)?

(b) Do discussions with the faculty teaching experiential courses 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(c) as well as 303(a)(3)?
(a) If the Law School allows credit for distance education courses, describe:
(1) the process by which the academic content, method of course delivery, and method of evaluating student performance is approved. If this process differs from that used for reviewing other courses, explain the difference.

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

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

(4) how the Law School ensures that a student may be granted no more than 15 credit hours of distance education toward the J.D. degree;

(5) how the Law School ensures that a student has completed instruction equivalent to 28 credit hours toward the J.D. degree before enrolling in a distance education course; and

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

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

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

(a) If the Law School grants credit for student participation in studies or activities in a foreign country, provide the following information, insert:
Report #7A: Summer/Intersession Programs for the Law School’s Own Students
Report #7B: ABA-Approved Summer/Intersession Programs
Report #7C: ABA-Approved Semester/Year-Long Study Abroad Programs

(b) If the Law School permits individual student study at a foreign institution in accordance with the Criteria for Accepting Credit for Student Study at a Foreign Institution, has the Law School developed and published a statement that defines the educational objectives the Law School seeks to achieve in allowing students to study abroad for credit toward the J.D. degree? Insert Report #7D: Number of Students Earning Credit Towards the J.D. Degree at a Foreign Institution.

(c) 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 participating in (1) studies or activities outside the United States that are approved in accordance with Criteria as adopted by the Council, and (2) field placements outside the United States that are not held in conjunction with such programs.

32. Standard 308(a).
(a) Briefly describe the Law School’s academic standards, including those for regular class attendance, good standing, academic integrity, graduation and dismissal. Where are the standards published, and how does the Law School ensure adherence to them? Provide any additional information raised in the Law School’s materials or during the site visit as to the soundness of the Law School’s academic standards or evaluation of scholastic achievement.

(b) Provide information regarding the school's academic attrition rate. Insert Report #8: Non-transfer Attrition Rates.

33. Standard 308(b).
Briefly describe the Law School’s due process policies with regard to taking any action adversely affecting the good standing or graduation of a student and how the Law School ensures adherence to the policies. Provide the citation or link to the policies and indicate where the policies are published.

34. Standard 309(a).
How does the Law School provide academic advising that communicates effectively the Law School’s academic standards and graduation requirements, and that provides guidance on course selection?

35. 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.

(a) If the Law School offers any non-J.D. degree or certificate programs, insert:
Report #9A: Non-J.D. Program Enrollment
Report #9B: Non-J.D. Students Enrolled in J.D. Courses

(b) If the ABA is mentioned in reference to any non-J.D. degree or certificate program on the School’s website or in promotional/marketing materials distributed to potential students, provide the language used.

(c) Is there any evidence that the non-J.D. degree programs offered by the Law School have a negative impact on the J.D. program? If yes, explain. (e.g., too few faculty to conduct both J.D. and non-J.D. programs; impact of non-J.D. students in J.D. classes; lack of space to accommodate both programs; lack of library and information resources to support both programs; or a J.D. curriculum that lacks diversity and richness in course offerings due, in part, to the support of the non-J.D. program).

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

38. Standard 315 and Interpretation 315-1.
Explain how the Law School conducts an ongoing evaluation of its program of legal education, learning outcomes, and assessment methods.
Faculty

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

40. Standard 402, Interpretation 402-1, and Definitions (7).
(a) Insert Report #11: Teaching Resources. Review and verify the information provided in the report.

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

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

42. Standard 402 and Interpretation 402-2.
(a) If any faculty members are regularly engaged in law practice or have ongoing relationships with a law firm or other entity, indicate the number and circumstances of such faculty members.

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

43. Standard 403(a).
(a) Indicate whether the full-time faculty teach substantially all of the first one-third of each student’s coursework.

(b) Indicate whether the full-time faculty teach either more than half of all of the credit hours actually offered by the Law School or more than two-thirds of the student contact hours generated by student enrollment at the Law School. Insert Report #12: Student Contact Hours – Full-Time and Part-Time Faculty.

44. Standard 403(b) and Interpretation 403-1.
(a) Describe the Law School’s efforts to ensure teaching effectiveness of the full-time faculty. (e.g., a faculty committee on effective teaching, class visits, institutional review of student evaluations, and other efforts).

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

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

45. Standard 205(b) and (c) and Interpretations 205-1 through 205-5.
(a) Provide the Law School nondiscrimination policy that is applicable to faculty and staff. Does the policy prohibit discrimination on the basis of race, color, religion, national origin, gender, sexual orientation, age, and disability? Provide the citation or link to the policy and indicate where the policy is published.

(b) If the Law School is part of a University, indicate if the Law School has a nondiscrimination policy that is separate from that of the University. Explain.

(c) If the Law School has a religious affiliation or purpose, state whether it adopted and applies policies of admission of students and employment of faculty and staff that directly relate to this affiliation or purpose. If so, please describe. Additionally, explain whether notice of these policies has been given to students, faculty, and staff prior to their affiliation with the Law School.
(d) If the Law School has a religious affiliation or purpose, do any of the policies related to the religious affiliation, purpose, or policies contravene any other Standard, including Standard 405(b) concerning academic freedom?

46. Standard 206(b).
(a) Insert Report #14: Faculty Recruitment. Review and verify the information provided in the report.

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

47. Standard 206(b).
Describe the Law School’s concrete actions that demonstrate the Law School’s commitment to having an adjunct faculty that are diverse with respect to gender, race, and ethnicity. [See Report 11: Teaching Resources]

48. Standard 206(b).
Describe the Law School’s concrete actions that demonstrate the Law School’s commitment to having a staff that is diverse with respect to gender, race, and ethnicity.

49. Standard 404(a).
(a) Has the Law School adopted and published written policies with respect to the full-time faculty members’ responsibilities consistent with the core responsibilities listed in the Standard? Provide the citation or link to the policies and indicate where the policies are published.

(b) With respect to the responsibilities of full-time faculty, describe how the full-time faculty collectively:
(1) is involved in 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) is involved 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) is actively engaged in scholarship as defined by the Law School;
(4) provides 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) provides service to the profession; and
(6) provides service to the public, including pro bono activities.

50. Standard 404(b).
Explain how the Law School periodically evaluates the extent to which the faculty discharges its core responsibilities under the Law School’s policies and the contributions of each full-time faculty member to meeting the core responsibilities of the faculty.

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

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

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

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

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

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

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

(b) If the full-time clinical faculty do not have a system of tenure, state the length of the contracts for full-time clinical faculty and whether the contracts will be renewed, including whether the contracts are presumptively renewable. [See Report 11: Teaching Resources]

(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.

55. 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.

56. Standard 405(d) and Interpretation 405-9.
Describe how the Law School affords legal writing faculty such security of position and other rights and privileges of faculty membership as may be necessary to (1) attract and retain a faculty well-qualified to provide legal writing instruction as required by Standard 303(a)(2), and (2) safeguard academic freedom. Include a description of any history revealed in the record of difficulty attracting and retaining a well-qualified legal writing faculty.

Students

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

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

(c) Insert Report #15: Admission and First-Year Class Profiles. Review and verify the information provided in the report.

(d) If the Law School’s non-transfer attrition rate for a class exceeds 20%, explain. [See Report #8: Non-transfer Attrition Rates.]

58. Standard 205.
(a) 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 below in part (d).]

(c) Does the Law School use admission policies or take other action to preclude admission of applicants or retention of students on the basis of race, color, religion, national origin, gender, sexual orientation, age, or disability? If yes, explain.
(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.

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

(a) Insert Report #17: Minority Admissions. Review and verify the information provided in the report.

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

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

(b) If not, does the Law School limit exceptions to the requirement of a bachelor’s degree to those permitted in 502(b)(1) and (2) or 502(c) and, if the Law School admits students under Standard 502(c), does the Law School include the required statement in the admittee’s file?

61. Standard 502(d) and Interpretations 502-1 and 502-2.
Does the Law School 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?
(a) Does the Law School use any admission test in addition to or in place of the LSAT to assist the Law School and the applicant in assessing the applicant's capability of satisfactorily completing the Law School's program of legal education? If yes, insert Report #18: Non-LSAT Admissions,

(b) Does the Law School use 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?

63. Standard 501(c).
During the current or previous two academic years, has the Law School readmitted any student who has been disqualified for academic reasons from the Law School, or admitted any student who has been disqualified from another Law School? If so, briefly describe the Law School's policy. Confirm whether for every admission or readmission the Law School places in the admittee's file a statement of the considerations that led to the decision to admit or readmit the previously disqualified individual.

64. Standards 505 and 311.
(a) If the Law School admit applicants with credit for courses completed at another Law School approved by the Council, does the Law School assure that the courses were taken as a J.D. degree student?

(b) If the Law School grants J.D. degree credit for prior law study at a law school in the United States that is not approved by the Council, does the Law School ensure that the unapproved law school has been granted the power to confer the J.D. degree by the appropriate governmental authority in the unapproved law school's jurisdiction or that graduates of the unapproved law school are permitted to sit for the bar examination in the jurisdiction in which the unaccredited law school is located? Does the Law School limit credit granted to courses that were undertaken as a J.D. degree student and for which the Law School would have granted credit toward satisfaction of J.D. degree requirements if earned in its own program?

(c) If the Law School grants J.D. degree credit for prior law study at a law school outside the United States, does the Law School limit credit granted to courses for which the Law School would have granted credit toward satisfaction of J.D. degree requirements if earned in its own program?
(d) If the Law School grants J.D. degree credit to graduates of a law school outside the United States for credit hours earned in an LL.M. or other post-J.D. program offered by the Law School, does the Law School limit such credits to those earned through successful completion of a J.D. degree course or courses while the student was enrolled in a post-J.D. degree law program, and does the Law School utilize a grading system for LL.M. students comparable to the grading system for J.D. degree students in the course?

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

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

65. Standard 316.
Insert Report #19: First-Time Bar Passage. Review and verify the information provided in the report.

66. Standard 316.
If the Law School cannot satisfy the requirements of Standard 316 by using first-time bar passage rates, report ultimate bar passage in accordance with the instructions provided in the Managing Director’s Guidance Memo on Standard 316.

67. Standard 504(a).
Does the Law School include the required statement on character, fitness, and other qualifications for admissions both on its website and in its application for admission? Is the language in both places the exact statement required by the Standard? Provide the URL for the statement on the website.

68. Standard 504(b).
Describe how the Law School takes additional steps as soon after matriculation as possible to inform students to determine the character, fitness, and other requirements for admission to the bar in the jurisdictions in which they intend to seek admission.

(a) Does the Law School take reasonable steps to minimize student loan defaults, including provision of debt counseling at the inception of a student’s loan obligations
and again before graduation? [Note: If the Law School is not affiliated with a University, see Interpretation 507-2: The student loan cohort default rate is sufficient if not greater than 10% for any of the three most recently published annual cohort default rates.]

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

70. Standard 508.
Briefly describe how the Law School provides all its students, regardless of enrollment or scheduling option, with basic student services, including financial aid counseling and maintenance of accurate student records, and whether the Law School has adequate staff to provide these services.

71. Standard 508.
(a) Describe how the Law School provides career counseling to assist students in making sound career choices and obtaining employment.

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

72. Standard 207 and Interpretation 207-1.
(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.

73. Standard 509 and Interpretations 509-1, 509-2, and 509-4.
(a) Does the Law School have a link on its home page titled “ABA Required Disclosures,” as required by the Managing Director’s Guidance Memo on Standard 509? Verify that the link directs the reader to a page that includes all of the disclosures (or a direct link to each of the disclosures) required by Standard 509?

(b) Provide the URLs for the locations on the Law School's website where the following information is published:
   (1) Standard 509 Information Report;
   (2) Employment Summary Reports; and
   (3) The information required by Standard 509(c).

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

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

74. Standard 509(b)(3) and (d) and Interpretation 509-3.
   Indicate whether the Law School distributes Scholarship Retention Data to all applicants being offered conditional scholarships at the time the scholarship offers are extended.

75. Standard 510(a) and (b) and Interpretations 510-1 and 510-2.
   (a) Briefly describe the Law School’s student complaint policy, including appeals rights, if any, for complaints implicating the Law School’s compliance with the Standards. Provide the citation or link to the policy and indicate where the policy is published.

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

(c) Review the complaints and report if there appears to be a pattern of student complaints and whether they implicate a school's compliance with the Standards.
Library and Information Resources

76. Standard 601(a)(1) and 601(a)(2).
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.

77. Standard 601(a)(3).
Describe how the library, working with the dean and the faculty, engages in regular planning and assessment, including written assessment of its effectiveness in achieving its mission and realizing goals.

Describe how the law library 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.

79. Standard 601(b).
(a) Describe the preparation, submission, determination, and administration of the law library budget. Describe any significant changes to the law library's budget since the last site evaluation.

(b) Describe how the Law School provides on a consistent basis sufficient financial resources to the law library to enable it to support the Law School and to realize its established goals. If there are concerns raised in the materials or during the site visit, provide additional information as to how the library has not been able to provide faculty or students with resources or services necessary to support the Law School's teaching and research roles. [Note: It is not appropriate to base a determination of lack of adequate support solely on comparison to expenditures by other institutions, and it is inappropriate to include such comparisons.]
80. Standard 602 and Interpretation 602-1.
(a) State whether the Law School meets the following requirements:
(1) The Law School has sufficient administrative autonomy to direct the growth and
development of the law library and to control the use of its resources.

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

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

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

81. Standard 603 and Interpretation 603-1.
(a) Explain whether the Law School has a full-time director of the law library whose
principal responsibilities are managing the law library and providing information
resources in appropriate formats to faculty and students.

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

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

(d) Does the law library director hold a law faculty appointment? If not, explain.
(e) Describe the extent to which the law library director has security of faculty position.

82. Standard 604 and Interpretation 604-1.
Describe how the law library has a staff sufficient in expertise and number to provide the appropriate library and information resources to the Law School. [Note: It is not appropriate to base a determination of lack of adequate staffing solely on comparison to the levels of staffing found at other institutions, and it is inappropriate to include such comparisons.]

83. Standard 605.
Describe how the law library 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.

84. Standard 606(a), 606(b), and 606(c) and Interpretations 606-1, 606-2, 606-3, and 606-4.
Describe how the law library provides a core collection that meets the research needs of the institution; supports the teaching, scholarship, research, and service needs of the faculty; and serves the Law School’s special objectives. Provide additional information if there is a concern that the law library does not provide the necessary resources to meet the needs of the Law School.

85. Standard 606(d).
Does the law library have a current written collection development plan that is adequate for the Law School’s needs?

86. Standard 606(e).
Does the law library provide suitable space and adequate equipment to access and use all information in whatever formats are represented in the collection?

Facilities, Equipment, and Technology

87. Standard 701.
Describe how the Law School’s equipment, technology, and technological support are adequate. If there are concerns raised in the materials or onsite, provide additional information that demonstrates how a deficiency has a negative and material effect on the Law School’s ability to operate in compliance with the Standards or to carry out its program of legal education.
88. Standard 702(a) and Interpretation 702-3. Describe how the Law School provides the following: [Note: If there are concerns raised in the materials or onsite, provide additional information that demonstrates how a deficiency has a negative and material effect on the Law School’s ability to operate in compliance with the Standards or to carry out its program of legal education.]

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

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

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

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

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

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

(g) sufficient and suitable space for conducting any in-house clinical programs, 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.
89. Standards 207(a) and 702(b).
Describe how the Law School provides reasonable access and accommodations to persons with disabilities consistent with the applicable law. If any facilities are not accessible, discuss whether the record otherwise shows that the Law School provides reasonable access and accommodations to persons with disabilities. Note any identified violations of health and safety codes for facilities or equipment.

90. Standard 702 and Interpretations 702-1 and 702-2.
(a) If any facilities are leased or financed, describe the Law School’s right to continue to occupy them.

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

Site Evaluation Visits

Site evaluations are held in accordance with Rule 5 of the ABA Rules of Procedures 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 seventh year thereafter.

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

Accreditation Review

The Accreditation Committee 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 Accreditation Committee conducts its usual review of the law school, but it makes a recommendation to the Council of the Section on the question of whether a school shall receive provisional or full approval. The Council makes the final determination.

Materials

Six weeks in advance of the site evaluation, the law school will provide each team member with a completed Self-Study. Instructions for completion of the 2017-2018 Self-Study are located on the Section’s website at: https://www.americanbar.org/groups/legal_education/resources/questionnaire.html

Site evaluators will also receive from the Managing Director’s Office an electronic copy of materials that includes the prior site evaluation report, the most recent decision letter of the Council or Accreditation Committee, and any follow-up correspondence between the law school and the Office. This material should supply evaluators with the basic quantitative and descriptive information needed for the site evaluation visit and completion of the site report.

Travel Arrangements

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

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

Team conference room

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

Schedule

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

Pre-visits

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

Conference calls

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

Initial team meeting

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

**Opening dinner**

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

**Day-to-day activities**

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

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

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

**Key Elements of the Site Evaluation**

**Meetings with the President or Chief Executive Officer**

Two meetings with the president or chief executive officer of the institution typically are
scheduled -- one at the beginning of the site evaluation and one at the end. The dean attends
the first meeting, but typically does not attend the second meeting.

The first meeting gives the team an opportunity to ask those questions that study of the school's
materials has suggested, such as issues concerning the relationship between the university and
law school, poor student outcomes, or financial concerns. The purpose of the second meeting
with the president/chief executive officer is to summarize the team's findings. The team should
review significant strengths and weaknesses in the law school program. Any concerns that are
likely to be noted in the site report should be covered so that the report does not contain any
surprises.

In these meetings, the team should emphasize that the purpose of its report is to report facts and observations and not to determine whether the school complies with the Standards. Accreditation decisions are the responsibility of the Accreditation Committee and Council. In making its findings and conclusions with respect to compliance with the Standards, the Committee will consider the site evaluation report and other relevant information submitted by the school. As a general rule, the team should not offer peer advice to the school unless specifically requested.

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

**Meeting with the Dean**
The team usually 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.

It is important to review with the dean what the team intends to report to the president/chief executive officer. The dean's comments may be quite helpful and surprises may be avoided as a result.

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

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

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

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

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

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

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

Site Evaluation Report

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

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

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

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

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

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

Team members will get a copy of the report, the school’s response, and the Accreditation Committee’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 Accreditation Committee. Schools should refrain from asking team members for their reaction or response to parts of the site report or the Accreditation Committee’s decision letter.

Document Retention

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

Evaluation of the site evaluation process

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

Confidentiality

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

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

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

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

SAMPLE SITE EVALUATION SCHEDULE

Sunday
2:00-4:30 p.m.  Initial team meeting
5:00-6:00 p.m.  Tour of the law school
6:30 p.m. Dinner Meeting: Team, Dean, Senior Law School Administrators.
(Because this will be a working dinner, it should be held in a private room at a location selected by the dean.)

Monday
9:00-10:00 a.m. Entrance meeting with University President/Chief Executive Officer and Provost
(optional to include Dean)
10:00-12:00 p.m. *
Noon-1:30 Luncheon meeting: Team Members and Law School Faculty
1:30-3:00 p.m. *
3:00-4:00 p.m. Open meeting with students
4:00-6:00 p.m. *
7:00 p.m. Team Dinner

Tuesday
8:00 a.m. - Noon *
Noon-1:30 p.m. Luncheon Meeting: The team may use this time to meet with students, graduates, visiting committee members, members of the bench and bar, or other appropriate persons. [Note: Some chairs may schedule other meetings with these groups at breakfast or in the early evening.]
1:30-6:00 p.m. *
6:00-7:00 p.m. Reception for members of Alumni, Judiciary and Representatives of Legal Community [optional]
7:30 p.m. Team Dinner: The team should use this opportunity to prepare for the following day’s exit meetings.

Wednesday
7:30-9:15 a.m. Team breakfast meeting with Dean
9:30-11:00 a.m. Meeting with University President/Chief Executive Officer
11:00-11:30 a.m. Team meeting, follow-up with any remaining questions or issues, and initial consideration of site report
Noon Team departs

* During these periods team members may meet with faculty, visit classes, meet with various law school and university administrative officers; meet with appropriate committees, and visit field placement sites.
[Note: If the school has an evening division, the schedule should include an opportunity to visit evening classes and to meet with evening students. This necessarily will require a later team dinner on Monday and Tuesday nights.]
Appendix 2

CLASSROOM VISITATION – SAMPLE REPORT FORM

1. Course Name:

2. Instructor:

3. Evaluator:

4. Date of Visit:          Arrived:              Departed:

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

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

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

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

9. The general subject matter considered in the class:

10. The method or methods of instruction:

11. Was the class intellectually stimulating and rigorous?

12. Did the instructor appear prepared?

13. Did the students appear prepared and interested in the class?

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

15. Did the instructor follow up weak answers by students and press students for more complete answers?

16. To what degree did the class go beyond a superficial consideration of legal questions?

17. Additional strong or weak points concerning the class:

18. Other comments on the class or the classroom:

19 Overall impression of the class on a scale of 1-10 (10 being highest):
Appendix 3

FACULTY OFFICE VISIT – SAMPLE FORM

Faculty member visited:

Site evaluator:

Date, day, approximate time of visit:

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

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

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

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

Other comments and concerns about the law school, its mission, its operation, facilities, etc.:
Dear Site Chairs,

Below is a message that was just sent to all law school deans about the opening of the AQ for 2017. The message includes special instructions for schools with visits in the 2017-2018 academic year.

We want to highlight this paragraph:

_Because the AQ does not close until October 15th, schools with fall visits will not be able to complete the 2017 AQ prior to finalizing their Self Study. Now that the 2017 AQ is open, schools should complete all of the parts that can be completed prior to submitting the Self Study. When you print the reports that are required in the Self Study, some of them will not have complete information for 2017 – especially the reports on admission. Schools that have early fall visits will need to update their submissions by providing updated reports to the teams when the reports can be completed. We are advising the Chairs of teams with early fall visits that they will receive some reports closer to the dates of the visit._

_For those of you with very early visits_, we will advise the schools to submit the self study on time but without any reports. The reports will be sent as soon as the schools have an opportunity to work on the AQ.

Please let us know if you have any questions.

Best

Becky

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Dear Deans:

**2017 Annual Questionnaire is now open**

The Annual Questionnaire approved by the Council at its June meeting has significant changes from prior AQs. A message similar to this one has been sent to our Questionnaire listserv. In addition to other goals, we have revised the questionnaire to eliminate questions, revise instructions and definitions that have caused confusion, and eliminate the need for duplicate data entry in the SEQ. A more detailed explanation of the process of
revision along with all of the goals can be found on our questionnaire page in the link below.

An overview of all of the changes is contained in the attached memorandum. However, you should note:

(1) There no longer are questions about the library.
(2) Part III of the AQ has been replaced by a new section on Non-J.D. programs that combines and expands on any questions in the previous AQ about non-J.D. programs.
(3) Parts IV and VI on finances and financial aid are largely unchanged.
(4) The most significant changes are in Parts II (admissions and enrollment) and Part V (faculty). Please read all of the instructions in these two sections before entering any data. An overview of the changes in the new AQ is attached.

The Annual Questionnaire instructions and questions can be found on the Questionnaire page of our website:
https://www.americanbar.org/groups/legal_education/resources/questionnaire.html

**Important information for Law Schools with site visits in the 2017-2018 academic year.**

On April 12, Managing Director Barry Currier sent a message to all deans about the new 2017-2018 ABA Self Study. He noted that there is no longer a separate data entry portion in the Quest system for schools with site visits. All data entry related to the Self Study has now been moved to the Annual Questionnaire (AQ). Redundant entry of data has been eliminated. We think this is a significant improvement in the process.

The 2017-2018 Self Study includes 23 reports that will be generated by the Quest system. Many of these reports are new or revised from prior versions. Those reports will be based on data entered in the 2017 AQ and on data entered in the previous two AQs. Many of these reports go from the Self Study directly into the site visit report. Again, this streamlines the process for everyone and assures that data will be consistent throughout the various stages of the process. The 2017 reports will be available in approximately three weeks.

Because the AQ does not close until October 15th, schools with fall visits will not be able to complete the 2017 AQ prior to finalizing their Self Study. Now that the 2017 AQ is open, schools should complete all of the parts that can be completed prior to submitting the Self Study. When you print the reports that are required in the Self Study, some of them will not have complete information for 2017 – especially the reports on admission. Schools that have early fall visits will need to update their submissions by providing updated reports to the teams when the reports can be completed. We are advising the Chairs of teams with early fall visits that they will receive some reports closer to the dates of the visit.

**Request:**
1. Most of the new reports will either be able to pull information from previous AQs or are reports that only cover one year. For four of the reports, we will ask schools to pull data from the old version of the SEQ. If you go into 2016 in Quest and look at the SEQ reports, we will need the 2014 - 2016 data for the following four reports:
   - old report 1 on enrollment,
   - old report 7 on attrition,
   - old report 16 on admissions, and
   - old report 19 on minority admissions.

2. We also need schools being visited this year to provide information on faculty recruitment for two prior years. Information on faculty recruitment was previously collected in the SEQ data entry on-line for the three years prior to a site visit. The new AQ will collect faculty recruitment every year. This year it will collect information for the 2016-2017 academic year. The school must also provide information about faculty recruitment in the 2014-2015 and 2015-2016 academic years. Please use the format in the 2017 AQ to provide the information about faculty recruitment in the two prior years.

Please do not hesitate to contact us if you have questions. You are free to call me, of course. However, you or members of your staff are likely to get answers to your more specific and technical questions by directly contacting the individuals in our office who know the most about the AQ:

Becky Stretch (312-988-5297; becky.stretch@americanbar.org);
William Adams (312.988.5103; william.adams@americanbar.org);
Data Specialist Ken Williams (312.988.6739; kenneth.williams@americanbar.org)

Thanks in advance to and your staffs for the careful and timely preparation of your AQ.

Bill
MEMORANDUM

To: Greg Murphy, Chair
   Council of the Section of Legal Education and Admissions to the Bar

From: Pamela Lysaght, Chair
       Standards Review Committee

Barry Currier, Managing Director
Section of Legal Education and Admissions to the Bar

Date: May 18, 2017

Re: 2017 Annual Questionnaire

A key, and critical, task for the Standards Review Committee (SRC) this year was to combine the functions of the SRC and the Data Policy and Collection Committee. As part of that task, the newly constituted SRC undertook a comprehensive review of the Annual Questionnaire (AQ), in addition to its regular work of considering revisions to the Standards. This review lasted the entire academic year, involving working sessions at SRC meetings, multiple conference calls, and numerous discussions of drafts by the entire SRC. While it remains a work in progress, with more to tackle next year, the overall structure and approach are complete, and most of the sections have been revised. Importantly, the SRC worked collaboratively with the Section office, which took primary responsibility for collecting and collating the SRC’s recommendations and then drafting the new AQ. This Memorandum summarizes the goals and process that informed the comprehensive review and highlights the revisions to the various sections of the 2017 AQ.

Background

Goals:
- Coordinate the AQ with Self Study/SEQ narrative questions, the Site Report Template, and the Decision Letter Template to ensure that the AQ is serving its primary functions: providing information for the sabbatical process, Interim Monitoring, and 509 (all key accreditation functions), as well as information for take-offs.
- Continue the project to streamline the various functions of the accreditation process. (The process began with the Decision Letter Template and, working backwards, included revising the Site Report Template and the SEQ narrative questions template.)

Detailed review of the AQ:
The SRC split into working groups to review the AQ. Each working group was asked to do the following:
- Identify the Standard that the AQ question relates to.
- Identify the accreditation function or functions that the question relates to (providing information for the sabbatical inspection process, Interim Monitoring, 509 Reports, or Take-offs).
- Review the sabbatical reports that are generated from the information gathered.
- Review the questions, definitions, and instructions.
In reviewing the function that the question relates to, the groups were asked to consider the following:

- If the data is included in the 509 Report, should it continue to be?
- If the data isn’t included in the 509 Report, should it be?
- If the data is used as an Interim Monitoring trigger, should it continue to be?
- If the data isn’t used as an Interim Monitoring trigger, should it be?
- Is the information requested in the questions reviewed every year? (e.g., 509 or Interim Monitoring)
- If not, is the question appropriate for the Take-offs? (Currently, all questions in the AQ are in the Take-offs.)
- If not, is the question necessary?

In reviewing the AQ questions, the groups were asked to consider the following:

- Is the question clear?
- Are the instructions clear?
- Are the definitions that are provided clear?
- Do the instructions and definitions match the terminology in the Standards?

In reviewing the sabbatical reports, the groups were asked to consider the following:

- Is the report useful?
- Is the report used in the Site Report Template?
- Are there other reports that should be generated from the information gathered in the AQ?
- If data is collected in the SEQ and not in the AQ, consider whether additional data should be collected in the AQ rather than asking these questions in the SEQ.

Overall Structure of 2017 AQ:

- Eliminated separate data entry for schools undergoing site visits. Restructured to collect all relevant data in the AQ going forward. All reports that are part of the Self-Study (SEQ) will be pulled from data entered into the AQ.
- Made it possible to generate all reports from data entered in the AQ. (For example, reports on faculty recruitment and composition of full-time faculty currently are manually completed only in the year of site visit rather than collecting information on this every year.)
- Eliminated current Part III, which covers detailed questions about the library. AALL has already been discussing asking questions on their own.
- Added a section on Non-JD programs as new Part III.
- Moved Bar Passage questions to a new separate Questionnaire (similar to separate Employment Questionnaire). This will permit more timely collection of data on bar passage.
- Eliminated questions about administrators and librarians who do not teach. The information does not provide anything that is monitored annually or reported in 509. Data regarding compliance with 205 and 206 will be obtained during sabbatical reviews.
- Revised and clarified instructions in the AQ.
- Changed timing of collection of faculty information to cover the most recently completed academic year, instead of collecting information based on a split year.
• Eliminated questions that were designed to collect information about the student/faculty ratio. Many of the current questions in the AQ were structured to obtain the data previously needed to calculate student/faculty ratio.
• Focused faculty questions on teaching resources using definition of full-time faculty member from the standards.

Part I: School Information
• Arranged questions in more logical order.
• Added question about regional accreditor.
• Added question about type of law school (University, Independent, Independent and affiliated with a University).
• Added section on Title IV compliance.
• Added more detailed questions on 509 compliance.
• Added a new question on contact person (in addition to the dean) for Accreditation issues.
• Added questions about whether schools have part-time divisions that have received acquiescence.
• Streamlined questions on the curriculum.

Part II: Admissions and Enrollment
The current method for collecting admission offers, “matriculants,” enrollment numbers, and attrition is confusing. Several changes were recommended.
• Structured the questions about the first-year class to clarify the group that is relevant for the LSAT verification program.
• The “2017 first-year class” is defined as those students who enrolled as first-year students in the period October 6, 2016 to October 5, 2017 and were attending classes as of February 2, 2017 for the winter/spring enrollees, June 15, 2017 for the summer enrollees, and October 5, 2017 for the fall enrollees. It includes:
  o Students who apply, are accepted to, and begin law school in the period October 6, 2016 to October 5, 2017.
  o Students who were admitted in a prior year but deferred admission and are beginning law school with the 2017 first-year class.
  o Students who were admitted in a prior year but took a leave of absence or withdrew prior to October 6 of that year and are beginning law school with the 2017 first-year class. [Note that a student who withdraws after October 6 in a prior year is an attritted student. If that student begins again as a first-year student, the student is classified as a readmitted student.]
  o Readmitted students who have fewer than 15 credits.
  o Students admitted with fewer than 15 credits of prior law study.
• Added admissions questions on those who have been readmitted.
• Added admissions questions on those who were admitted with credit for prior law study (at another ABA-accredited law school, a non-ABA-accredited law school, a foreign law school, or from an LLM program).
• Changed enrollment questions to collect information based on number of credits that must be earned to complete each year at a Law School (1L, 2L, 3L).
• Changed attrition questions to collect attrition data based on the number of credits earned at the time of attrition.
• Condensed attrition data into two categories (non-transfer and transfer) from three categories (academic, transfer, and other).
• Continued collection of admission, enrollment, and attrition data by race/ethnicity and by gender.

Part III: Non-JD
• Combined all questions related to Non-J.D. programs into one section of the AQ.
• Created a drop-down list of all programs that have received acquiescence in order to ensure that law schools report on all programs.
• From the new AQ section, created new reports regarding the enrollment of Non-J.D. students in J.D courses to better monitor the impact of Non-J.D. programs on the J.D. program.
• Removed questions that collected race and ethnicity for Non-J.D. students, as this information is not reported in the 509 report or monitored.

Part IV: Financial Aid
No significant changes at this time. The only change was to move data entry from the SEQ to the AQ.

Part V: Faculty
• Changed the name of this section from Profiles to Faculty.
• Eliminated questions that were designed to collect information about the student/faculty ratio based on the complicated definition in the former Standard.
• Changed timing of collection of faculty information to cover the most recently completed academic year, instead of collecting information based on a split year.
• Reduced faculty profiles to two types based on the definition of FT faculty member in Standards.
  o A full-time faculty member of the law school during the most recently completed academic year.
  o Any person who is not a full-time faculty member of the law school who teaches at least one class in the J.D. program of the law school during the most recently completed academic year.
• Eliminated questions regarding the term in which a person taught
• Eliminated questions about whether the person has significant administrative duties.
• Added questions regarding full-time faculty on contract: the types of contract (presumptively renewable, on track to presumptively renewable, not on track to presumptively renewable), the length of contract, and the type of professor (clinical, legal writing, other).
• Eliminated questions regarding the type of part-time employee (e.g., adjunct, part-time, part-time emeritus, part-time joint appointment).
• Added questions about faculty recruitment to collect the information every year rather than just in the year of a sabbatical visit.
• Eliminated any data entry for site visits. All data entry will be done in the AQ.
  o SEQ had questions on faculty recruitment and on composition of full-time faculty just in the year of the visit. All of that information will be collected in the AQ going forward.
  o SEQ asked for more detail on faculty qualifications (law school attended, other
degrees). That will be covered in the narrative self study and will not involve data entry.
  
  o  SEQ also asked for course information to determine compliance with 403. That will be requested in AQ going forward.

- Moved collection of course information from the SEQ to the AQ.
- Changed timing of course information to be collected for the most recently completed academic year. In order to determine compliance with 403, questions were added about whether a course is part of the first one-third of a student’s coursework. Questions will not be asked regarding in what Division (FT or PT) a course is taught. Questions about compliance with 312 (comparable opportunities) will be covered in the narrative portion of the Site Evaluation Questionnaire.

**Part VI: Fiscal**

No significant changes at this time. The only change is to move data entry from the SEQ to the AQ. This may be a significant project, but it will be left for another year.

**Part VII: Foreign Programs**

Updated to reflect recent changes in the Criteria.
Part I. School Information

SECTION 1 – GENERAL INFORMATION

1. Law School Name
   Address
   Phone
   Law School URL

2. Dean’s Name
   Phone
   Email
   Assistant’s Name
   Phone
   Email

3. Is the Law School a public or private institution?

4. Does the Law School have a religious affiliation? If so, please describe.

5. Type of School
   5a. part of a University
      i. Name of University
         Address
      ii. Name of President
         Phone
         Email
   5b. Independent but formally affiliated with a University
      i. Name of University
         Address
      ii. Name of President
         Phone
         Email
   5c. Independent
      i. Name of Board President
         Phone
         Email

6. Provide the name of the accrediting agency that allows the Law School to provide its students with access to federal student loans.
   [Select from drop-down menu]
   - Middle States Commission on Higher Education
   - New England Association of Schools and Colleges, Commission on Institutions of Higher Education
   - North Central Association of Colleges and Schools, The Higher Learning Commission
7. Title IV

7a. In the most recently completed academic year, was the Law School on report back for any violations of Title IV compliance? Yes/No
   If yes, explain.

7b. In the most recently completed academic year, was the school’s access to Title IV at risk of being removed? Yes/No
   If yes, explain.

7c. If the response was yes to either 7a or 7b, was the Managing Director’s Office notified? Yes/No
   If yes, provide a copy of the notification.

8. Provide the URLs to your school's web pages that show compliance with Standard 509. (see Guidance Memo on Standard 509 compliance)

8a. Provide the URL to demonstrate that the Law School has a link on its home page that is prominently displayed and is labeled “ABA Required Disclosures.”

8b. Provide the URL to page that includes ABA Required Disclosures.

8c. Provide the URL to Employment Summary Report, as required by 509(b)(7).

8d. Provide the URL to Standard 509 Information Report, as required by 509(b)(1), (2), (3), (4), (5), (6), and (8).

8e. Provide the URLs to demonstrate that the Law School discloses the following information in a readable and comprehensive manner, as required by 509(c).
   i. refund policies
   ii. curricular offerings, academic calendar, and academic requirements
   iii. policies regarding transfer of credit earned at another institution of higher education.

9. Contact Information for Questionnaires.

9a. In addition to the Dean, to whom should inquiries regarding the Annual Questionnaire be addressed?
   Name
9b. In addition to the Dean, to whom should inquiries regarding the Employment Questionnaire be addressed?

Name
Title
Phone
Email

10. Contact Information for Accreditation Issues.

In addition to the Dean, who is the person designated by the Law School to communicate with the Managing Director’s Office on issues or questions regarding accreditation?

Name
Title
Phone
Email

SECTION 2 – ACADEMIC CALENDAR

11. How is the Law School’s academic calendar organized?
   Semester
   Quarter
   Trimester
   Other (specify______________)

12. In what months may students begin law study? _____________________________

13. In what months does the Law School confer degrees? ___________________

14. What is/are the application deadlines that the Law School would like to appear in the ABA Standard 509 Disclosure report?

15. Indicate the application fee for the 2017-2018 academic year.

16. Indicate the number of credit hours required to earn the J.D.

17. Indicate the total number of credit hours that must be taken in required courses.
   First-year courses_____________
   Upper-level courses____________
18. Part-time Division

18a. Does the Law School have a Part-time Division? Yes/No
   If yes, has the Part-time Division received acquiescence from the Council?

18b. Are students in the Part-Time Division permitted to transfer to the Full-Time Division?

18c. Has the Part-time Division been operated in the last two academic years?

19. If the Law School does not have a Part-time Division that has received acquiescence from the Council, does the Law School permit students to take a reduced load? Yes/No

   If yes, how many students took a reduced load in the most recently completed academic year? ___________________________

SECTION 3 – TUITION

20. State the annual tuition and fees, excluding summer session, for the 2017-2018 academic year required to be paid by each First-Year Student who takes the normal course load. Do not include fees that are optional (e.g., some athletic fees) or required of only some students.
   Full-Time Resident Student
   Full-Time Non-Resident Student
   Part-Time Resident Student
   Part-Time Non-Resident Student
   Other (specify ___________)

21. Does the law school have a tuition policy that guarantees all entering students the same tuition rate throughout their enrollment?

SECTION 4 - CURRICULAR OFFERINGS

22. Curricular Offerings (Do not report on courses that enroll only non-J.D. students.)
   All information in this question should be based on curricular offerings offered at the law school during the most recently completed academic year.

   22a. Typical first-year section size, excluding small sections and Legal Research & Writing.

   22b. Number of course titles, beyond the first-year curriculum, offered.
      Count each title only once, no matter how many sections are offered. Count only upper-level course titles, meaning those course titles offered beyond the first-year curriculum. Include seminar, simulation, law clinic, and field placement course titles.
22c. **Number of upper-level classroom course sections with an enrollment.**

*Provide the number of upper-level course sections offered that fit into the appropriate enrollment ranges. Multiple sections of the same course title are included in the section count. Count only upper-level course sections, meaning those course sections offered beyond the first-year curriculum. Include any simulation course sections. Exclude any clinical and field placement course sections (and, for each, their respective classroom components).*

<table>
<thead>
<tr>
<th>Enrollment Range</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 25</td>
<td></td>
</tr>
<tr>
<td>25 to 49</td>
<td></td>
</tr>
<tr>
<td>50 to 74</td>
<td></td>
</tr>
<tr>
<td>75 to 99</td>
<td></td>
</tr>
<tr>
<td>100+</td>
<td></td>
</tr>
</tbody>
</table>

22d. **Number of seats available in law clinics***.

22e. **Number of field placement positions filled***.

22f. **Number of seats available in simulation courses***.

*See Standard 304 for the definitions of law clinics, field placements, and simulation courses.*
Part II. Admissions and Enrollment Information

The admissions year for the 2017 Annual Questionnaire is October 6, 2016 to October 5, 2017. Schools that admit students at any point during that time (e.g., winter/spring and/or summer) must include those students in the totals along with students admitted in fall 2017.

The “2017 first-year class” is defined as those students who enrolled as first-year students in the period October 6, 2016 to October 5, 2017 and were attending classes as of February 2, 2017 for the winter/spring enrollees, June 15, 2017 for the summer enrollees, and October 5, 2017 for the fall enrollees.

The 2017 first-year class includes:

- Students who apply, are accepted to, and begin law school in the period October 6, 2016 to October 5, 2017.
- Students who were admitted in a prior year but deferred admission and are beginning law school with the 2017 first-year class.
- Students who were admitted in a prior year but took a leave of absence or withdrew prior to October 6 of that year and are beginning law school with the 2017 first-year class. [Note that a student who withdraws after October 6 in a prior year is an attritted student. If that student begins again as a first-year student, the student is classified as a readmitted student.]
- Readmitted students who have fewer than 15 credits.
- Students admitted with fewer than 15 credits of prior law study.

Note that Standard 503 requires that each applicant for admission as a first-year J.D. degree student must take a valid and reliable admission test to assist the school and the applicant in assessing the applicant’s capability of satisfactorily completing the school’s program of legal education. All students in the first-year class as defined above must have taken such a test.

SECTION 1: APPLICATIONS, OFFERS, ENROLLEES

This section asks for information in three categories: full-time; part-time; and unduplicated. If the Law School permits students to apply for a part-time program separately from a full-time program, indicate the number of students that apply, are accepted to, and enroll in each program. If students can apply or be accepted to both programs, provide the unduplicated number of applications, acceptances, and enrollees.

“Completed applications” are applications that are ready to be reviewed for action.

Applicants are only those individuals applying to the Law School’s first-year class.

Do not include applications from transfer students and other students enrolling with credit for prior law study. Students admitted with credit for prior law study, such as transfers from other law schools in the United States and students admitted with credit from a foreign law school, are covered in Section 3.
Include applications from students applying without an LSAT score under Standard 503 and Interpretations 503-1 and 503-3. Scores on alternatives tests for those students must be reported in Section 6.

The “applicant pool” is the number of students who submitted completed applications for admission to the J.D. program for the 2017 first-year class.

1a. Indicate the number of applicants who submitted completed applications for admission to the J.D. program for the 2017 first-year class
   Full-Time
   Part-Time
   Unduplicated
   Race, Ethnicity, and Gender

1b. From the applicant pool, state the number who received admission offers
   Full-Time
   Part-Time
   Unduplicated
   Race, Ethnicity, and Gender

1c. From the applicant pool, state the number who enrolled in the 2017 first-year class
   Full-Time
   Part-Time
   Unduplicated
   Race, Ethnicity, and Gender

SECTION 2: READMITTED STUDENTS

2. Indicate the number of students who were readmitted after being academically dismissed from the Law School
   2a. Number with fewer than 15 credits
   2b. Number with 15 or more credits

3. Indicate the number of students admitted after disqualification at another law school
   3a. Number with fewer than 15 credits
   3b. Number with 15 or more credits

SECTION 3: STUDENTS ADMITTED WITH CREDIT FOR PRIOR LAW STUDY

4. Indicate the number of students admitted with credit for prior law study from other ABA-approved law schools
   4a. Number with fewer than 15 credits
   4b. Number with 15 or more credits
5. Indicate the number of students admitted with credit for prior law study from non-ABA-approved U.S. law schools
   5a. Number with fewer than 15 credits
   5b. Number with 15 or more credits

6. Provide the following information for each such student admitted with credit for prior law study from U.S. law schools
   Student Name (Last, First)
   Law School Name
   Law School GPA

7. Provide this information if the school accepted 12 or more students with credit for prior law study from U.S. law schools
   75th Percentile 1L GPA
   50th Percentile 1L GPA
   25th Percentile 1L GPA

8. Provide this information if the school accepted more than 5 but fewer than 12 students with credit for prior law study from U.S. law schools
   50th Percentile 1L GPA

9. Indicate the number of students the law school accepted with credit for prior law study at a law school outside the United States
   9a. Number with fewer than 15 credits
   9b. Number with 15 or more credits

10. Indicate the number of graduates of a law school outside the United States the law school accepted with credit for prior law study in an LL.M. or other post-J.D. program offered by the Law School
    10a. Number with fewer than 15 credits
    10b. Number with 15 or more credits

SECTION 4: 2017 FIRST-YEAR CLASS

11. Total First-Year Class
    Number from 1c. [unduplicated]
    Students who deferred from a prior year
    Students who withdrew or took a leave of absence from a prior year
    Readmitted students with fewer than 15 credits [2.a and 3.a]
    Students with fewer than 15 credits of prior law study [4a., 5a., 9a., 10a.]
    Total

SECTION 5: FIRST-YEAR CLASS VERIFICATION

The ABA Section of Legal Education and Admissions to the Bar (ABA) and the Law School Admission Council (LSAC) have collaborated to establish a verification program to allow
schools to obtain a certified report of their first-year class credentials. The program is voluntary. Each law school must provide information for all students in the first-year class, whether or not the law school participates in the verification program.

Information must be provided for every student in the first-year class, whether or not that student has an LSAT score. Scores on alternative tests are reported in Section 6.

For every student in the first-year class, upload the following information in the template provided:
- LSAC Number
- Last Name
- First Name
- Date of Birth
- Full-Time
- Part-Time
- UGPA
- LSAT score

12. Does the Law School participate in the verification program? Yes/No

   If yes, complete question 13.
   If no, complete question 14.

13. The school understands, acknowledges, and agrees the ABA will transmit the information provided in response to Question 3 to the LSAC in furtherance of the ABA’s role as an accrediting agency and for the purpose of verifying first-year class credentials. Select Yes/No

14. Complete this question only if the school does not participate in the verification program. [Note: If the Law School does not participate in the verification program, contact the Managing Director’s Office for instructions on making these calculations.]

   First-year Class (Full-Time and Part-Time)
   75th Percentile UGPA
   50th Percentile UGPA
   25th Percentile UGPA
   Number in calculation

   75th Percentile LSAT
   50th Percentile LSAT
   25th Percentile LSAT
   Number in calculation

SECTION 6: NON-LSAT ADMISSIONS
Admission of students without an LSAT score is governed by Standard 503 and Interpretations 503-1 and 503-3. There is a Managing Director's Guidance Memo on Interpretation 503-3, which should be consulted before completing this Section. If the law school has not admitted any students without an LSAT score, leave the tables in this Section blank.

In question 15a., include the number of applicants, the number admitted, and the number that enrolled in the 2017 first-year class under Interpretation 503-3(a)(1) [students in an undergraduate program of the same institution as the J.D. program].

In question 15b., include the number of applicants, the number admitted, and the number that enrolled in the 2017 first-year class under 503-3(a)(2) [students seeking the J.D. degree in combination with a degree in a different discipline].

If the Law School believes that it can demonstrate that a test other than the LSAT is valid and reliable to assist the school in assessing an applicant’s capability to satisfactorily complete the school’s program of legal education and has admitted students on the basis of that test without an LSAT score, include the number of applicants, the number admitted, and the number that enrolled in the 2017 first-year class using the alternative test in question 15c. Students who submit an alternative admissions test score who have an LSAT score should not be included in the number reported in question 15c.

Note: The Council has circulated for comment proposed changes to Standard 503 that, if adopted, would establish a process for the Council to determine whether standardized admissions tests other than the LSAT qualify as valid and reliable law school admissions tests. The Council anticipates that the process would require testing company applicants to demonstrate the validity and reliability of their test for law school admissions on a nationwide basis and to commit to a process of score verification similar to that which the LSAC now provides. Until a proposed change is adopted, current Interpretation 503-1 remains in the Standards. A school having a study that it believes demonstrates the validity and reliability of a test for admission to its law school other than the LSAT can choose under that Interpretation, and at its own risk, to rely on that study to admit students until the Standard is changed.

The Accreditation Committee will review any such studies and determine whether the particular test and study meet the requirements of Interpretation 503-1. If not, then the school will be operating out of compliance with Standard 503 and that matter will be reviewed under the Standards and Rules of Procedure in the regular manner. The study on which the school relies should be neither one that was undertaken in connection with a variance previously granted nor one based upon a study done for another law school.

For question 16, if the standardized test information does not include a composite score but includes more than one score and percentile, include the scores and percentiles for each section of the test.

15a. Non-LSAT admissions - students in an undergraduate program of the same institution as the J.D. program.
15b. Non-LSAT admissions - students seeking the J.D. degree in combination with a degree in a different discipline.
   Applicants
   Admitted
   Enrolled

15c. Non-LSAT admissions – Law School demonstrated valid and reliable test.
   Applicants
   Admitted
   Enrolled

16. Individual Admissions Data
   For each student enrolled without an LSAT score, provide
   Standardized test information
   Name of test
   Year taken
   Score(s)
   Percentile(s)
   UGPA
   Undergraduate class rank

SECTION 7: TOTAL ENROLLMENT

Provide information for all students enrolled at the Law School as of October 6, 2017.

The categories of 1L, 2L, and 3L are based on the information provided by the Law School in question 17a. Regardless of the year in which a student began law school, a student is considered a “1L” until that student has earned sufficient credits to meet the Law School’s definition of “2L”.

Include any students enrolled in a semester abroad program administered by the Law School. Include students who are visiting the Law School as well as joint-degree students.

Do not include students from the Law School who are visiting another law school or participating in a semester abroad program that another law school administers.

17a. Indicate the number of credits that must be earned to complete each year at the Law School:
   1L___________
   2L___________
   3L___________
17b. Enrollment figures as of October 5, 2017:

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Men</th>
<th>Women</th>
<th>Other/Not reported</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1L</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2L</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3L</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SECTION 8: DEGREES AWARDED

18. What is the total number of J.D. degrees that were awarded from October 6, 2016 through October 5, 2017?

<table>
<thead>
<tr>
<th>Total number</th>
<th>Race/Ethnicity</th>
<th>Men</th>
<th>Women</th>
<th>Other/Not reported</th>
</tr>
</thead>
</table>

SECTION 9: ATTRITION

As used in this Questionnaire, attrition refers to the number of students discontinuing their enrollment at the Law School at which they matriculated for any reason other than graduation. Any student who left the school for any reason (other than graduation) between October 6, 2016 and October 5, 2017, should be included in the attrition count.

Non-transfer Attrition refers to those students who discontinued their education for any reason other than transfer to another law school. Include students who attritted under this definition even if they are readmitted or re-enroll in a subsequent term.

Transfer Attrition includes students who have transferred to another law school.

Short leaves of absence (a year or less) when the student is eligible and fully intends to return to law school should not be considered in the attrition count. If the student doesn’t return after the short leave, then he/she should be included in the attrition count the following year.

Any student who is part of the 2017 first-year class and leaves for any reason after matriculating for at least one day must be included in the attrition count. The “2017 first-year class” is defined as those students who enrolled as first-year students in the period October 6, 2016 to October 5, 2017 and were attending classes as of February 2, 2017 for the winter/spring enrollees, June 15, 2017 for the summer enrollees, and October 5, 2017 for the fall enrollees.

The categories of 1L, 2L, and 3L are based on the information provided by the Law School in question 17a. Regardless of the year in which a student began law school, a student is
considered a “1L” until that student has earned sufficient credits to meet the Law School’s definition of “2L”.

19. Indicate the total number of students discontinuing law school between October 6, 2016 and October 5, 2017 for the following reasons:

19a. NON-TRANSFER ATTRITION [based on credits earned at time of attrition]

<table>
<thead>
<tr>
<th>Class</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1L</td>
<td>________</td>
</tr>
<tr>
<td>2L</td>
<td>________</td>
</tr>
<tr>
<td>3L</td>
<td>________</td>
</tr>
</tbody>
</table>

MEN; WOMEN; OTHER/NOT REPORTED
RACE/ETHNICITY

19b. For each student that attritted for any non-transfer reason, provide the following information:

- LSAC Number
- Student Name (Last, First)
- UGPA Score
- LSAT Score
- First-year class

19c. TRANSFER ATTRITION [based on credits earned at time of attrition]

<table>
<thead>
<tr>
<th>Class</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1L</td>
<td>________</td>
</tr>
<tr>
<td>2L</td>
<td>________</td>
</tr>
<tr>
<td>3L</td>
<td>________</td>
</tr>
</tbody>
</table>

MEN; WOMEN; OTHER/NOT REPORTED
RACE/ETHNICITY

SECTION 10: ACCOMMODATIONS

20. How many students received accommodations in the most recently completed academic year?

For purposes of this Questionnaire, the term "accommodations" includes barrier-free design; barrier removal; course work modifications such as extended deadlines, leaves of absence, exam modifications, and course load modifications; and auxiliary services such as taped texts and interpreters. **Do not** include pregnancy or temporary illness/impairment as a disability.
Part III. Non-J.D. Programs

Non-J.D. Program Information

If the law school offers any degree or certificate programs in addition to the J.D. degree, answer the following questions for each acquiesced program in the drop down menu below. This section must be completed for each program, even if the program was not run in the prior year.

The drop down menu should include every degree or certificate program offered in addition to the J.D. degree program, whether or not the program requires a first degree in law. Thus, in addition to LL.M. and J.S.D. programs, the list should include non-law degrees, master’s degrees, certificate programs, and other programs offered by the law school. The list does not include joint degree programs if the other degree is granted by another school in cooperation with the law school or certificate programs offered only to J.D. degree students. Note that concentrations offered within a particular degree or certificate will not appear in this list.

Non-J.D. degree programs are categorized as post-J.D., post-baccalaureate, certificate programs, and non-law school programs. Post-J.D. degree programs include LL.M., S.J.D., and Ph.D. degree programs that require a domestic J.D. or foreign equivalent law degree as a prerequisite. Certificate programs include any program leading to a certificate of specialization in any area of the law. Certificate programs do not necessarily require a J.D. or equivalent degree as a prerequisite. Post-baccalaureate degree programs include Master of Jurisprudence, Master of Legal Studies, and similar law degrees that require a baccalaureate but not a J.D. or equivalent degree as a prerequisite. Non-law school degree programs include undergraduate degrees such as a B.A. in Criminal Justice or B.A. in Law.

If your school offers a program that does not appear in the drop down menu, please email JR Clark at jr.clark@americanbar.org.

1. [DROPDOWN LIST will include names of all degrees/certificates that have received acquiescence; questions below will be presented for each program in the dropdown list]
   *Note: This list does NOT include certificate programs that were started prior to fall 2014.
   1. Enrollment figures as of October 5, 2017:
      a. Total Enrollment:
      b. Enrollment ONLINE ONLY:
   2. Faculty member or administrator with primary responsibility for the program:
      a. Name
      b. Title
      c. Email Address

2. For certificate programs started prior to fall 2014, please provide the following information:
   [Will need an ‘add program’ button to report the following information]:
   1. Name of Certificate Program
   2. Date program began operation
   3. Enrollment figures as of October 5, 2017:
a. Total Enrollment:
b. Enrollment ONLINE ONLY:

4. Faculty member or administrator with primary responsibility for the program:
a. Name
b. Title
c. Email Address

3. For any course in which non-J.D. students comprised more than 10% of the course enrollment, provide the name of the course, the number of non-J.D. students enrolled, and the number of J.D. students enrolled in the chart below.
PART IV. FINANCIAL AID

SECTION 1 – SCHOLARSHIPS AND GRANTS

1. Scholarships and Grants

   Scholarships and grants are defined as financial aid that requires neither repayment nor work in exchange for the funds received, except that grants related to co-curricular activities such as law review may be included. Do not include non-J.D. students.

   1a. For the most recently completed academic year, provide the total unduplicated number of J.D. degree students receiving scholarships and grants from law school or university sources, regardless of whether they are exclusively need-based, exclusively non-need-based or both need-based and non-need-based.

   1b. Total dollar amount of all scholarships and grants awarded to the students identified in 1.a.

2. Conditional Scholarships

   A conditional scholarship is any financial aid award, the retention of which is dependent upon the student maintaining a minimum grade point average or class standing, other than that ordinarily required to remain in good academic standing.

   In reporting the number of students whose conditional scholarships were reduced or eliminated, do not include students who met the conditions for renewal of their scholarships, but did not continue their studies. Thus, a student who met the requirements for renewal of the student's scholarship at the end of the first year would not be counted in that category where the student transferred to another school, took a leave of absence, or visited away for a semester or year at another school. Similarly, a student who met the requirements for renewal but lost a scholarship because of academic misconduct would not be included.

   2a. Does the school offer conditional scholarships? Yes/No

   2b. In the chart provided, provide for the last three academic years the number of students entering with conditional scholarships and the number of students whose conditional scholarships have since been reduced or eliminated. Do not adjust a previous year’s reporting where a student who failed to meet the requirements for renewal after the first year later regained a scholarship.

SECTION 2 – STUDENT LOANS

3. Federal Loans

   3a. Total dollar amount of federal loans (including Direct Unsubsidized and Grad Plus).
3b. Total number of law students receiving federal loans.

Make sure not to count students twice when providing the total number of students because a student may have more than one type of federal loan.

4. Loans from External Sources

Loans from external loans sources include loans from private lenders (e.g., Chase, Citi Bank, etc.) as well as loans from law school or university resources. Do not include federal loans.

4a. Total dollar amount of loans from external sources, law school resources, and university resources.

4b. Total number of law students receiving loans from sources in 4a.

Make sure not to count students twice when providing the total number of students because a student may have more than one type of loan from external sources.

5. Total Dollar Amount of Loans

5a. Total dollar amount of loans to students from all sources in 3a. and 4a.

5b. Total unduplicated number of law students receiving loans from all sources in 3a. and 4a.

Make sure not to count students twice when providing the total number of students because a student may have more than one type of loan from federal or external sources.

6. For law schools not affiliated with a university:

6a. Provide the most recently available 3-year cohort default rate

Indicate the fiscal year of the most recently available 3-year cohort default rate.

6b. Indicate the date of your last financial audit.

6c. Indicate the date of any other program review by the Department of Education.

6d. Briefly explain the result of any such audit or review and whether the school is in full compliance of Title IV of the Higher Education Act.

SECTION 3 – STUDENT LIVING AND BOOK EXPENSES

7. Living Expenses

Provide the total expense budget, excluding tuition and fee charges, for a full-time single student living on campus, off campus, and at home that the law school established for the upcoming academic year. Provide the figures used to determine the student’s loan eligibility (commonly referred to as “the budget” in Financial Aid). Take “the budget” for each student type and subtract tuition and fees to determine these amounts.

7a. Single student living on-campus

7b. Single student living off-campus
7c. Single student living at home

SECTION 4 – CONSUMER INFORMATION

8. Grants and Scholarships from Internal Sources
   Provide the number of students and dollar amount for the most recently completed academic year and only include grants and scholarships from internal sources (law school or university for J.D. students). Tuition includes fees similar to tuition that recur on an annual or semester basis. A forgivable loan should not be included as a grant or scholarship.

   Please note that the calculation of 75th, 50th, and 25th are based on only those students receiving aid, excluding those students who did not receive any grants or scholarships.

8a. Number of Students Receiving Grants: Full Time/Part Time
   Less than 1/2 tuition
   1/2 tuition or more but less than full tuition
   Full tuition
   More than full tuition
   Total # of students receiving grants:

8b. Award Amounts
   75th Percentile Grant Amount of aid per recipient:
   50th Percentile Grant Amount of aid per recipient:
   25th Percentile Grant Amount of aid per recipient:

9. What is/are the financial aid deadlines that you would like to appear in the ABA Standard 509 Disclosure report?
Part V. Faculty

Create a profile for any individual fitting one of the following descriptions:
(a) A full-time faculty member of the law school during the most recently completed academic year.
(b) Any person who is not a full-time faculty member of the law school who teaches at least one class in the J.D. program of the law school during the most recently completed academic year.

The most recently completed academic year (2016-2017) includes Fall 2016 through Summer 2017.

NOTE: Report a person only once and do not enter a person in more than one category. If a person fits in more than one category, report that person in (a) if appropriate. If (a) is not appropriate, report that person in (b).

Section 1 – FULL-TIME FACULTY MEMBERS

Include the following in this category:

Anyone who is a full-time member of the law school faculty. The definition of “Full-time faculty member” from the ABA Standards for Approval of Law Schools is: an individual whose primary professional employment is with the law school, who is designated by the law school as a full-time faculty member, who devotes substantially all working time during the academic year to responsibilities described in Standard 404(a), and whose outside professional activities, other than those described in Standard 404(a), if any, do not unduly interfere with his or her responsibilities as a full-time faculty member.

Members of the full-time faculty even if they are on a leave of absence during all or part of the 2016-2017 academic year, as long as they have a right to return to the full-time faculty at the end of their leave.

Administrators, librarians, clinicians, legal writing faculty, and other professional skills faculty if they are full-time faculty members at the law school.

Emeritus or retired faculty members or those faculty members in a phased retirement status who are full-time employees of the law school and who meet the definition of a full-time faculty member.

Full-time visitors at the law school who are full-time faculty members at another law school.

1a. Full-time faculty members of the law school during the 2016 academic year.

Name
Race/Ethnicity
Men;Women;Other/Not reported

Status
  Tenured
  Tenure-Track
  On Presumptively Renewable Contract
    Type:
      Clinical
      Legal writing
      Other
    Length of contract
      ≥5 years
      ≥3 years and less than 5 years
      ≥1 year and less than 3 years

On track to a Presumptively Renewable Contract
  Type
    Clinical
    Legal writing
    Other

On contract that does not lead to a Presumptively Renewable Contract
  Type:  Clinical
    Legal writing
    Other
    Visitor

1b. Course information for each full-time faculty member.

  For each J.D. course taught in the most recently completed academic year, report the credit hours and student enrollment. If a course has more than one professor, allocate the credit hours but not the enrollment figure among the professors. Indicate whether a course is part of the first one-third of a student’s coursework.

Course Title
Credit Hours
Enrollment
Is this course part of the first one-third of a student’s coursework  Yes/No

Section 2 – NON-FULL-TIME FACULTY MEMBERS

  A non-full-time faculty members is any person who is not a full-time faculty member of the law school who teaches at least one class in the J.D. program of the law school during the most recently completed academic year.
Include the following in this category:

Full-time employees of the university or law school who are not full-time faculty members at the law school.

Administrators, librarians, clinicians, legal writing faculty, and other professional skills faculty who are not full-time faculty members at the law school.

Emeritus or retired faculty members or those faculty members in a phased retirement status who are not full-time faculty members at the law school.

Visitors who do not meet (a) above.

Part-time faculty/adjunct faculty who are not full-time faculty members at the law school.

**Do not** include the following in this category:

An individual who offers a Distance Education course if that individual is directly compensated for the instruction by another institution.

Field placement supervisors.

Teaching assistants and teaching fellows.

2a. Any person who is not a full-time faculty member of the law school who teaches at least one class in the J.D. program of the law school during the most recently completed academic year.

Name
Race/Ethnicity
Men;Women;Other/Not reported

2b. Course Information for each non-full-time faculty member

For each J.D. course taught in the most recently completed academic year, report the credit hours and student enrollment. If a course has more than one professor, allocate the credit hours but not the enrollment figure among the professors. Indicate whether a course is part of the first one-third of a student’s coursework.

Course Title
Credit Hours
Enrollment
Is this course part of the first one-third of a student’s coursework   Yes/No
### Section 3 – FULL-TIME FACULTY RECRUITMENT

3. Provide details on recruiting during the most recently completed academic year for faculty members to begin their appointments in the current academic year.

<table>
<thead>
<tr>
<th>Positions</th>
<th>Entry level tenure track</th>
<th>Lateral tenure track</th>
<th>Lateral tenure</th>
<th>Contract</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minority</td>
<td>Yes/No</td>
<td>Men;Women;Other/Not reported</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

AALS initial interviews
Campus or other initial interviews
Total initial interviews
Final campus interviews
Offers
Acceptances
PART VI FISCAL

INSTRUCTIONS - INTRODUCTION

These instructions provide an introduction to the use of the fiscal portion of the ABA Annual Questionnaire (the “Questionnaire”). Instructions and definitions are provided in the on-line help text. You can access the on-line help text by clicking on the Help button.

The purpose of the fiscal portion of the Annual Questionnaire is to highlight changes in the resources a school has available to sustain its program of legal education (Standard 202(a)) and to help monitor whether resources being generated by the school are being made available to the law school for its educational program (Standard 202(c)). (While some comparison of law schools is possible with the data provided, it is not the purpose of the Questionnaire to be able to create definitive financial comparisons between schools.)

It is important to define the difference between “operating” revenues and “non-operating” revenues, as the Revenues Section seeks information only about “operating” funds. Operating revenues are those revenues that are available to the school and university to fund operations that are considered to be typical, annual activities associated with running a school. Examples of this would include tuition revenue and expendable gifts. Non-operating revenues are those that are not available to be spent on typical, annual expenditures associated with running a school. Gifts to endowment are considered to be non-operating, as are gifts, bond revenues or large cash infusions from a central administration for the purpose of funding a large capital project.

Because the Questionnaire is designed for law schools with a wide variety of accounting and budgeting practices, it will not fit any single school perfectly. Inevitably, some questions will not apply to your school, and you should enter a “0” (zero) in those lines.

Prior years’ data are available to view by simply pressing F5 from the main menu and entering the year you wish to look at. The multiple years’ data will be automatically pulled into the Site Evaluation Questionnaire module that will satisfy much of the reporting requirements of the sabbatical inspection.

If you run into difficulties that you cannot resolve, contact Ken Williams at (312) 988-6739

GENERAL SUGGESTIONS FOR COMPLETING THE FISCAL PART OF THE ANNUAL QUESTIONNAIRE

1. Having an overview of the Questionnaire will make it easier to complete. To see the forest before you deal with the trees, read through the instructions, suggestions and examples to get a general idea of how the Questionnaire works.

2. Work from your school’s final financial reports from the year just concluded. Use actual revenues, not budget information. Where it is necessary to allocate revenues among two or more categories in the Questionnaire because your accounting system uses different categories than in
the Questionnaire, make a reasonable estimate of the allocation. It is not necessary to provide a precise allocation.

3. Remember to report revenues once, but only once.

4. You can move quickly through the Questionnaire as follows: press a tab across the top of the data entry screens or jump from section to section by pressing the Save/Next or Save/Prior buttons at the bottom of the screen.

5. If a line does not apply to your school, enter a “0” (zero) on the line.

6. Before quitting, always save any changes or additions you have made.

7. Keep a copy of the completed Questionnaire.

SECTION 1 - REVENUES SECTION

Instructions – Revenue Section

Overview of the Revenues Section

The goal of the Revenues Section is to highlight changes in the resources a school has available to sustain its program of legal education [Standard 202(a)] and to help monitor whether resources being generated by the school are being made available to the law school for its educational program [Standard 202(c)]. The resources available for educational programming are the resources remaining in the school’s control, reduced by financial aid/scholarship expenditures and any revenue transferred to or retained by the central university. Therefore, although this is a revenue section, this section also seeks information about financial aid/scholarship expenditures and funds transferred to or retained by the university in order to arrive at “net resources available for educational programming.”

This section seeks to collect information only about the revenues a school has available to support its normal, annual operations, which we refer to as “operating revenues.” It does not seek information about “non-operating” revenues such as gifts to endowment, or gifts to support a future capital project. Information about non-operating resources is reported in the Reserves/Debt Section of the fiscal portion of the Questionnaire. Schools should report all operating revenue that was available to be spent by the school, whether or not the funds were spent during the year. Information about surplus funds is captured in the Reserves/Debt Section.

Law schools are funded through a variety of funding models and financial relationships with central campuses and so the level of resources available for educational programming cannot be accurately compared across schools. Instead, the Revenues Section seeks to provide a consistent accounting of an individual school’s revenue that allows for year-to-year comparisons of that school’s unique situation. For example, an independent school with the same level of total revenue as a school that is part of a large university will not pay for central
university services and may therefore appear to have a higher “net resources available for educational programming” than the university-run law school. What is important, however, is how each school compares to itself from year to year.

If you are an independent or stand-alone law school, please refer to the independent law school addendum for further clarification and examples on how to report figures in the Revenues and Reserves/Debt Sections.

Directions for the Revenue Section by Line:
NOTE: Independent law schools – see Addendum for instructions regarding Revenue and Reserves.

A.1 – 2 Report the total of all tuition and fees the university and school collect from law school activities, whether or not the law school physically receives this money from the university and is permitted to spend this money. On line 1, include all tuition revenue generated by the J.D. program, including summer school. On line 2, include all non-J.D. program tuition revenue such as LL.M. tuition revenue and undergraduate tuition revenue the university attributes to the law school.

B. Report endowment income, income from outside investments, and investment income received from university or law school foundations and available to the law school, as reflected on your school’s financial statements no matter the fiscal year the funds will be spent.

C. Report the total of all gifts received by the school that were available for operations. Do not report “non-operating” gifts to endowments or to support future capital projects. Do not report gift pledges or in-kind gifts. Report payments received this year under pledges made in prior years. Report all operating gifts received, as reflected on your school’s financial statements, no matter the fiscal year the funds will be spent. For example, if a gift of $300,000 is received during the year and is intended to provide $100,000 of support each year for a three-year program, you should report all $300,000 on this line.

D. Report the total value of all other income that was generated by law school activities that was available for operations, and was not already captured in Lines A, B, or C. Report all income received, as reflected on your school’s financial statements, no matter the fiscal year the funds will be spent.

E. Report the total of all funds the law school receives for operational purposes through state appropriations, an allocation from the central university, or a contribution from investors in the case of for-profit schools, in addition to income already reported in Lines A-D. Report only funds that were transferred to the school and were under control of the school, as reflected on the school’s financial statements.

Be careful not to double count revenue. For example, if the university retained all of the $10 million of tuition revenue generated by the school and instead gave the school a $15 million “budget allocation,” you would report $10 million of tuition revenue on Line A and $5 million on Line E as a University Contribution.

Do not report in-kind university services that are not on the law school’s books. For example, a school may rely on a university office to provide student counseling services at no charge to the school, rather than employ its own counselors. This should not be counted as a
university contribution. There is one possible exception, however. Since it is important to capture the full operation of the law library, if a law library is not part of the law school and is funded by the university, a school should report the university’s financial contribution to the library in this section.

F. [Total Revenue Generated]

G. Report the total of all financial aid grants/scholarships disbursed, including tuition remission scholarships, to students enrolled at the law school. A scholarship is awarded by an outside entity if that entity holds the funds. The school must exclude scholarships that are not awarded by the school, but rather are awarded by an outside entity, such as the Rotary or Kiwanis Club. Do not report loans (such as student financial aid loans disbursed through the federal direct loan program or any commercial loan agency) or loan forgiveness payments made to graduates.

H. This line is not attempting to capture the amount schools pay for services received from their central administration, rather it is attempting to capture amounts paid to or retained by the university or investors for which clearly identifiable services are not received. Whether a school pays a human resources manager or a development officer directly, or instead pays an assessment to the university in return for the services or apportioned share of services of such manager or officer, is unimportant. Both models provide a service to the school commensurate with the cost to the school. Line H asks schools only to identify funds retained by the university or investors where no clearly identifiable service was provided to the law school in return. It is often difficult to determine whether a university assessment represents a fair price for the services received. Schools should err on the side of reporting on this line those dollars paid or retained, for which the dollars are not being used to benefit the law school in a clearly identifiable way. Funds used to pay the university president and vice presidents, or run a university publication or public relations office (unless identified in a way that demonstrates expenditures to specifically serve or promote the law school) are within the category of funds paid to or retained by the university.

AQ Questions – Revenue Section

A. Tuition and Fees Generated by the Law School
   1. JD Program Tuition and Fees
   2. All Other Tuition and Fees
   B. Endowment and Investment Income
   C. Expendable Gifts Received
   D. Grants, Contracts, and Other Income
   E. State Appropriations, University or Investor Contributions
   F. Total Revenue Generated
   G. Financial Aid Grants Awarded

Does your University retain funds or charge the law school fees for which no services are received by the law school? Yes/No

H. If yes, what is the amount retained or charged?
I. Net Revenue Available for Program
SECTION 2 - RESERVES

Instructions – Reserves Section

NOTE: Independent law schools – see Addendum for instructions regarding Revenue and Reserves.

A. Enter the total number of all operating reserve funds held at year end. These are funds that the law school has within its control and are available to use for operational expenses in future years. Funds from private gifts for operations that have not yet been fully expended should be counted in this category. Some funds may be restricted for specific expenditures. Report the value of both unrestricted and restricted operating reserves.

B. Include the balance of all other reserve funds not already reported in Line A. Examples of funds to include are funds set aside for a major capital/construction project, bond reserve funds or funds available for revolving student loans.

C. Report the market value of endowment funds and funds functioning as endowments at year end. Use the standard accounting definitions for market value.

D. Report the total amount owed on bank loans, lines of credit, bonds payable or other amounts owed to creditors or the central university. Do not report amounts advanced from the federal government under the Perkins loan program.

AQ Questions – Reserves Section

A. Reserve funds available to school for day-to-day operations (these could be restricted or unrestricted. If a school’s revenues exceeded expenditures the difference should be reflected here)

B. Non-Operating Reserve funds not included in A. (example would be capital funds/gifts set aside for construction and not available for day to day operations)

C. Market value of endowment and quasi-endowment funds

D. Total debt owed by the school (report all debt including debt owed to University)

ADDENDUM TO THE FISCAL QUESTIONNAIRE FOR INDEPENDENT LAW SCHOOLS

Instructions for Independent Law Schools

Overview

This addendum is included to provide additional clarification and guidance to independent law schools on how best to report figures in both the Revenues and Reserves/Debt categories of the
Fiscal Section of the Annual Questionnaire. Since stand-alone not-for-profit and for-profit entities report certain financial data differently than university-run law schools, this addendum provides instructions using our most common accounting terminology. Please read the general instructions and refer to this addendum for further information.

As mentioned earlier, the goal of the Fiscal Part is to collect information only about the revenues a school has available to support its normal, annual operations, which we refer to as “operating revenues.” In order to provide the data on a basis most consistent with university reporting, this section is seeking some information on a cash basis while other information should be reported using the standard accrual basis of accounting. In addition, in some areas you will need to use your judgment to determine what qualifies as “operating revenue” when reporting donor restricted contributions and related investment income. Keep in the mind the goal of the Revenues Section is to highlight changes in the resources a school has available to sustain its program of legal education.

**SECTION 1 - REVENUES SECTION**

**Directions for Revenues Section**

A.1 – 2 Report the total of all gross tuition and fee revenue as reported on your school’s financial statements (accrual basis). On line 1, include all tuition and fee revenue generated by the J.D. program, including summer school. On line 2, include all non-J.D. program tuition and fee revenue such as LL.M. tuition revenue.

B. If your school has an established endowment spending policy, report the amount available for spending under that policy regardless of the actual investment return. For example, if your school has a $1,000,000 endowment and a 5% spending policy, report $50,000 whether the investment grew by 10% or lost 3%. For investments held by the law school outside of the endowment, or for schools that do not have an official endowment policy, report investment income received during the fiscal year including interest and dividend income, as well as realized gains and losses, less management fees on a cash basis. Do not report unrealized gains or losses.

C. Report the total of all gifts received by the school available for operational expenses on a cash basis. Do not report “non-operating” gifts such as gifts to permanently restricted funds (endowments). Do not report pledges or in-kind gifts. Report payments received this year under pledges made in prior years.

Report all operating gifts received, as reflected on your school’s financial statements, no matter the fiscal year the funds will be spent. For example, if a gift of $300,000 is received during the year and is intended to provide $100,000 of support each year for a three-year program, you should report all $300,000 on this line. This line should include all cash based unrestricted contributions as well as gifts to temporarily restricted funds that can be defined as available for operations.

D. Report the total value of all other income available for operations, and not already captured in Lines A, B, or C, as reflected on your school’s financial statements (accrual basis).
E. Report the total of all funds received as capital contributions from investors or from a parent entity.

F. [Total]

G. Report the total of all financial aid grants/scholarships disbursed, including tuition remission scholarships, to students enrolled at the law school. Do not report loans (such as student financial aid loans disbursed through the federal direct loan program or any commercial loan agency) or loan forgiveness payments made to graduates.

H. Report the total of funds retained by investors or a parent entity where no service was provided to the law school in return. Understanding that it is often difficult to determine whether an administrative/management fee represents a fair price for the services received, schools should err on the side of reporting only those amounts for which it is clear benefits are not received by the law school in any way. For example, schools should report profits kept by investors or a parent entity.

SECTION 2 – RESERVES

A. Report the total cash and investment balances available for operations at year end. These are funds available to use for operational expenses in future years and are generally held in short-term or mid-term investment vehicles. For not-for-profit entities, report the value of both unrestricted and restricted operating funds. Do not use this line to report funds available for operations that are functioning as an endowment such as board-designated endowment funds.

B. Report the total cash and investment balances available for non-operating purposes at year end. Examples of funds to include would be funds set aside for a major capital/construction project, bond reserve funds or funds available for revolving student loans.

C. Report market value of endowment funds and funds functioning as endowments at year end. Use the standard accounting definitions for market value.

Note: The sum of lines A, B and C should add up to the total cash and investment balances held at year end.

D. Report the total amount owed on bank loans, lines of credit, bonds payable or other amounts owed to creditors or to an investor or parent entity. Do not report amounts advanced from the federal government under the Perkins loan program.

SECTION 3 – LAW SCHOOL EXPENDITURES

These questions will be asked in AQ for two years prior to a site visit and in the year of the site visit.

Directions for the Expenditure Section
1. Include all law school expenditures, regardless of the source of funding. For example, law school expenditures from grants, private funds, endowment funds, university-provided funds, and state subsidies should all be included.

2. Ordinarily, include expenditures only if they are included in the law school “budget” or under the control of the law school. Also do not include as direct expenditures imputed costs of services from other university units that may benefit the law school but for which the law school makes no actual payment, or the difference between the imputed market value of services purchased from outside vendors and the actual reduced cost of those services. (e.g., do not include the imputed cost of instruction that law students receive by taking courses outside the law school, or the difference between the imputed market value of Lexis or Westlaw services and the reduced price that the law school pays for those services.) Again, the inclusion of expenditures not in the law school budget should be done rarely and with caution.

In no circumstances, however, should a portion of the salary of the head of a university department (such as the university chief development officer or chief financial aid officer) be allocated as a direct law school expense.

Only in rare instances would it be appropriate to include a central university expenditure as part of this expenditure section, and only if omitting that expenditure would distort the true resources allocated to the program of legal education. For instance, if the law library is funded outside of the law school budget, it would be appropriate to include the cost of the law library in the expenditure section. In such case where the law school does not pay for an expenditure that is reported as an expenditure of the law school, then the funds necessary to cover those expenditures should be included within the “University Contributions” in Line E(Revenue).

3. The Expenditure Section has three major parts: (A) Salaries, (B) Benefits, and (C) Operating Expenditures. The following instructions are keyed to the line numbers of the Expenditure Section.

A.1. Faculty/Instructor Salaries: This includes only instructional personnel without library or administrative titles reported elsewhere. Do not, for example, allocate the salary of an associate dean who teaches between this and the administrative salaries—include the associate dean’s entire salary in the administrative lines. Include in this line all tenured, tenure-track and other full-time faculty (except those with administrative or library rank), and all part-time and adjunct faculty. Salaries reported should include all compensation for the fiscal year, including summer salaries, sabbatical and any other special compensation that was paid from law school funds. Note that this asks for actual expenditures from the fiscal year most recently concluded (last year).

A.2. Administrative and Student Services Salaries: Report all salaries of personnel whose main function is to provide administrative support for the law school. Do not include library personnel, instructional personnel, research personnel, security, building/grounds maintenance, custodial, or food service personnel. Report only the
salaries of personnel who report to the law school and are paid from law school funds. Note: only salaries are reported in this section; do not include other expenditures here.

A. 3. Library Salaries: Consult with the director of the law library in completing this section. Remember, only salaries, not other expenditures, should be included in this section. Whereas Faculty/Instructional and Administrative Salaries should only be reported if paid by law school funds, the full cost of Library Salaries should be reported here whether or not the Law Library reports to and is funded by the law school.

A.4. Other Salaries: Report all other salaries paid from law school funds that do not fit into A.1, A.2, or A.3, such as research assistants, building/grounds maintenance salaries paid by the law school, security personnel paid by the law school, custodial and food service salaries paid by the law school.

B. Fringe Benefits: Report the cost of fringe benefits paid with law school funds for each of the personnel categories in section A. Do not report fringe benefits if they are not charged directly to the law school.

C. Operating Expenditures: Report all non-salary operating expenditures, except for financial aid/scholarship expenditures and funds transferred to the central administration that were reported in the Revenues Section. Do not report expenditures that are not paid for directly by law school funds.

C.1. Instructional and Academic Support: This includes all operational support for teaching and research, and other academic activities such as conferences and guest speakers.

C.2. Library: Include all non-salary costs of operating the Law Library, including the cost of library collections. Include the cost of this whether or not the Law Library reports to and is funded by the law school.

C.3. Student Support: Include the operating costs of all student support offices such as student affairs, careers services, etc. Also report the expenditures that support student activities such as moot court, journals, student organizations, and student travel.

C.4. Other Administrative: Report the operational costs of all other offices in the law school, such as development, human resources, and information technology costs not captured above.


C.6. Interest and Debt Service Payments: Include the cost of all interest and debt service payments made to outside financial institutions or the university administration.

C.8. University Charges for services: The Revenues Section requires schools to report funds retained by the university or investors where no service was provided to the law school in return (Please see Annual Questionnaire instructions). Do not duplicate this on Line C.8. Schools should report on line C.8 all other University Charges that are part of the law school budget and are not already reported elsewhere in the Expenditures Section. For instance, a school might pay a central charge for information technology support. That charge and other similar charges for service should be reported here. Even if the law school is directly charged for university operations that primarily benefit the entire university rather than the law school, those expenditures should NOT be reported as expenditures in the Expenditures Section; they should be reported on line H of the Revenue Section, Funds Retained by University or Investors.

AQ Questions - Law School Expenditures

Personnel Costs:
A. Salaries
1. Faculty/Instructor
2. Administrative & Student Services
3. Library
4. Other
   Total Salaries (A)

B. Fringe Benefits
1. Faculty/Instructor
2. Administrative & Student Services
3. Library
4. Other
   Total Fringe Benefits (B)
   Total Personnel Costs (A+B)

Operating Expenditures (excluding personnel costs):
C. Operating Expenditures
1. Instructional and Academic Support (excluding Library)
2. Library
3. Student Support
4. Other Administrative
5. Building Operation and Facilities Management
6. Interest and Debt Services Payments
7. Depreciation (only if charged to school)
8. University Charges
   Total Operating Expenditures (C)
D. Total Expenditures (A+B+C)
E. Net Operating Surplus/(loss) (Revenue I - Expenditures D)

**SECTION 4 – UNIVERSITY FISCAL INFORMATION**

*These questions will be asked in AQ for two years prior to a site visit and in the year of the site visit. Independent law schools do not have to complete this section. The categories are standard fiscal reporting categories.*

Current Revenues:

- Tuition Fees
- Federal Appropriations
- State Appropriations
- Local Appropriations
- Federal Grants and contracts
- Endowment Income
- Sales & Service of Educational activities
- Sales & Service of auxiliary Enterprises
- Expired Term Endowment
- Other Sources
- Total Revenues

Educational and General Expenditures:

- Instruction
- Research
- Public service
- Academic support
- Student Services
- Institutional Support
- Operation and Maintenance of plant
- Scholarships and Fellowships
- Total Education and General Expenditures

Mandatory Transfers:

- Principal and Interest
- Renewals and Replacements
- Total Auxiliary Enterprises
- Total Expenditures and Mandatory Services

Other Transfers:
Excess of restricted receipts over transfers to revenues
Refunded to Grantors
Unrestricted gifts allocated to other funds
Portion of quasi-endowment gains appropriated
Net increase in fund balances
Part VII. Foreign Programs

Section 1 – FOREIGN SUMMER AND INTERSESSION PROGRAMS

At its meeting in June 2016, the Council approved the revised *Criteria for Summer and Intersession Programs Offered by ABA-Approved Law Schools in a Location Outside of the United States*, which replaced the *Criteria for Approval of Foreign Summer and Intersession Programs Established by ABA-Approved Law Schools of the ABA Standards and Rules of Procedure for Approval of Law Schools*. The revised Criteria became effective in August 2016. The revised Criteria creates two types of foreign summer/intersession programs.

1. Foreign summer/intersession programs offered exclusively to a law school’s own students. (See Criteria Part I. and III.A.)

2. Foreign summer/intersession programs that allow students from other ABA-approved law schools to enroll or are cosponsored programs with other ABA-approved law schools. (See Criteria Part I., II., and III.B.)

If you have any questions, please email JR Clark at jr.clark@americanbar.org.

1. Programs Operated in Compliance with Criteria Part I. and III.A.

If the law school operates foreign summer/intersession programs for its own students in compliance with Criteria Part I. and III.A., please complete the following questions for each program offered during the 2016-2017 academic year.

[Add program button]

1. Home Campus Coordinator/Director:
   Name and Title:
   Email:

2. Foreign Location Program Director (On-Site):
   Name and Title:
   Email:
   Dates Present on Site:

3. Provide enrollment data for the 2016-2017 academic year program offering:
   Number of students enrolled for credit towards a J.D. degree:
   Number of students enrolled not for credit toward the J.D. degree:
   Maximum credit hours allowed per student:
2. Programs Operated in Compliance with Criteria Part I., II., and III.B.

If the law school is the primary sponsor of one or more foreign summer/intersession programs that is approved to allow students from other ABA-approved law schools to enroll, answer the following questions for each approved program in the drop down menu below.

[Dropdown list of ABA-approved programs]

1. Was the program offered in the 2016-2017 academic year?
2. Does the law school intend to offer the program in the 2017-2018 academic year?
3. Home Campus Coordinator/Director:
   - 2016-2017 academic year
     Name and Title:
     Email:
   - 2017-2018 academic year
     Name and Title:
     Email:

4. Foreign Location Program Director (On-Site):
   - 2016-2017 academic year
     Name and Title:
     Email:
     Dates Present on Site:
   - 2017-2018 academic year
     Name and Title:
     Email:
     Dates Present on Site:

5. Provide enrollment data for the 2016-2017 academic year program offering:
   Number of students enrolled for credit towards a J.D. degree:
   Number of students enrolled not for credit toward the J.D. degree:
   Maximum credit hours allowed per student:

6.a. Did the sponsoring school(s) receive any student complaints about the substance or administration of the program in the 2016-2017 academic year?
6.b. If yes, describe the complaints and their resolution.

7.a. Will there be any significant change(s) in the program to be offered in the 2017-2018 academic year?
7.b. If yes, briefly describe the change below.
Examples of changes that require approval by the Accreditation Committee include, without limitation:

a. change in program location,
b. significant changes in program administration on-site,
c. significant increase in the enrollment expectations for the program, or
d. adding a new field placement program or a substantial increase in the enrollment in an existing field placement program.

Note: Written notice of such change must be provided to the Consultant in the year prior to the implementation of the proposed change no later than October 1 for Summer programs and March 1 for Intersession programs.

Section 2 – FOREIGN SEMESTER AND YEAR-LONG STUDY ABROAD PROGRAMS

If the law school is the primary sponsor of one or more Foreign Semester or Year-Long Study Abroad Programs, answer the following questions for each approved program in the drop down menu below. This section must be completed for each approved program, even if the program was not run in the prior year.

For an explanation of what constitutes a Foreign Semester or Year-Long Study Abroad Program, see the Criteria for Approval of Foreign Semester and Year-Long Study Abroad Programs Established by ABA-Approved Law Schools.

If the law school offers a program that does not appear in the drop down menu, please email JR Clark at jr.clark@americanbar.org.

[Dropdown list of ABA-approved programs]

1. Was the program offered in the 2016-2017 academic year?
2. Does the law school intend to offer the program in the 2017-2018 Academic Year?
3. Home Campus Coordinator/Director:

   2016-2017 academic year
   Name and Title:
   Email:

   2017-2018 academic year
   Name and Title:
   Email:

4. Foreign Location Program Director (On-Site):

   2016-2017 academic year
5. Provide enrollment data for the 2016-2017 academic year program offering:
   Number of students enrolled for credit towards a J.D. degree:
   Number of students enrolled not for credit toward the J.D. degree:
   Maximum credit hours allowed per student:

6.a. Did the sponsoring school(s) receive any student complaints about the substance or administration of the program in the 2016-2017 academic year?

6.b. If yes, describe the complaints and their resolution.

7.a. Will there be any significant change(s) in the program to be offered in the 2017-2018 academic year?

7.b. If yes, briefly describe the change below.

Examples of changes that require approval by the Accreditation Committee include, without limitation:
   a. change in program location,
   b. significant changes in program administration,
   c. changes in the curriculum that significantly reduce the comparative or international focus of the program,
   d. significant increase in the enrollment expectations for the program,
   e. adding a new externship program or a substantial increase in the enrollment in existing externship programs,
   f. changes in the language of instruction in the program,
   g. new agreements to co-sponsor the program with another ABA-approved law school, or
   h. significant changes in the housing arrangements for students.

Note: Written notice of such change must be provided to the Consultant in the year prior to the implementation of the proposed change no later than October 1.
**Section 3 – INDIVIDUAL STUDENT STUDY AT A FOREIGN INSTITUTION**

If the law school allows individual student study at a foreign institution, answer the following questions for each student.

For an explanation of what constitutes Individual Student Study at a Foreign Institution, see the *Criteria for Accepting Credit for Student Study at a Foreign Institution*. Do not include students participating in an ABA-approved Semester or Year-Long Study Abroad Program, an ABA-approved Foreign Summer or Intersession Program, or a Summer/Intersession Program offered by the law school to its own students.

In March 2014, the Council approved revised Criteria that no longer contain the provisions for approval of cooperative programs. All students studying in programs previously approved under the cooperative program Criteria should be reported in this Section. Please email JR Clark at jr.clark@americanbar.org should you have any questions.

1. Did the law school permit students to study abroad during the 2016-17 year?
2. Name and email of the individual at the law school responsible for the administration of the school’s program of individual student study at a foreign institution.
   - Name:
   - E-mail:
3. If yes, question 1 above, complete the following information for each student:
   - Note: Please take care to accurately provide the complete name of the foreign institution.

*Add Student Button*

- Name of Student:
- Number of Foreign Transfer Credits Earned Towards the J.D. Degree:
- Foreign Institution Website:
- Foreign Institution:
- Contact at foreign school:
- Advisor at home school:

Did the academic advisor, as required by Criterion I.A.4.(a), approve in advance the student’s academic course of study to be undertaken at the foreign institution?

Did the student and the academic advisor develop a written plan as required by Criterion I.A.4.(b), that defines the educational objectives the student seeks to achieve during the period of study abroad? *Note: Written plans may be reviewed during the law school’s sabbatical site inspection and are required to be maintained for a period of seven years.*

If changes occurred following the development of the written plan, such as a course change or cancellation, did the student and the academic advisor reexamine the written plan to determine whether the approved foreign study continues to satisfy the stated education objectives?
Section 4 – INTERNATIONAL DUAL DEGREE PROGRAMS

If the law school offers an international dual degree program, answer the following questions for each program.

An international dual degree program is one in which students from the law school receive credit toward the J.D. degree for courses taken at a foreign institution and also receive a degree from the foreign institution.

1. Did the law school offer an international dual degree program in 2016-2017 academic year?
2. If yes, complete the following information for each program:

[Add Program Button]

Foreign Institution:
Degree(s) Earned in Addition to the J.D. Degree:
Number of Students Enrolled from the Sponsoring School:
Maximum Number of Foreign Transfer Credits Earned Towards the J.D. Degree:
Home Campus Coordinator:
   Name and title
   Phone
   E-mail
Foreign Institution Website:
A Regular Site Report decision letter to the Law School reflects the Committee’s decision regarding the Law School’s compliance with the Standards. Critically, it reports on those areas in which the Law School is in compliance with the Standards under Rule 12(a)(1); identifies those areas where the Committee requests additional information pursuant to Rule 12(a)(2) to enable it to determine the Law School’s compliance with a Standard because the record is silent or incomplete; identifies those areas where the Committee has reason to believe the Law School may not be in compliance with the Standards pursuant to rule 12(a)(3); identifies those areas in which the Law School has not established that it is in compliance with a Standard pursuant to Rule 12(a)(4); and notes areas of weakness or concern under Rule 13(b) that could lead to a violation of a Standard. The conclusions must be supported by the findings of facts or, in some cases, the absence of facts in the record.

This template is intended as a guide to assist the drafter of a Regular Site Report decision letter. The template provides guidance on drafting findings of fact when there are no compliance issues and on identifying circumstances as to when it is necessary to provide additional details in the findings of fact. When using this template, leave in references to the Standards. Thus, each finding of fact should begin with a reference to the relevant Standard. Do not delete any Findings of Fact. Each letter must contain 90 findings of Fact which will correspond to the equivalent numbered portion of the Site Report.

A decision letter should be 12-20 pages. The sections of the decision letter must be in the indicated order and include the relevant Standard. Where compliance is established, the findings should be relatively short. Where there are issues of compliance, it is important to keep in mind the possible further steps and proceedings in the accreditation process. These include a report under Rules 12(a)(2) and 12(a)(3), a proceeding under Rules 12(a)(4) and 14, a fact-finding visit and report under Rule 9 and Rule 12(a)(5), or sanctions under Rules 16 and 17, and a later appeal to the Council.

DECISION OF THE ACCREDITATION COMMITTEE

[Month Year]

At its [Dates of the Committee meeting] meeting, the Accreditation Committee (the “Committee”) considered the status of [Name of Law School] (the “Law School”). The Committee had before it the sabbatical site evaluation report submitted by a team consisting of [Names of Site Team Members], following the site evaluation conducted on [Dates of the Inspection]. The Committee also had before it a letter from [Name of Dean or other official submitting response letter] (the “Dean’s Response”), dated [Date of Response], submitted in response to the site evaluation report, as well as other information provided by the Law School and any decisions made by the Committee with respect to the Law School since its last regular site evaluation visit.

FINDINGS OF FACT:

Organization, Administration, Institutional Planning, and Finances

This section provides basic information about the governing structure of the Law School,
the relationship, if any, between the Law School and the University of which it is a part, the role of the dean, the allocation of authority between the dean and faculty, the Law School’s institutional planning, and the Law School’s financial resources. In describing the governing structure, note Standard 201(d), which applies to independent law schools. With respect to institutional planning, Standard 204 requires the Law School to identify its mission and its educational objectives in support of that mission, assess the educational quality of its program, describe continuing efforts to improve the educational quality of its program, and assess the effectiveness in achieving its stated objectives. The findings on finances should focus primarily on whether the current and anticipated financial resources available to the Law School are sufficient to allow it to operate in compliance with the Standards and to carry out its program of legal education. A finding of non-compliance must be accompanied with a finding that the lack of current or anticipated financial resources will have 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.

(1) [State when the Law School was founded, where it is located, and when it obtained its ABA accreditation. If the Law School is provisionally accredited, provide the dates of all prior site evaluations. Additionally, include the total J.D. enrollment at the Law School for the past three years. If the Law School has separate locations, including branch campuses, provide the date when the Council granted acquiescence for each separate location.]

(2) [State the Law School’s current accreditation status, only noting whether the Law School is still subject to Committee or Council review concerning any issue regarding compliance with the Standards or a major change or other request for acquiescence. State whether any third-party comments were received. Elaborate only if there are compliance issues.]

(3) Standard 201, 201(e). [Identify whether the Law School is public or private and, if private, whether the Law School is organized as a for-profit or a not-for-profit entity. Identify any University or other entity with which the Law School is affiliated and the institutional accrediting body, if any, for that entity. State when the University or other entity was last reaccredited. If the Law School is not part of a university, state whether it is governed by a board with responsibility and authority for ensuring operation of the Law School in compliance with the Standards.]

(4) Standard 201(d). [If the Law School is part of a University, state whether the University has any policies that are inconsistent with the Standards. If so, state whether the Law School adopted and implemented separate policies to ensure operation of the Law School in compliance with the Standards (e.g. promotion and tenure requirements that do not facilitate recruitment and retention of law faculty.) If there are no policies that are inconsistent with the Standards, or if the Law School is not part of a university, so state.]

(5) Standard 201(a) through (c). [State whether: the dean and the faculty have primary responsibility and authority for planning, implementing, and administering the program of legal education; the dean and the faculty recommend the selection, retention, promotion, and tenure (or security of position) of faculty members; and the dean and the faculty have a significant role in determining educational policy. Elaborate only if there are deficiencies implicating compliance.]
(6) Standard 203. [State whether the position of the dean is full-time and whether the dean holds an appointment as a member of the faculty with tenure. If the dean does not have faculty tenure, describe the extraordinary circumstances. State to whom the dean reports.]

(7) Standard 203(c) and Interpretations 203-1 through 203-3. [If there has been the appointment of a dean or interim dean since the last site visit, or if a dean search is on-going or planned, briefly describe the process and particularly the involvement of or consultation with the faculty or a representative body of the faculty in the selection of the dean or interim dean. If there has been no dean search, or if one is not planned, since the last site visit, so state.]

(8) Standard 204 and Interpretation 204-1. [State whether the self study contains a completed site evaluation questionnaire, a statement of the Law School’s mission and its educational objectives in support of that mission, an assessment of the educational quality of the Law School’s program, an assessment of the Law School’s continuing efforts to improve educational quality, an evaluation of the Law School’s effectiveness in achieving its stated educational objectives, a description of the strengths and weaknesses of the Law School’s program of legal education, and a statement on the availability of sufficient resources to achieve the school’s mission and its educational objectives. Elaborate only if there are deficiencies implicating compliance. If the Law School is seeking provisional approval, provide a summary the Law School’s feasibility study and reliable plan for coming into compliance with the Standards. Summarize the plan’s projections for students (number and qualifications), financing the Law School operation, and the relationship between the two.]

(9) Standard 202(b) and (e) and Interpretation 202-1. [For Law Schools that are part of a University, state whether 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. Additionally, state whether the Law School has 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. If the Law School is not part of a university, so state.]

(10) Standard 202(a), (c), and (d). [State whether the current and anticipated financial resources available to the Law School are sufficient to allow it to operate in compliance with the Standards and to carry out its program of legal education. If it appears that the Law School does not have current adequate financial resources to sustain a sound program, provide basic information regarding income and expenditures. A table providing income and expenses for the past three years is preferable if readily available. Additionally, if specific program deficiencies caused by inadequate resources have a negative and material effect on the education students receive, provide examples. If there is any concern regarding the sustainability of the financial position of the Law School (adequate anticipated financial resources), provide relevant information in the finding of fact (or note the lack of sufficient information that might lead to a request for additional information in the Conclusions) and, again, state how a deterioration of the financial position would result in specific program deficiencies having a negative and material effect on the education of the students.]
Program of Legal Education

These Standards ensure that the Law School maintains a rigorous educational program that prepares its students for admission to the bar and effective, ethical, and responsible participation in the legal profession. The letter should provide findings that the Law School complies with the Standards in Chapter 3. Provide additional facts only where there is, or appears to be, a compliance issue with a Standard. If the record reflects progress the Law School is making towards meeting the requirements of those Standards being phased in, it is permissible to so note.

(11) Standard 311(a) and Interpretation 311-1. [Provide the number of credit hours of instruction required for graduation (at least 83 credit hours of instruction and at least 64 credit hours in attendance in regularly scheduled class sessions as defined by Interpretation 311-1.]

(12) Standard 310 and Interpretations 310-1 and 310-2. [State whether the Law School adopted, published, and adheres to written policies and procedures for determining credit hours that it awards for coursework.]

(13) Standard 311(b) and (d) and Interpretations 311-2 and 311-3. [State whether the Law School requires that a J.D. degree be completed in no less than 24 months and, except in extraordinary circumstances, no more than 84 months after a student has commenced study at the Law School or at a law school from which the Law School has accepted transfer credit. Elaborate only if there are deficiencies implicating compliance. State the extraordinary circumstances if applicable. (Note that under Standard 311(d), a law school may not grant credit for work taken in a pre-admission program.)]

(14) Standard 311(c). [State the maximum number of credits for which a student may enroll for any one semester or quarter and state whether the number does or does not exceed 20% of the total coursework required for the J.D. (The 20% maximum limit may not be exceeded, but normal rounding is permitted.)]

(15) Standard 312. [State the Law School’s enrollment or scheduling options for its J.D. program (full-time day, part-time evening and/or day). If the Law School has an approved part-time evening and/or day program or allows students to attend part-time, state whether all students have reasonably comparable opportunities for access to the Law School’s program of legal education, courses taught by full-time faculty, co-curricular programs, and other educational benefits. If there is no part-time enrollment or scheduling option, so state.]

(16) Standards 301(b) and 302 and Interpretations 302-1 and 302-2. [State whether the Law School is engaged in serious efforts to establish and assess student learning outcomes. See Managing Director’s Guidance Memo on Transition to and Implementation of the New Standards and Rules of Procedure for Approval of Law Schools, dated August 13, 2014.]

(17) Standards 301(a) and 303. [Identify the required 1L curriculum by listing the courses required and the number of credits. Note that 301(a), requires a Law School 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. Compliance with other Standards may implicate Standard 301(a). In such situations, it may be necessary to provide additional facts if 301(a) is cited.]

(18) Standards 301(a) and 303. [Identify the required upper-level curriculum by listing the courses required and the number of credits. Note that 301(a), requires a Law School 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. Compliance with other Standards may implicate Standard 301(a). In such situations, it may be necessary to provide additional facts if 301(a) is cited.]

(19) Standard 303(a)(1). [Briefly state whether the Law School meets the two-credit professional responsibility course requirement.]

(20) Standard 303(a)(2) and Interpretations 303-1 and 303-2. [Briefly describe the first-year writing requirement. State whether the course is faculty supervised and whether it provides opportunities for individualized assessment and multiple drafts.]

(21) Standard 303(a)(2) and Interpretations 303-1 and 303-2. [Briefly describe the upper-level writing requirement. State whether the course is faculty supervised and whether it provides opportunities for individualized assessment and multiple drafts.]

(22) Standard 303(b)(1). [State whether the Law School provides substantial opportunities to students for law clinics or field placements.]

(23) Standard 303(a)(3). [For students who enrolled prior to Fall 2016, state whether the Law School ensures that each student receives at least one credit in other professional skills generally regarded as necessary for effective and responsible participation in the legal profession. For students beginning their studies in Fall 2016, state whether the Law School will ensure that each student will satisfactorily complete one or more experiential courses totaling at least six hours. Verify that the Law School ensures that no student may use a single course to satisfy more than one requirement in Standard 303(a).]

(24) Standard 304(a). [State whether the Law School offers simulation courses and whether these courses comply with the requirements of the Standard: direct faculty supervision of student performance; opportunities for performance, faculty feedback, and self-evaluation; and a classroom instructional component.]

(25) Standard 304(b). [State whether the Law School offers law clinics and whether the clinics comply with the requirements of the Standard: direct faculty supervision of student performance; opportunities for performance, faculty feedback, and self-evaluation; and a classroom instructional component.]

(26) Standard 305 and Interpretations 305-1 and 305-2. [Note that the Standard governing field placements was substantially revised and renumbered as 304(c) in August 2016. Law schools evaluated in 2016-2017 will need to demonstrate compliance with former Standard 305.] [State whether the Law School offers field placements. State whether the Law School complies with the requirements specified in the Standard and Interpretations, regarding the adequacy of faculty supervision and evaluation, the training
of field placement supervisors, the opportunities for student reflection, the regular contact between the Law School and the field supervisor where required (3 or more credits), and opportunities for contemporaneous student reflection where required (3 or more credits). Verify whether the studies must be approved in advance and periodically reviewed following the Law School’s established procedures for approval of the curriculum and whether the Law School has developed a statement that describes the educational objectives of the field placement program. If all the requirements of the Standard and Interpretations are satisfied, it is sufficient to state that the Law School’s field placement program meets the requirements of the Standard.]

(27) Standard 305 and Interpretations 305-1 and 305-2. [If the Law School offers opportunities for international externships, state whether the Law School satisfies the requirements of Standard 305 as to these placements, including whether the Law School meets the requirements of Standard 305(e). See also Standard 307(a). If the Law School does not offer such opportunities, so state.]

(28) Standard 303(b)(2) and Interpretations 303-3 and 303-4. [State whether the Law School offers substantial opportunities for student participation in pro bono legal activities and the extent to which these opportunities include law-related service to persons of limited means or to organizations that serve them.]

(29) Standard 305 (a) through (d). [Identify briefly any additional activities, beyond field placements, for which the Law School awards credit toward the J.D. for study outside the classroom. Focus this finding on such co-curricular activities as law review and moot court. State whether each student’s educational achievement in these courses is evaluated by a faculty member.]

(30) Standard 306 and Interpretations 306-1 and 306-2. [If the Law School offers credit toward the J.D. degree via distance education, note briefly if there are any issues identified regarding the requirements specified in the Standard and Interpretations (e.g., if the Law School permits more than 15 total hours of distance education, permits distance education courses before students have completed 28 hours of course work, or does not have an effective process for verifying the identity of students that also protects their student privacy). If there are no issues, it is sufficient to state that the Law School’s distance education courses meet the requirements of the Standard. If the Law School does not offer any credit toward the J.D degree through distance education, so note.]

(31) Standard 307 and Interpretations 307-1 and 307-2. [State whether the Law School grants credit for student participation in studies or activities in a foreign country and whether such studies or activities comply with the Criteria. State whether the Law School permits the total credits for study outside the United States to exceed one-third of the credits required for the J.D. degree. Provide a list of the Law School’s approved programs, stating whether the Accreditation Committee has acquiesced in their creation and whether they were reviewed under the applicable ABA accreditation processes. If the Law School does not grant credit for student participation in a foreign country, so state.]

(32) Standard 308(a). [State whether the Law School has adopted, published, and adheres to sound academic standards, including those for regular class attendance, good standing, academic integrity, graduation, and dismissal. ]
(33) Standard 308(b). [State whether the Law School adopted, published, and adheres to written due process policies with regard to taking any action adversely affecting the good standing or graduation of a student.]

(34) Standard 309(a). [State whether the Law School provides academic advising for students that communicates effectively the Law School's academic standards and graduation requirements and provides guidance on course selection.]

(35) Standard 309(b). [State whether the Law School provides 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.]

(36) Standard 313, Interpretation 313-1, and Standard 506. [Identify all degrees or certificates the Law School offers in addition to the J.D. degree and confirm that acquiescence has been granted for such programs. It is sufficient to state that acquiescence has been granted. Additionally, state whether the Law School enrolls non-degree students as auditors or non-degree candidates. Unless there is a compliance issue, state that the non-J.D. programs (and non-degree students, if applicable) do not interfere with the Law School’s ability to operate in compliance with the Standards and to carry out its program of legal education.]

(37) Standard 314 and Interpretations 314-1 and 314-2. [Indicate how the Law School utilizes formative and summative assessment methods in its curriculum to measure and improve student learning and provide meaningful feedback to students. Indicate if the Law School appears to be on track to adopt a full set of learning outcomes by the end of the 2017-2018 academic year. See Managing Director’s Guidance Memo on Standards 301, 301, 314, and 315, dated June 2015.]

(38) Standard 315 and Interpretation 315-1. [Note the Law School's progress in conducting an ongoing evaluation of its program of legal education, learning outcomes, and assessment methods. Note additionally the Law School’s progress in using the results of this evaluation to determine the degree of student attainment of competency in the learning outcomes and to make changes to improve the curriculum. Indicate if the Law School appears to be on track to adopt and implement an assessment plan by the end of the 2018-2019 academic year. See Managing Director’s Guidance Memo on Standards 301, 301, 314, and 315, dated June 2015.]

Faculty

These Standards serve two purposes. First, to ensure that the Law School has policies and practices in place to attract and retain a full-time faculty that is qualified; appropriate in size for the student body and the program of legal education; and fully engaged in teaching, scholarship, and faculty governance in an environment that ensures their academic freedom. Second, to ensure that the Law School provides an environment of non-discrimination, equality of opportunity, and concrete actions for diversity of faculty and staff.

(39) Standard 401. [State whether the faculty's qualifications and experience enable the Law School to operate in compliance with the Standards and carry out its program of legal education. Elaborate only if there are deficiencies implicating compliance.]
(40) Standard 402, Interpretation 402-1, and Definitions (7). [State whether the Law School has a sufficient number of full-time faculty to operate in compliance with the Standards and to carry out its program of legal education. (This determination is made by taking into account 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. Note that if there is an issue of compliance under this Standard, additional Standards may also be implicated, such as Standards 403, 404, 501, and/or various Standards in Chapter 3.) Insert Report #9: Composition of Full-Time Faculty.]

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<th>Report #9 :COMPOSITION OF FULL-TIME LAW FACULTY</th>
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<td>Clinical Non-Tenure Track Faculty on Contract</td>
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<td>On Presumptively Renewable Contract for Term of ≥ Five Years</td>
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(41) Standard 402 and Definitions 7. [State whether full-time faculty devote substantially all their working time to teaching, scholarship, service, and governance at the Law School.]

(42) Standard 402 and Interpretation 402-2. [State whether any faculty members are regularly engaged in outside professional activities, other than those
described in Standard 404(a), that unduly interfere with their responsibilities as a full-time faculty member. If one or more faculty members are regularly engaged in such outside professional activities, state whether the Law School has met its burden to demonstrate that the faculty member(s) has a full-time commitment to the Law School, as set forth in the Standard and Interpretation.]

(43) Standard 403(a). [State whether the full-time faculty teaches substantially all of the first one-third of each student’s coursework, and also indicate whether the full-time faculty teaches either more than half of all of the credit hours actually offered by the Law School or more than two-thirds of the student contact hours generated by student enrollment at the Law School.]

(44) Standard 403(b) and Interpretation 403-1. [Briefly summarize the site team’s observations as to teaching effectiveness. Briefly describe the Law School’s efforts to ensure teaching effectiveness by all persons providing instruction, full-time and adjunct, to its students (e.g., a faculty committee on effective teaching, class visits, institutional review of student evaluations, and other efforts).]

(45) Standard 205(b) and (c) and Interpretations 205-1 through 205-5. [Quote the applicable (University or Law School) nondiscrimination policy on race, color, religion, national origin, gender, sexual orientation, age, and disability regarding faculty and staff. If there is a single Law School nondiscrimination policy that also covers admissions and employment, do not repeat the policy in the student section. If the Law School has a religious affiliation or purpose, state whether it adopted and applies policies of admission of students and employment of faculty and staff that directly relate to this affiliation or purpose. If so, please describe. State whether notice of these policies have been given to students, faculty, and staff prior to their affiliation with the Law School.]

(46) Standard 206(b). [Briefly describe with particularity the Law School’s concrete actions, in addition to attending the AALS Faculty Recruitment Conference, demonstrating a commitment to having a full-time faculty that is diverse with respect to gender, race, and ethnicity. (Note Interpretation 206-1 where a law school is subject to constitutional or statutory prohibitions to consider gender, race, ethnicity, or national origin in employment decisions.) Insert Report #14: Faculty Recruitment]

Report #14 :FACULTY RECRUITMENT: ENTRY-LEVEL HIRES (E) AND LATERAL HIRES (L)

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(47) Standard 206(b). [Indicate the gender, racial, and ethnic make-up of the adjunct faculty by inserting the chart provided in the site report. Briefly describe with particularity the Law School’s concrete actions demonstrating a commitment to having an adjunct faculty that are diverse with respect to gender, race, and ethnicity. Insert Report #15: Adjunct Faculty Profile.]

Report #15: ADJUNCT/PART TIME FACULTY PROFILES

<table>
<thead>
<tr>
<th>Semester</th>
<th>Total</th>
<th>Women</th>
<th>Minority</th>
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(48) Standard 206(b). [Briefly describe with particularity the Law School’s concrete actions demonstrating a commitment to having a staff that is diverse with respect to gender, race, and ethnicity.]

(49) Standard 404(a). [State whether the Law School adopted, published, and adheres to written policies with respect to the full-time faculty members’ responsibilities consistent with the core responsibilities listed in the Standard. State whether the full-time faculty collectively 1) is involved in 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) is involved 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) is actively engaged in scholarship as defined by the Law School; 4) provides service to the Law School and University, including participation in Law School governance, curricular development, and other responsibilities described in the Standards; 5) provides service to the profession; and 6) provides service to the public, including pro bono activities. Elaborate only if there are deficiencies implicating compliance. If there are no compliance issues, state that the Law School collectively fulfills the core responsibilities stated in the Standard.]

(50) Standard 404(b). [State whether the Law School periodically evaluates the extent to which the faculty discharges its core responsibilities under the Law School’s policies and the contributions of each full-time faculty member to meeting the core responsibilities of the faculty.]

(51) Standard 405(a). [State whether the Law School has established and maintains conditions adequate to attract and retain a competent faculty.]

(52) Standard 405(b) and Interpretations 405-1 through 405-4. [State whether the Law School has an established and announced policy with respect to tenure.]

(53) Standard 405(b). [State whether the Law School has an established and announced policy with respect to academic freedom and identify the categories of faculty
to whom the policy applies (i.e., all faculty, clinical faculty, legal writing faculty, adjunct faculty, part-time faculty, and any others with teaching responsibilities.)

(54) Standard 405(c) and Interpretations 405-6 and 405-7. [Briefly describe the Law School’s system of security of position and non-compensatory perquisites for full-time clinical faculty. If the system is not tenure-track, include the length of time for contracts and whether the system leads to a presumptively renewable contract. If the system does not lead to a presumptively renewable contract of at least five years in length, describe the arrangement to ensure academic freedom and note whether it is the same academic freedom as provided to tenure-track faculty. Provide the number of full-time clinical faculty in relation to clinical faculty on short-term contracts if there is a compliance issue.]

(55) Standard 405(c) and Interpretation 405-8. [Briefly 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.]

(56) Standard 405(d) and Interpretation 405-9. [Briefly describe the security of position and other rights and privileges afforded to full-time legal writing faculty. Include a description of any history revealed in the record of difficulty attracting and retaining a well-qualified legal writing faculty.]

Students

The portion of the decision letter concerning students addresses five broad issues: (a) who the students are; (b) what services are provided to them; (c) what happens when they take the bar examination and seek employment; (d) how the Law School provides an environment of non-discrimination, equality of opportunity, and concrete efforts for students; and (e) accurate disclosure of information to prospective and matriculated students. The decision letter should address each of these five broad issues.

(57) Standard 501(a) and (b). [State whether the Law School maintains sound admissions policies and procedures consistent with the Standards, the Law School’s mission, and the objectives of its program of legal education. State whether the Law School admits only applicants who appear capable of satisfactorily completing the program of legal education and being admitted to the bar. Elaborate only if there appear to be deficiencies implicating compliance considering 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.]

[Insert Report #16: Admissions Data for the Current and Previous Two Academic Years.]
### Report #16: Admissions Data for the Current and Previous Two Academic Years

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
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<th>2015</th>
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<th>2016</th>
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<td>UDA *</td>
<td>FTA *</td>
<td>PTA *</td>
<td>UDA *</td>
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<td>UDA *</td>
<td>FTA *</td>
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<td># of applications Received</td>
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<td># of offers</td>
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<td>LSAT - 75th Percentile</td>
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<td>25th Percentile</td>
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<td>UGPA - 75th Percentile</td>
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<tr>
<td># of Women in Class</td>
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<td># of Minorities</td>
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<td>(% of class)</td>
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</tbody>
</table>

* UDA: Unduplicated Applications. (Men + Women)
* FTA: Full-Time Applications. (Men + Women)
* PTA: Part-Time Applications. (Men + Women)

(58) Standard 205(a) and (b). [Identify any circumstances evidencing discrimination or lack of equality of opportunity by the Law School with respect to students. If there are no such instances, so state.]

(59) Standard 206(a). [Briefly describe the Law School’s concrete actions demonstrating its commitment to having a diverse student body. Insert Report #19: Minority Admissions.]

### Report #19: Admission Minority

#### MINORITY ADMISSIONS AND FIRST YEAR CLASS PROFILE - 2016

<table>
<thead>
<tr>
<th></th>
<th>Applications</th>
<th>Offers</th>
<th>Matriculants</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
<td>Women</td>
<td>Total</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Black or African American</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>Hispanics of any race</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Two or more races</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tbody>
</table>
(60) Standard 502(a) through (c). [State whether the Law School requires for admission to its J.D. program a bachelor’s degree that has been awarded by an institution that is accredited by an accrediting agency recognized by the United States Department of Education. Elaborate only if the Law School admits students without a baccalaureate degree and/or without a degree from a fully accredited college or university and state whether the Law School placed a statement in the student’s file of the considerations that led to the decision.]

(61) Standard 502(d) and Interpretations 502-1 and 502-2. [State whether the Law School, within a reasonable time after a student registers, has on file the student’s official transcripts verifying all academic credits undertaken and degree(s) conferred.]

(62) Standard 503 and Interpretations 503-1, 503-2, and 503-3. [State whether the Law School requires the LSAT for admission to its J.D. program and whether it uses the test results in a manner that is consistent with the current guidelines. If the Law School admits students under the “safe harbor,” provide the statistical data demonstrating compliance.]

(63) Standard 501(c). [State whether the Law School admits or readmits students who were disqualified previously for academic reasons. If so, briefly describe the Law School’s policy. Confirm whether, for every admission or readmission, the Law School places in the admittee’s file a statement of the considerations that led to the decision to admit or readmit the previously disqualified individual.]

(64) Standards 505 and 311. [State whether the Law School grants J.D. degree credit for prior law study. If so, briefly describe the policies, including information with respect to students who are admitted as transfer students from ABA-approved law schools, from non-ABA approved law schools, or if the Law School grants J.D. degree credit for prior law study for courses completed at law schools outside the United States or for credits earned in an LL.M. or other post J.D. program. State whether the Law School’s policies are consistent with Standard 311. In all cases, state the maximum total number of credit hours that may be granted for prior law study. Use separate paragraphs for each category of degree credit for prior law study listed in the Standard. If the Law School does not grant such credit, so state.]

(65) Standard 316. [Report the Law School’s bar passage by inserting the following table for first-time bar passage rates. Report five years of data in chronological order, and if the Law School’s bar passage rate is more than 15 points below the state bar passage rate, please so note. Insert Report #21: First-Time Bar Passage.]

<table>
<thead>
<tr>
<th>SUB TOTAL (Minority Categories)</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
</tr>
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<tbody>
<tr>
<td>White</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
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<tr>
<td>Nonresident Alien</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>TOTAL</td>
<td>0</td>
<td>0</td>
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<td>0</td>
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</table>

Report #21 : FIRST-TIME BAR PASSAGE REPORTING - TABLE 1
<table>
<thead>
<tr>
<th>Calendar Year</th>
<th>Total Graduates in Calendar Year</th>
<th># of Graduates from Calendar Year NOT taking Bar Exam</th>
<th>Graduates from Previous Years Taking Bar for FIRST Time in Calendar Year</th>
<th>Total First Time Takers Calendar Year</th>
<th>70% of Total First Time Takers</th>
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**FIRST-TIME BAR PASSAGE REPORTING - TABLE 2**

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Calendar Year</td>
<td>Graduates Taking Bar FIRST time in Calendar Year</td>
<td>% of School's FIRST Time Takers Reported for Calendar Year</td>
<td>List Jurisdictions Reported</td>
<td>ABA First Time Weighted Average Pass Rate for Calendar Year</td>
<td>School's Weighted Average Pass Rate for Calendar Year</td>
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(66) [If the Law School cannot satisfy the requirements of Standard 316 by using first-time bar passage rates, report ultimate bar passage in accordance with the instructions in the Managing Director’s Guidance Memo on Standard 316.]

(67) Standard 504(a). [State whether the Law School includes the required statement on character, fitness, and other qualifications for admissions on its website and in its application.]

(68) Standard 504(b). [State whether the Law School takes additional steps as soon after matriculation as possible to inform students to determine the character, fitness, and other requirements for admission to the bar in the jurisdictions in which they intend to seek admission.]

(69) Standard 507 and Interpretations 507-1, 507-2, and 507-3. [State whether the Law School takes reasonable steps to minimize student loan defaults, including debt counseling at the inception of a student’s loan obligations and again before graduation. If the Law School is not affiliated with a university, note Interpretation 507-2: The student loan cohort default rate is sufficient if not greater than 10% for any of the three most recently published annual cohort default rates.]

(70) Standard 508. [State whether the Law School provides its students, regardless of enrollment or scheduling option (see also Standard 312), with basic student services, including maintenance of accurate student records, academic advising and counseling (see also Standard 309(a)), and financial aid counseling.]

(71) Standard 508. [Briefly describe how the Law School provides career counseling to assist students making career choices and obtaining employment. Elaborate if there are compliance issues. The types of facts in the record that may implicate this Standard include a percentage of graduates who are “unemployed seeking”...
greater than 20% and/or a percentage of graduates whose employment status is unknown greater than 15%.

(72) Standard 207 and Interpretation 207-1. [State whether the Law School adopted, published, and adheres to written policies and procedures for assessing and handling requests for reasonable accommodations made by qualified individuals with disabilities. Note that issues as to facilities need not be addressed in this section, as they are addressed elsewhere.]

(73) Standard 509 and Interpretations 509-1, 509-2, and 509-4. [Verify whether the Law School reports, publishes, or distributes all the required disclosures prominently on its website (a link titled “ABA Required Disclosures”), and whether the information is complete, accurate, and not misleading to a reasonable law student or applicant. Verify whether the information is posted in the required format and time period. Finally, verify 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. If there are no issues, insert the following statement: The Law School publishes on its website all the standard disclosures in the required form and manner and for the designated time frame. The information appears to be complete, accurate, and not misleading to a reasonable law school student or applicant. Elaborate only if there are deficiencies implicating compliance, which may necessitate more than one paragraph.]

(74) Standard 509(b)(3) and (d) and Interpretation 509-3. [State whether the Law School distributes the conditional scholarship data to all applicants being offered conditional scholarships at the time the scholarship is offered.]

(75) Standard 510(a) and (b) and Interpretations 510-1 and 510-2. [State whether the Law School established, published, and complies with a student complaint policy (and appeals procedure, if any, and timelines) and whether the Law School maintains a record of the complaints for the appropriate time and their resolution. Elaborate only if there are deficiencies implicating compliance.]

Library and Information Resources

The portion of the decision letter addressing information resources will be very brief unless there are issues implicating compliance.

(76) Standard 601(a)(1) and 601(a)(2). [State whether the law library, through expertise, resources, and services, enables the Law School to carry out its program of legal education, accomplish its mission, and support scholarship. Also, state whether the law library develops and maintains a responsive relationship with faculty, students, and administration.]

(77) Standard 601(a)(3). [State whether the library engages in regular planning and assessment, including the written assessment of its effectiveness in achieving its mission and realizing goals. Note that for law schools inspected under the old Standards, the materials may not contain this specific information on the written assessment portion of this finding.]
(78) Standard 601(a)(4). [State whether the law library 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.]

(79) Standard 601(b). [State whether the Law School provides a consistent basis of sufficient financial resources to the law library to enable it to support the Law School and to realize its established goals. Elaborate only if there is information in the record that 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. 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.]

(80) Standard 602 and Interpretation 602-1. [If the Law School is part of a university, state whether all operations of the law library are completely under the control of the Law School, and whether the director of the law library and the dean determine library policy and are responsible for the selection and retention of personnel, the provision of library services, and collection development and maintenance. If the law library is administered as part of a university library system, briefly describe that arrangement and state whether the dean and the director of the law library are responsible for the selection and retention of personnel, the provision of library services, and collection development and maintenance. Also state whether the budget for the law library is determined as part of and administered in the same manner as the Law School budget. If this is not the case, briefly describe the process.]

(81) Standard 603 and Interpretation 603-1. [State whether the Law School has a full-time director whose principal responsibilities are managing the law library and providing information resources in appropriate formats to faculty and students. State whether the selection and retention of the director of the law library is determined by the Law School. If the director has been appointed since the last inspection, briefly describe the process through which the appointment was made (i.e., the level of faculty involvement). Briefly describe the qualifications of the director (education, experience, knowledge of and experience in library administration). If the library director does not have both a law degree and a degree in library or information science, indicate what factors exist that demonstrate that the director has the appropriate knowledge of, and experience in, law library administration to support the program of legal education and to enable the Law School to operate in compliance with the Standards. Describe the faculty status of the director (professor, tenure-track, contract, etc.). If the law library director does not have a law faculty appointment with security of faculty position, describe the extraordinary circumstances that justify the absence of that faculty position.]

(82) Standard 604 and Interpretation 604-1. [State whether the law library has a staff sufficient in expertise and number to provide the appropriate library and information resources to the Law School. It is not appropriate to base a determination of lack of adequate staffing solely on comparison to the levels of staffing found at other institutions, and it is inappropriate to include such comparisons.]

(83) Standard 605. [State whether the law library 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. Elaborate only if there are indications in the record of problems with the range or quality of services.]
(84) Standard 606(a), 606(b), and 606(c) and Interpretations 606-1, 606-2, 606-3, and 606-4. [State whether the law library provides a core collection in a mixture of formats if the site team reported that fact and whether the law library provides a collection that meets the research needs of the institution; supports the teaching, scholarship, research, and service needs of the faculty; and serves the Law School’s special objectives. Elaborate only if the record indicates that the law library does not provide the necessary resources to meet the needs of the Law School.]

(85) Standard 606(d). [State whether the law library has a current collection development plan that is adequate for the Law School’s needs.]

(86) Standard 606(e). [State whether the law library provides suitable space and adequate equipment to access and use all information in whatever formats are represented in the collection.]

Facilities, Equipment, and Technology

Note: The “negative and material effect” threshold applies to Standards 701 and 702.

(87) Standard 701. [State whether the Law School’s equipment, technology, and technological support are adequate. This Standard is met unless 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. For any identified deficiency, address whether it has a negative and material effect or if additional information is necessary to make that determination.]

(88) Standard 702(a) and Interpretation 702-3. [State whether the facilities are suitable and sufficient with respect to class and seminar rooms; the library; faculty offices; and space for support services staff, part-time faculty to conduct student-faculty conferences, equipment and records, in-house clinical programs, quiet study and research, and collaborative work. For any identified deficiency, address whether it has a negative and material effect or if the record is insufficient to make that determination. Use separate paragraphs for identified deficiencies.]

(89) Standards 207(a) and 702(b). [State whether the Law School provides reasonable access and accommodations to persons with disabilities consistent with the applicable law. If any facilities are not accessible, discuss whether the record otherwise shows that the Law School provides reasonable access and accommodations to persons with disabilities. State whether any violations of health and safety codes for facilities or equipment were identified.]

(90) Standard 702 and Interpretations 702-1 and 702-2. [If any facilities are leased or financed, discuss the Law School’s right to continue to occupy them. If facilities are not under the exclusive control of the Law School, discuss whether the arrangements permit proper scheduling of Law School activities. If the Law School does not lease its facilities, so state.]

CONCLUSIONS:
(1) In accordance with Rule 12(a)(3), the Committee concludes that it has reason to believe that [Name of Law School] has not demonstrated that it is in compliance with the following Standards:

(a) Standard _____ and Interpretation _____, with respect to the requirement that ________________________. [See Findings of Fact (xx) – (xx)].

(b) Standard _____ and Interpretation _____, with respect to the requirement that ________________________. [See Findings of Fact (xx) – (xx)].

(c) Standard _____ and Interpretation _____, with respect to the requirement that ________________________. [See Findings of Fact (xx) – (xx)].

(2) In accordance with Rule 12(a)(2), the Committee requests additional information to enable it to determine the Law School’s compliance with the following Standards:

(a) Standard ____ and Interpretation ____, with respect to whether _______________________________________________________. [See Findings of Fact (xx) - (xx)].

(b) Standard ____ and Interpretation ____, with respect to whether _______________________________________________________. [See Findings of Fact (xx) - (xx)].

(c) Standard ____ and Interpretation ____, with respect to whether _______________________________________________________. [See Findings of Fact (xx) - (xx)].

(3) In accordance with Rule 13(b), although requiring no response, the Committee calls the Law School’s attention to the following Standards:

(a) Standard ____ and Interpretation ____, with respect to the requirement that________________________. [See Findings of Fact (xx)-(xx)].

(b) Standard ____ and Interpretation ____, with respect to the requirement that________________________. [See Findings of Fact (xx)-(xx)].

RESPONSE REQUESTED:

(1) The Committee requests that the President and Dean of [Name of Law School] submit a report by [Date] with all relevant information necessary to demonstrate compliance with the Standards noted in Conclusions (1) and (2) above.

Specifically, as to Conclusions (1)(a)-(c), the Committee requests that the Law School provide information to demonstrate that

(a) [State the specific information requested.]

(b) [Same.]
(c) [Same.]

Specifically, as to Conclusions (2)(a)-(c), provide:

(a) [State the specific information requested.]

(b) [Same.]

(c) [Same.]

(2) Upon review of the information provided by the Law School in response to Conclusions (1)(a)-(c), the Committee may, in accordance with Rule 12(a)(4), determine that the Law School is not in compliance with the Standards and proceed pursuant to Rule 14.
MEMORANDUM

To: The Dean of a Member School Scheduled for a Sabbatical 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 sabbatical 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 sabbatical 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 scholarship, strong teaching, shared governance, academic freedom, diversity, and nondiscrimination. A copy of Bylaw 6-1 is attached for your information.

In recent years, many law schools have revised, or in some cases prepared for the first time, written criteria for selection of faculty and for promotion and 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 quality teaching. Are periodic colloquia held? 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 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, a staff, and a student body that 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 discussion seminars 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 September and again in March. 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 in response to the site evaluation report. 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

September 2016
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.
AALS Sabbatical Questionnaire

Law School Name__________________________________________ Date_____________________________

Name and Position of Person Completing Questionnaire_____________________________________________

Email_________________________________________ Phone_______________________________________

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

At least twenty (20) days before the site visit, please send the reporter your completed questionnaire. In addition, the AALS office would like to receive both a paper and an electronic version of the completed questionnaire. Please mail the paper copy and a flash drive to: AALS Membership Review, 1614 20th Street, NW, Washington, DC 20009.

Your school is also preparing a Self Study for the ABA Section; please send an electronic version of the ABA Self Study (Parts I and II) and all supplemental materials to the AALS. (Please do not send a paper copy of the ABA Self Study to AALS.) If you have any questions, please contact Barbara Studenmund, AALS Membership Review Coordinator, at bstudenmund@aals.org or (202) 296-6474.

I. Faculty and Scholarship

1. Please indicate the number of current full-time tenured or tenure-track faculty _____ as well as the number of other full-time faculty who are expected to produce scholarship ______. Please complete the following chart for the preceding three years (either the past three calendar or academic years, whichever you prefer).

<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>
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<tr>
<td>Other scholarly publications</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

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?

This questionnaire is available online:  www.aals.org/member-schools/membership-requirements/
4. Please separately list the full-time faculty who in the last five years (1) have been appointed to your faculty and those who (2) have left your faculty for any reason, indicating the gender and race 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. 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 describe the steps you take to evaluate the teaching quality of each type of faculty. 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. Please review the “Course Hours Summary” chart produced as part of Report 12 in the ABA Site Evaluation Questionnaire (SEQ). If the data on the “Course Hours Summary” chart shows that no more than 40% of the credit hours (not “courses”) offered in each division of each regular term (excluding limited program summer terms) are taught by part-time and/or adjunct faculty, simply attach a copy of the SEQ “Course Hours Summary” chart as Appendix I.

   If the Course Hours Summary chart from the ABA SEQ shows that more than 40% of the credit hours (not “courses”) in any division of any regular term are taught by part-time and/or adjunct faculty, please fill out the following chart to show that the school’s full-time faculty offer at least 60% of the student contact hours leading to the J.D. degree in each division. Note that this chart, unlike the ABA Student Contact Hours Chart, requests a breakdown by division and by full-time faculty, part-time/adjunct faculty, and deans, librarians, and administrators. Please complete a separate chart for each of the two most recent terms (excluding limited program summer terms) for which data is available. This will be Appendix J.

Definitions:

1. The number of "academic credit hours" in a semester is defined as the total of course credits for all courses offered in that semester.
2. The number of student contact hours is defined as the number of academic credit hours multiplied by the number of students enrolled in each course.
3. If a course has multiple sections, each section is a separate course, except that, if a full-time faculty member teaches a subject by supervising sections taught by part-time faculty, the sections taught by part-time faculty are not individually counted and the full-time faculty member is considered to be teaching one course.

Under newly revised regulations, the Executive Committee considers the percentages in Regulation 6-4.1 to be a safe harbor. If neither the credit or contact hours demonstrate compliance, please provide an explanation. This will be Appendix K.

Chart for Appendix J

<table>
<thead>
<tr>
<th>Part-Time Faculty Usage Chart</th>
<th>Full-time Division</th>
<th>Part-time Division(s) or Program(s)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ Term _____ Year</td>
<td>(1) Number &amp; Percent of Student Contact Hours</td>
<td>(2) Number &amp; Percent of Student Contact Hours</td>
</tr>
<tr>
<td>Full-time Faculty, including Visitors</td>
<td></td>
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<tr>
<td>Deans, Librarians &amp; Administrators</td>
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<td></td>
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<tr>
<td>Part-time/Adjunct Faculty</td>
<td></td>
<td></td>
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<tr>
<td>TOTAL</td>
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III. Improvements Since the Last Site Visit

1. Please describe in 1500 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 L.

2. Please describe in 1500 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 M.

3. Please describe in 1500 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 N.

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.) Please answer yes or 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 O.

2.a. Since the last sabbatical visit, has any student, faculty, or staff member complained of discrimination? (Include all claims of discrimination except those between students.) Please answer yes or no__________

   If you answered yes, please describe the nature of the complaint(s). If an investigation into a claim of discrimination is ongoing or finds evidence of discrimination, please identify what kind of discrimination was alleged.

   2.b. How were the complaint(s) resolved?
       __ Investigation ongoing
       __ No finding of discrimination
       __ Finding of discrimination
       __ Other. Please explain.

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

4. Please describe the school’s efforts to recruit and retain a diverse faculty. This will be Appendix Q.

5. 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 R.

<table>
<thead>
<tr>
<th>Title (do not include names)</th>
<th>Gender</th>
<th>Ethnicity</th>
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<tbody>
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6. 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 Symplicty, 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 Symplicty, job posting forms, and other placement assistance (these may include screenshots of webpages). This will be Appendix S.
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. Course Hours Summary
J. Student Contact Hours
K. Alternative Data Demonstrating Compliance with Bylaw 6-4.d and ECR 6-4.1
L. Curricular Changes
M. Curricular Innovations
N. Significant Improvements
O. Nondiscrimination Policy
P. 509 reports for past three years
Q. Faculty Diversity Efforts
R. Staff Demographics
S. Employer Assurance

April 2017

Mail hard copy to:
AALS Membership Review
1614 20th Street, NW
Washington, DC 20009
# Faculty Profile

Instructions: List all current full-time faculty, and include scholarship published in the past three years (either academic or calendar years, whichever you used in Question 1). Group faculty by responsibilities (1) Those with Writing Responsibilities or (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>Ethnicity</th>
<th>Status(^1)</th>
<th>Publications (group publications by type: articles in law reviews, scholarly books, articles in bar journals, and book contributions)</th>
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\(^1\) Status includes tenured, tenure-track, clinical, legal writing, and other (please specify).
The recent reports by two schools that they will join two other law schools in permitting applicants to apply with a Graduate Record Exam (GRE) score without a Law School Admission Test (LSAT) score has generated attention and comment. The following intends to put these announcements, and this matter generally, in context.

Standard 503 of the ABA Standards for Approval of Law Schools mandates that a law school require applicants to submit a valid and reliable law school admission test score as part of their application. Interpretation 503-1 accepts that the LSAT is such a test; further, it allows schools to use another test if the school demonstrates that it is valid and reliable for that institution. Interestingly, the Standard requires schools to use admission test scores consistently with guidance provided by the test maker, but it does not actually require that the law school use the score in any specific way, or at all.

Law schools know that if they accept an admission test other than the LSAT, they risk a subsequent determination by the Council of the Section of Legal Education and Admissions to the Bar that the test is not a valid and reliable admission test for that school under Interpretation 503-1. The law schools announcing that they will accept a GRE score in lieu of an LSAT score have had studies done which, in their views, establish the validity and reliability of the GRE for their admissions process. But, they all know that decision is ultimately for the Accreditation Committee and the Council to make.

If a law school is determined to have been operating out of compliance with the ABA Standards for Approval of Law Schools, the accreditation process has procedures for requiring it to take steps to come back into compliance with the Standards. In this situation, that process would likely include a requirement that the law school stop using that test, and it could lead to additional sanctions as provided in the Rules of Procedure.

The Council currently has out for notice and comment a proposed change to Standard 503 that would make several changes to the Standard and its Interpretations, including eliminating Int. 503-1. The proposal under consideration would establish a process to approve tests other than the LSAT for use by all law schools and would eliminate any individual school's ability to use a test that has not be approved by the Council.

The Council has received notice and comment, and in July conducted a hearing on its proposal. Those comments and the transcript of the hearing are posted on the Section's website.

At this point, the matter will be taken up by the Council's Standards Review Committee, which will review the comments and may make a recommendation to the Council. The Council will then decide whether to adopt the changes out for notice and comment or to continue the matter for further study. The Council, at this point, is slated to take up this matter in November 2017.
All law schools, through their deans, have clearly been advised of what is outlined above and that the time it will take to review, approve, and implement the proposed changes means that a new Standard will not be operative prior to the 2018-2019 recruiting cycle for students who would commence their studies in the Fall 2019 term. Until the Standard is changed, the current Standards and Interpretations remain in force.

Barry Currier
August 14, 2017
Guidance Memos
Guidance Memos are issued by the Office of the Managing Director when new Standards or Interpretations have been adopted or when, in the course of the Office’s dealings with schools about compliance with the Standards, a number of schools are asking for clarification or direction regarding a particular Standard, Interpretation, or reporting requirement. We remind schools that the Managing Director’s Office does not have the authority to bind either the Council or the Accreditation Committee.

Rule 34: Teach-Out Plans (May 2017)

Standard 316: Bar Passage (August 2016)
Demonstrating Compliance with First-Time Bar Passage
Demonstrating Compliance with Ultimate Bar Passage

Standard 509: Required Disclosures (July 2014, revised July 2016)

Transition to and Implementation of the New Standards and Rules of Procedure for Approval of Law Schools (August 2014)

Standard 204: Self Study (January 2015, Revised April 2016, Revised March 2017)

Standard 503 and Interpretation 503-3: Admission Test (January 2015)

Bachelor's Degree/J.D. Programs (January 2015)

Standard 303: Curriculum and 304: Simulation Courses and Law Clinics (regarding experiential learning) (March 2015)

Standard 510: Student Complaints Implicating Compliance with the Standards (March 2015)

Standards 301, 302, 314, 315: Learning Outcomes (June 2015)

Standard 105(a)(12): Part-time Enrollment Options (July 2015)

Standard 504: Qualifications for Admission to the Bar

Standards 102(e), 102(f), 509(e) regarding accreditation status

Interpretation 305-2 regarding reasonable expenses related to a field placement

Standard 310: Determination of Credit Hours for Coursework (May 2016)

Guidance for Schools Seeking ABA-Approval

Managing Director's Memo

Timeline for Seeking Provisional/Full ABA Approval

Guidance Memos on the Section’s Website

https://www.americanbar.org/groups/legal_education/accreditation/consultants_memos.html
Bar Passage Questionnaire for Standard 509

Note: At its meeting in June 2017, the Council of the Section of Legal Education and Admissions to the Bar approved a new Bar Passage Questionnaire. Bar Passage information will no longer be collected in the Annual Questionnaire. By moving the bar passage data collection to a different questionnaire, the Council will get more timely collection of data. In the first year, the Council will collect information for both 2016 and 2017. [The 2016 data would have been collected in the 2017 AQ.] Thereafter, we will collect one year of information each year. Until sufficient data has been collected using the new Bar Passage Questionnaire, data can be pulled from prior Annual Questionnaires to complete the reports.

The new Bar Passage Questionnaire collects both first-time and ultimate bar passage information for purposes of Standard 509, Consumer Information. The information on first-time bar passage is the same as what is currently requested in the Annual Questionnaire. For ultimate bar passage, the questionnaire follows graduates by calendar year of graduation and asks for information about the number who passed the bar examination within one year after graduation and within two years after graduation.
Part I. FIRST-TIME BAR PASSAGE QUESTIONNAIRE

A. Number of graduates in calendar year 2017
B. Number of 2017 graduates who DID NOT take the bar in any jurisdiction in 2017
C. Number of graduates from prior years who took the bar for the first time in 2017 in any jurisdiction
D. Number of 2017 graduates for whom no information is available
E. Total number of graduates who took the bar for the FIRST TIME in any jurisdiction in 2017 (Report only first time takers)

For each jurisdiction where graduates took the bar, provide:
Jurisdiction
# of Takers
# of Passers

Sample Report for new Bar Passage Questionnaire – First time bar passage

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calendar Year</td>
<td>Total Graduates in Calendar Year</td>
<td># from Calendar Year NOT taking Bar Exam</td>
<td># from Previous Years Taking Bar for FIRST Time in Calendar Year</td>
<td># from Calendar Year with no information</td>
<td>Total First Time Takers in any jurisdiction</td>
<td>Total who passed the bar in any jurisdiction</td>
</tr>
<tr>
<td>2017</td>
<td>115</td>
<td>18</td>
<td>20</td>
<td>5</td>
<td>112</td>
<td>84</td>
</tr>
<tr>
<td>2016</td>
<td>168</td>
<td>24</td>
<td>19</td>
<td>9</td>
<td>154</td>
<td>120</td>
</tr>
<tr>
<td>2015</td>
<td>181</td>
<td>26</td>
<td>11</td>
<td>10</td>
<td>156</td>
<td>115</td>
</tr>
</tbody>
</table>

Plus detail on each jurisdiction for each year.

Detail 2017

<table>
<thead>
<tr>
<th>Jurisdiction</th>
<th>Takers</th>
<th>Passers</th>
<th>Pass %</th>
<th>State Pass % for ABA approved law schools</th>
<th>difference</th>
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<tbody>
<tr>
<td>Alabama</td>
<td>85</td>
<td>79</td>
<td>92.94</td>
<td>82.19</td>
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<td>Tennessee</td>
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Detail 2016

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Detail 2015

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<th>difference</th>
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Part II. ULTIMATE BAR PASSAGE QUESTIONNAIRE

Reporting on graduates by calendar year.
Graduates in 2015 calendar year (graduates from Jan – Dec 2015)
In January 2018, we will ask about the number who took within two years of graduation for the class of 2015.
Graduates in 2016 Calendar year (graduates from Jan – Dec 2016)
In January 2018, we’ll ask about the number who took within one year of graduation for the class of 2016.

**Graduates in Calendar Year 2015**
A. Number of graduates in calendar year 2015
B. Number who sat for a bar examination within two years of their date of graduation.
   - Total number of takers
   - Total number of passers
C. Number of 2015 graduates for whom no information is available
D. Number of graduates who did not take a bar examination within two years of their date of graduation

**Graduates in Calendar Year 2016**
A. Number of graduates in calendar year 2016
B. Number who sat for a bar examination within one year of their date of graduation.
   - Total number of takers
   - Total number of passers

**Note:** Opportunities to take the bar examination for different cohorts in a calendar year.
Graduates in calendar year 2015
May graduates: July 2015, February 2016, July 2016, February 2017
August graduates: February 2016, July 2016, February 2017, July 2017
December graduates: February 2016, July 2016, February 2017, July 2017

**Report on Ultimate Bar Passage**

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<tr>
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<td>60</td>
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Appendix 1

Sample Site Visit Scheduling Memorandum

TO: Dean

FROM: Team Chairperson

SUBJECT: Site Visit Schedule and Arrangements

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

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

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

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

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

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

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

Hi everyone.

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

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

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

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

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

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

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

Thanks.
August 4, 2014

Associate Dean

_____ School of Law

Dear:

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

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

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

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

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

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

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

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

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

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

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

Many thanks.

Mary Kay
ABA Faculty\Student Notice Letter

Dear _____:

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

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

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

Thanks very much for your help.

Sincerely,
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# Site Visits Evaluation Chart

**Scheduled Visits From 08/01/2017 to 08/31/2018**

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# Site Visits Evaluation Chart

Scheduled Visits From 08/01/2017 to 08/31/2018

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<td>Mary Ann Hyatt (W)</td>
<td>Jennifer Gundlach (W)</td>
<td>Kathy Northern (MWN)</td>
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## Site Visits Evaluation Chart
### Scheduled Visits From 08/01/2017 to 08/31/2018

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<td>Wendy B. Scott (MW)</td>
<td>Joan W. Howarth (W)</td>
<td>John Edwards</td>
<td>Ann Juergens</td>
<td>Peter Buchbaum Superior Court of New Jersey-Retired</td>
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<td>Stephanie Giggetts (MW) American Bar Association</td>
<td>Andrew J. Simons St. John's University School of Law (ret.)</td>
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<td>Sara Sampson (W)</td>
<td>Thomas Kelley (N) University of North Carolina School of Law</td>
<td>Gihan Fernando (M) American University Career Center</td>
<td>James Dworkin Purdue University</td>
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<td>Pauline A. Schneider, Esq. (MW)</td>
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<td>Margaret A. Leary (W)</td>
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