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

September 7-8, 2018

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

**September 7 - 8, 2018**

Loews Chicago O’Hare Hotel
Rosemont, IL 60018

**Friday, September 7, 2018-Site Chairs Workshop**

**Registration & Lunch - ICEBAR Meeting Room - Avedon AB**

<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>11:30 a.m.</td>
<td>Registration</td>
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<tr>
<td>12:15 - 1:15 p.m.</td>
<td>Site Team Chairs Lunch</td>
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</table>
| 1:15 – 1:45 p.m. | Welcome and Overview  
  Speakers: Jeff Lewis and Barbara Studenmund  |
| 1:45 - 2:15 p.m. | Site Report Template and Self-Study (attachments and reports)  
  Speakers: Ed Butterfoss and William Adams  |
| 2:15 - 2:45 p.m. | Standards for Discussion  
  Speaker: William Adams  |
| 2:45 – 3:00 p.m. | Avedon Foyer  
  Beverage Break  |
| 3:00 – 4:00 p.m. | Before, During and After the Visit  
  Speakers: Mary Lu Bilek and Ed Butterfoss  |
| 4:00 – 4:30 p.m. | Distance Learning  
  Speaker: Barry Currier  |
| 4:30 – 5:00 p.m. | Questions                                                            |
### Joint Reception for Site Team Chairs, Law School Representatives and New Site Evaluators

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<thead>
<tr>
<th>Time</th>
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<tr>
<td>5:30 p.m.</td>
<td>Grand Foyer</td>
<td>Registration</td>
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<tr>
<td>6:00 – 7:00 p.m.</td>
<td>Grand Foyer</td>
<td>Joint Reception</td>
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### Saturday, September 8, 2018
**Site Evaluation Workshop for Law School Representatives and New Site Evaluators**

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Event</th>
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<tr>
<td>7:30 a.m.</td>
<td>Grand Foyer</td>
<td>Registration</td>
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<tr>
<td>7:45 a.m.</td>
<td>Guggenheim 3</td>
<td>Breakfast Buffet</td>
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<tr>
<td>8:30 – 9:00 a.m.</td>
<td>Guggenheim 1 &amp; 2</td>
<td>Welcome and Overview&lt;br&gt;<strong>Speakers:</strong> Jeff Lewis, Barry Currier, William Adams, and Barbara Studenmund&lt;br&gt;Overview of ABA Accreditation process, AALS membership review process and workshop program</td>
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<tr>
<td>9:15 – 10:00 a.m.</td>
<td>Teylers</td>
<td><strong>CONCURRENT SESSIONS</strong></td>
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<td><strong>Writing the Site Report</strong>&lt;br&gt;<strong>[Site Evaluators]</strong>&lt;br&gt;<strong>Speakers:</strong> Catherine Carpenter and Ed Butterfoss&lt;br&gt;Assignments, school materials; materials from the ABA</td>
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<td></td>
<td>Guggenheim 1 &amp; 2</td>
<td><strong>Preparing for the Visit</strong>&lt;br&gt;<strong>[School Representatives]</strong>&lt;br&gt;<strong>Speakers:</strong> Mary Lu Bilek and William Adams&lt;br&gt;Self-Study (Narrative and Data Entry); Preparing Law School Community for the Site Visit; Schedule and Arrangements for the Visit</td>
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<tr>
<td>10:00 – 10:15 a.m.</td>
<td>Grand Foyer</td>
<td>Beverage Break</td>
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<tr>
<td>10:15 – 10:45 a.m.</td>
<td>Guggenheim 1 &amp; 2</td>
<td><strong>PLENARY SESSION</strong></td>
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<td><strong>During the Site Visit/Mock Site Team Meetings</strong>&lt;br&gt;<strong>Speakers:</strong> Catherine Carpenter, Mary Lu Bilek and Scott Pagel&lt;br&gt;Entrance interview, class visits, faculty office visits, main campus appointments, clinic site visits, student meetings, alumni gathering, crises/complaints, review of records, communication within team and between team and school; going beyond the Standards.</td>
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<tr>
<td>Time</td>
<td>DISCUSSION TOPICS</td>
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| 10:45 – 11:30 a.m. | **Teylers**  
Faculty - Ed Butterfoss  
Including size and qualifications, resources and effectiveness, and responsibilities |
|              | **Prado 1**  
Students - Stephanie Giggetts  
Including admissions, bar passage, student services, and consumer information |
|              | **Metropolitan**  
Organization and Administration - Steve Bahlis  
Including accreditation history; governance; finances; nondiscrimination, equality of opportunity, and diversity and inclusion |
|              | **Guggenheim 1 & 2**  
Program of Legal Education - William Adams  
Including rigor, learning outcomes, and assessments; curriculum; experiential learning; distance education; studies outside the US; academic standards and support; academic requirements; and non-JD programs. |
|              | **Field**  
Information Resources, Technology & Facilities - Scott Pagel  
Including assessing the sufficiency of library staffing, services, collection and resources; library director status; “negative and material.” |
| 11:45 – 12:30 p.m. | **Teylers**  
Faculty [repeated] |
|              | **Prado 1**  
Students [for school representatives] |
|              | **Metropolitan**  
Organization and Administration [repeated] |
|              | **Guggenheim 1 & 2**  
Program of Legal Education [repeated] |
|              | **Field**  
Information Resources, Technology & Facilities - Scott Pagel |
| 12:30 - 1:15 p.m. | **Guggenheim 3**  
Lunch |
| 1:30 – 2:30 p.m. | **Guggenheim 1 & 2**  
Recurring Issues  
**Speaker:** William Adams |
| 2:30 – 3:30 p.m. | **Guggenheim 1 & 2**  
After the Visit/Mock Exit Interview with Dean  
**Speakers:** Catherine Carpenter, Mary Lu Bilek and Scott Pagel |

Dated: 8/29/18
Standard 204 of the ABA *Standards and Rules of Procedure for Approval of Law Schools* provides:

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

The 2018-2019 Self Study is made up of two parts:

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

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

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

**SEQ: Narrative Responses**

Download the Microsoft Word version of the 2018-2019 Site Evaluation Questionnaire from the Questionnaire page of the Section’s website:  
[http://www.americanbar.org/groups/legal_education/resources/questionnaire.html](http://www.americanbar.org/groups/legal_education/resources/questionnaire.html)

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

The narrative portion of the SEQ has six parts:

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

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

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

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

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

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

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

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

**Part II: Law School Self Assessment**

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

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

**Submission of Self Study**

**Timing**

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

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

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

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

Format

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

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

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

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

Please make sure that the file path for each document on the flash drive is not excessively long. The file path includes the file names as well as folders, etc.
Address

Office of the Managing Director
ABA Section of Legal Education and Admissions to the Bar
321 North Clark Street, Floor 19
Chicago, IL 60654

Inquiries

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

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

Accreditation History

1. General Information.

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

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

2. Fully Approved Law Schools.

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

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

3. Schools Seeking Provisional Approval.

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

4. Provisionally Approved Law Schools.

Discuss the Law School’s progress toward reaching full compliance with each of the Standards. Include all matters called to the attention of the Law School in the Council’s or Accreditation Committee’s most recent decision letter.

5. Schools Seeking Full Approval.

Discuss whether the Law School can demonstrate that it is in full compliance with each of the Standards. Include all matters called to the attention of the Law School in the Council’s or Accreditation Committee’s most recent decision letter. Discuss any changes made in the Law School’s reliable plan for reaching full compliance.

Governance

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

(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).

7. Standard 201(d).

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

8. 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.

(b) Describe how the Dean has the authority and support necessary to discharge the responsibilities of the position.

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

(d) 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.

10. Standard 204.

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 process.

Law School Finances

11. Standards 202(a), 202(c), and 202(d).
(a) Describe the Law School's annual budget development and monitoring process, including which persons or groups are involved in the process.

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

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

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

(e) Describe any special financial agreements, support agreements, or incentives between the Law School and its University or parent entity.

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

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

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

For Law Schools that are part of a University:

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

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

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

Non-Discrimination, Equality of Opportunity, Diversity and Inclusion

13. Standard 205 [Faculty and Staff].
(a) Does the Law School’s nondiscrimination policy regarding faculty and staff prohibit discrimination on the basis of race, color, religion, national origin, gender, sexual orientation, age, or disability?

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

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


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

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

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

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


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


Describe the Law School’s concrete actions that demonstrate the Law School’s commitment to having a full-time faculty that is diverse with respect to gender, race, and ethnicity. Provide details of recruiting and hiring efforts for the current and previous two academic years (AALS interviews, campus or other interviews, etc., for tenured, tenure-track, and contract faculty).
17. Standard 206(b).

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


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


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

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

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

**PROGRAM OF LEGAL EDUCATION**

*Rigor, Learning Outcomes, Assessments*

20. Standards 301(a).

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.

21. Standards 301(b) and 302.

Describe the learning outcomes that the Law School has identified.


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.


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

*Curriculum*

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

(b) 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.

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

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

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

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

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

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

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

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

28. Standard 305.

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

Experiential Learning
29. Standards 303(a)(3), 303(b)(1), and 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?

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

30. Standard 304 [Simulation Courses].

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

31. Standard 304 [Law Clinics].

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

32. Standard 304 [Field Placement Programs].

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

**Distance Education**

33. **Standard 306 and Interpretations 306-1 and 306-2.**

(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.

**Studies Outside the United States**

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

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

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

(c) Describe how the Law School ensures that students do not earn credits exceeding 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 the Criteria as adopted by the Council, and (2) field placements outside the United States that are not held in conjunction with such programs.

**Academic Standards and Support**

35. **Standard 308.**

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

(1) regular class attendance;

(2) good standing;

(3) academic integrity;

(4) graduation; and

(5) dismissal.

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

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

36. **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.

37. **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.

**Academic Requirements**

38. **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?

39. **Standard 310.**
(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.]

40. 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 course work taken prior to a student’s matriculation in a law school, including for course work taken in a pre-admission program, other than credit that may be granted pursuant to Standard 505?

41. Standard 311(c).

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

42. Standard 312.

If the Law School has a part-time division that has received acquiescence from the Council or has more than one enrollment or scheduling option, 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.

Non-J.D./Certificate Programs

43. Standard 313, Interpretation 313-1, and Standard 506.
(a) Does the Law School ensure that any reference to a non-J.D or certificate program does not announce or suggest that the program is approved by the Council or “ABA-approved”?

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

FACULTY

Faculty Size and Qualifications

44. Standard 401.

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

45. Standard 402 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.

(c) List any full-time faculty member who regularly engages in law practice or has an ongoing relationship with a firm or other business. Describe any such law practice or relationship with a firm or other business. For any faculty members noted above, describe how the Law School ensures that their outside activities do not unduly interfere with their responsibilities as full-time faculty members.

Teaching Resources and Effectiveness

46. Standard 403(a).

(a) Do the reports demonstrate that the full-time faculty teach substantially all of the first one-third of each student’s coursework? If not, explain.

(b) Do the reports demonstrate that the full-time faculty teach either more than half of all of the credit hours offered by the Law School or at least two-thirds of the student contact hours generated by student enrollment at the Law School? If not, explain.

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

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

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

Responsibilities of Full-Time Faculty

(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.

49. 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.

50. 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.

51. 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’s policy differs from that of the parent University, describe.

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

52. Standard 405(b).

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

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

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

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

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

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

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

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

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

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

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

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

STUDENTS
Admissions

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

(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.

57. Standard 501(c).

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

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

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

(c) 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.

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

(a) For the current and previous two academic years, did the Law School admit to its J.D. degree program only students with a bachelor’s degree awarded by an institution that is accredited by an accrediting agency recognized by the United States Department of Education?

(b) If not, indicate the number of students admitted under the exceptions to Standard 502(b):

(1) students who completed three-fourths of the credits leading to a bachelor’s degree as part of a bachelor’s degree/J.D. degree program if the institution is accredited by an accrediting agency recognized by the United States Department of Education.

(2) graduates of an institution outside the United States if the Law School assures that the quality of the program of education of that institution is equivalent to that of institutions accredited by an accrediting agency recognized by the United States Department of Education.
(c) If the Law School admitted to its J.D. degree program any student who did not satisfy the requirements of Standard 502(a) or (b), describe the extraordinary circumstances that clearly demonstrate that each such student has an aptitude for the study of law. For every such admission, does the Law School include a statement of the considerations that led to the admission decision in the admittee’s file?

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

Describe the processes used to ensure that within a reasonable time after a student registers, the Law School has on file the student’s official transcripts verifying all academic credits undertaken and degree(s) conferred. Does the Law School’s policy ensure that all transcripts are received no later than October 15th?

60. 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.

61. Standard 504.

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

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

62. Standards 505.

(a) Does the Law School admit students with credit for courses completed at another law school approved by the Council? If yes, 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, does the Law School ensure that the non-ABA-approved law school has been granted the power to confer the J.D. degree by the appropriate governmental authority in the non-ABA-approved law school’s jurisdiction or that the non-ABA-approved law school’s graduates are permitted to sit for the bar examination in the jurisdiction in which the non-ABA-approved school is located?
(2) 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 Law School?

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

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

(1) If yes, 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 offered by the Law School?

(1) If yes:

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

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

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

Bar Passage

63. Standard 316.

Describe the Law School’s bar passage results.

Student Services

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

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

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

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

65. Standard 508.

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


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

**Consumer Information**


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

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

   1. Standard 509 Information Report;
   2. 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.]

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

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

69. Standard 510.
(a) Describe the Law School’s student complaint policy, including appeal rights, if any, for complaints implicating the Law School’s compliance with the Standards. Indicate where the Law School’s complaint policy is published.

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

LIBRARY AND INFORMATION RESOURCES

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

Briefly describe the services provided by the law library to demonstrate that the library provides the sufficient range of support to enable the Law School to carry out its mission; that the law library has a responsive relationship with the faculty, students, and administration of the Law School; and that the law library remains informed on and implements as appropriate technological and other developments affecting the library's support for the Law School’s program of legal education.


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.

72. Standards 601(b).

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

73. Standards 602, 601(a)(3), and 603(b) and Interpretation 602-1.

To whom does the library director report? Does the Law School have sufficient administrative autonomy to direct the growth and development of the law library and its resources; to determine library policy, the selection and retention of personnel, the provision of library services, and the development and maintenance of the collection; and to determine and administer the budget for the law library as part of and in the same manner as the Law School’s budget?

74. Standard 603 and Interpretation 603-1.

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

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

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

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

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

75. Standard 604 and Interpretation 604-1.

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

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

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

77. Standard 606(d).

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

FACILITIES, EQUIPMENT, AND TECHNOLOGY

78. Standard 701.

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

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

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

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

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

Describe how the Law School provides the following:

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

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

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

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

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

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

(g) sufficient and suitable space for conducting any in-house clinical programs, including confidential space for client interviewing, working on and discussing client cases, and security for client files;

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

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

80. Standards 702(b) and 702(a)(5).

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

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

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

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

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

(c) If some of the Law School’s facilities are used by others, state generally the hours per week of such use, indicating day and night use separately.
2018-2019 Self Study
Site Evaluation Questionnaire – Required Supplementary Materials
(to be used for site visits occurring in 2018-2019)

Required Reports

Question 1: General Information.

Report: J.D. and non-J.D. Enrollment
Report: 2017 J.D. and non-J.D. Enrollment (Report 1)
Report: 2016 SEQ Enrollment Report (Report 1)


Report: Law School Finances

Question 15: Standard 206(a).

Report: Admissions
Report: LSAT and UGPA Percentiles

Question 17: Standard 206(b).

Report: Teaching Resources

Question 20: Standards 301(a).

Report: Curriculum Summary


Report: Study Abroad Programs


Report: Non-J.D. Program Enrollment

Question 45: Standard 402 and Definition 7.

Report: Full Time Faculty Profiles

Question 46: Standard 403(a).

Report: Teaching Resources
Report: Contact Hours and Credit Hours

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

Report: Attrition
Question 60: Standard 503 and Interpretation 503-3.

Report: Non-LSAT Admissions

Question 63: Standard 316.

Report: 2018 Bar Passage Report

Question 66: Standard 508.

Report: The Employment Summary


Report: Financial Aid Report
Question 6: Standards 201 and 201(e).

Attachment: An organizational chart of the University.

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

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

Question 9: Standard 203.

Attachment: Current resume of the Dean.

Attachment: An organizational chart of the Law School.

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


Attachment: The two most recently completed audited financial statements for the Law School, if it has a separate financial statement, and for the University or the Law School’s parent entity.

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

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

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

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

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

Question 13: Standard 205 [Faculty and Staff].
Attachment: A copy of the Law School’s and/or University’s (if the Law School is covered by the University’s) nondiscrimination/EEO policy relating to faculty and staff. If the policy is located on the Law School’s or University’s website, also provide the URL.

Question 14: Standard 205 [Students].

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

Attachment: The published statement of equal opportunity in placement.

Question 19: Standard 207 and Interpretation 207-1.


Question 20: Standard 301(a).

Attachment: Required Curriculum.

Question 35: Standard 308.

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

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

Question 39: Standard 310.

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

Question 48: Standard 404(a).

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

Question 50: Standard 405(a).

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

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

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

Attachment: The Law School’s application for admission.

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

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

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

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

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

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

**Question 75: Standard 604 and Interpretation 604-1.**

Attachment: Law Library Organizational Chart.

**Question 77: Standard 606(d).**

Attachment: Collection Development Plan.

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

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

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

Attachment: A copy of the lease documents for any portion of the facilities used for Law School programs that are subject to a lease.
Office of the Managing Director on Legal Education

Site Evaluation Report Template and Instructions

2018-2019

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 Council a report that addresses the factual information relevant to each of the Standards so that the Council can determine whether a school is in compliance with the Standards.

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

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

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

Site Report Template

To promote consistency, efficiency, and fairness, the Council has developed a Site 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 template now contains 81 questions, reduced from the 91 questions in the template used for the previous several years.

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

Organizations, Administration, Institutional Planning, and Finances: Questions 1 – 19
Program of Legal Education: Questions 20-43
Faculty: Questions 44-55
Students: Questions 56-69
Library and Information Resources: Questions 70-77
Facilities, Equipment, and Technology: Questions 78-81
After receiving assignments from the chair, team members should complete the report using the new template. Each team member should provide his or her completed portion of the template to the chair. Many chairs will ask team members to prepare a draft of their section of the report prior to the visit in order to focus on the areas where the team has questions.

**General Guidelines for writing the report**

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

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

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

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

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

**Format of Final Report**

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

Reports drafted using the previous, 91-question template typically ranged from approximately 80 to 100 pages. Because the new template has ten fewer questions, reports using the current template may well be shorter.

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

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

**Timeline for Submission**

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

Accreditation History

1. General Information

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

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

2. Fully Approved Law Schools.

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

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

3. Schools Seeking Provisional Approval.

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

4. Provisionally Approved Law Schools.

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

(b) List the dates of all prior site evaluations.
(c) Discuss whether the projections in the reliable plan for students (number and qualifications) and financing the Law School operation have been met or revised.

5. Schools Seeking Full Approval.

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

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

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

Governance

6. Standard 201 and 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, provide the name of the institution, 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).

7. Standard 201(d).

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

8. Standard 201(a) and 201(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.

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

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

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

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

10. Standard 204.

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

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

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

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

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

**Law School Finances**

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

(a) Report the Law School’s operating income and expenditures for the past two fiscal years (if available) and the budgeted amounts for the current year. Describe the Law School’s annual budget development and monitoring process, including which persons or groups are involved in the process. [Insert Report: Law School Finances]
(b) Describe the Law School’s long-term financial projection process, how many future years are projected, and list the key assumptions used.

(c) Explain how the Law School’s current and anticipated financial resources are sufficient to allow it to operate its program of legal education. If there are concerns raised in the record or onsite with respect to the Law School’s ability to operate in compliance with the Standards, provide sufficient facts to enable the Accreditation Committee to make a determination about the Law School’s compliance with Standard 202(a).

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

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

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

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

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

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

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

For Law Schools that are part of a University:

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

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

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

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

(a) Provide the Law School nondiscrimination policy that is applicable to faculty and staff. Does the policy prohibit discrimination on the basis of race, color, religion, national origin, gender, sexual orientation, age, and disability? Provide the citation or link to the policy and indicate where the policy is published. If the Law School is part of a University, indicate if the Law School has a nondiscrimination policy that is separate from that of the University. Explain.

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

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

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

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

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

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

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

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


(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.


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

17. Standard 206(b).

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


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


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

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

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

PROGRAM OF LEGAL EDUCATION

Rigor, Learning Outcomes, Assessments

20. Standard 301(a).

(a) Based on a review of the law school’s program of legal education from the responses to the SEQ and the on-site visit, please discuss facts that indicate that the Law School is meeting the requirement to have a rigorous program of legal education that prepares its students, upon graduation, for admission to the bar and for effective, ethical, and responsible participation as members of the legal profession.
(b) What is the required 1L curriculum? Provide a list of the courses required and the number of credits.

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

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

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


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


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

Curriculum


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

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

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

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.

26. 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.

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

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

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

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

Experiential Learning

29. Standard 303(a)(3) 303(b)(1), and 304.

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

(b) For students who enrolled in Fall 2016 and later, how does the Law School ensure that each student satisfactorily completes one or more experiential course(s) totaling at least six credit hours?

(c) For students who enrolled prior to Fall 2016, 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?

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?

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

[Note for Questions 30-32: Standards 303 and 304 were revised in August 2018; the revisions did not enact any substantive changes but, changed where the requirements for various experiential courses appeared by moving all the requirements to Standard 304. Questions 30-32]
below refer to the previous Standards because due to timing issues, the SEQ asked the schools to complete the Questions in that form, and the information provided will be sufficient for the Council to determine compliance.]

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

(a) If the Law School offers any simulation courses to satisfy the experiential course requirement of Standard 303(a)(3), how does 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 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)?

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

(a) If the Law School offers any law clinics to satisfy the experiential course requirement of Standard 303(a)(3), how does the Law School ensure that the law clinics meet the requirements of 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 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)?

32. Standard 304(c) [Field Placement Programs].

(a) If the Law School offers any field placements (domestic or outside the United States) 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 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)?
Distance Education


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

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

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

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

(4) how the Law School ensures that a student may be granted no more than one-third of the credit hours required for the J.D. degree for distance education courses [Note: The Self-Study/SEQ completed by the School may reflect the previous version of the Standard (no more than 15 credits). Because the revised Standard is more lenient (up to one-third of the credits required for the J.D. degree), Schools will be evaluated this year under the revised Standard.];

(5) how the Law School ensures that a student may earn no more than 10 distance education credits during the first one-third of a student’s program of legal education [Note: The Self-Study/SEQ completed by the School may reflect the previous version of the Standard (no distance ed courses before completing 28 credits). Because the revised Standard is more lenient (up to 10 credits during the first one-third of a student’s program of legal education), Schools will be evaluated this year under the revised Standard.]; and

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

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

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


(a) If the Law School grants credit for student participation in studies or activities in a foreign country, provide the following information.
Insert Report: Study Abroad Programs containing:
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
Also, review and report on any complaints received about the foreign 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 for study outside the United States exceeding two-thirds of the credits required for the J.D. degree for participating in a program sponsored by an ABA approved law school, including programs held in accordance with the Criteria for Approval of Foreign Summer and Intersession Programs Established by ABA-Approved Law Schools; programs held in accordance with the Criteria for Approval of Foreign Semester and Year-Long Study Abroad Programs Established by ABA Approved Law Schools; and field placements outside the United States. [Note: The Self-Study/SEQ completed by the School may reflect the previous version of the Standard (no more than one-third of the credits required for the J.D. degree). Because the revised Standard is more lenient (up to two-thirds of the credits required for the J.D. degree), Schools will be evaluated this year under the revised Standard.]

(d) Describe how the Law School ensures that law students do not earn credits exceeding one-third of the credits required for the J.D. Degree for any combination of 1) participation in study outside the United States by the school’s own students under the Criteria for Accepting Credit for Student Study at a Foreign Institution and 2) credit granted for courses completed prior to admission at a law school outside the United States in accordance with Standard 505(c). [Note: The Self-Study/SEQ completed by the School may reflect the previous version of the Standards that permitted granting credit not exceeding one-third of the credits required for the J.D. degree for EACH of 1) and 2) above but, did not limit the total credits so earned to one-third. Because the revised Standard is more restrictive, Schools will be evaluated this year under the previous Standard, but the Site Team should verify the School is in the process of enacting policies and procedures to meet the revised Standard.]

(e) Does the law school ensure that a student participating in study outside the United States has successfully completed sufficient prerequisites or will contemporaneously receive sufficient training to assure the quality of the student educational experience?
Academic Standards and Support

35. Standard 308.

(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: Attrition Report containing (1) Academic Attrition, (2) Transfer Attrition and (3) Other Attrition

(c) 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.

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

37. Standard 309(b).
(a) How does the Law School provide academic support designed to afford its students a reasonable opportunity to complete the program of legal education, graduate, and become members of the legal profession? How does the Law School monitor and evaluate the success of its program?

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

Academic Requirements

38. Standard 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 [Note: courses taken at another law school prior to transferring may be counted in the required 64 credits].

(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.
40. 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? Provide a citation and/or link to the applicable rule or policy. How does the Law School monitor this requirement?

(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?

41. 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.) Provide a citation and/or link to the applicable rule or policy.

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

42. Standard 312.

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

Non-J.D./Certificate Programs

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

(a) If the Law School offers any non-J.D. degree or certificate programs.

Insert Non-J.D. Programs Report containing: (1) Non-J.D. Program Enrollment and
(2) 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).

FACULTY

Faculty Size and Qualifications

44. Standard 401.

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

45. Standard 402, Interpretation 402-1, and Definition (7).

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

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

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

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

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

Teaching Resources and Effectiveness

46. Standard 403(a).

(a) 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: Student Contact Hours and Credit Hours – Full-Time and Part-Time Faculty.
47. Standard 403(b) and Interpretation 403-1.

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

(b) Describe the Law School’s efforts to ensure teaching effectiveness of the adjunct 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 education classes, report on the team’s visits to those classes.

Responsibilities of Full-Time Faculty


(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.

49. 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.

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

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

(a) Indicate whether the Law School has an established and announced policy with respect to tenure. Provide the citation or link to the policy and indicate where the policy is published. Note any concerns raised in the record or onsite involving the Law School's tenure policy.

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

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

52. Standard 405(b).

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

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

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

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

(b) If the full-time clinical faculty do not have a system of tenure, state the length of the contracts for full-time clinical faculty and whether the contracts will be renewed, including whether the contracts are presumptively renewable. [See Report: Teaching Resources.]
(c) If the contract system does not lead to a presumptively renewable contract of at least five years in length, describe how the Law School ensures academic freedom and note whether it is the same academic freedom as provided to tenure-track faculty.

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

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

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

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

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

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

STUDENTS

Admissions

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

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

(b) Describe how the Law School’s admission policies and procedures result in the admission only of applicants who appear capable of completing its program of legal education and being admitted to the bar. Provide the citation or link to the policies and indicate where the policies are published. Insert Report: Admission; Report: LSAT and UGPA Percentiles; Report: 2017 Admissions and First Year Class Profiles (Report 15); and Report: 2016 SEQ Admissions Report (Report 16). Review and verify the information provided in the report.

(c) If the Law School’s non-transfer attrition rate for a class exceeds 20%, explain. Insert Report: 2017 Non-Transfer Attrition (Report 8) and Report: 2016 SEQ Attrition Report (Report 7).
(d) If the Law School has a pre-admission, special admission, or conditional admission program, describe the program.

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

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

(a) Does the Law School 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)?

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

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

Does the Law School require that within a reasonable time after a student registers, and not later than October 15, the Law School has on file the student’s official transcripts verifying all academic credits undertaken and degree(s) conferred? How does the Law School ensure compliance with this requirement?

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

(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: 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? If not, explain.

61. Standards 504(a) and (b).

(a) Does the Law School include the required statement on character, fitness, and other qualifications for admissions both on its website and in its application for admission? Is the language in both places the exact statement required by the Standard? Provide the URL for the statement on the website.
(b) Describe how the Law School takes additional steps as soon after matriculation as possible to inform students to determine the character, fitness, and other requirements for admission to the bar in the jurisdictions in which they intend to seek admission.


(a) If the Law School admits applicants with credit for courses completed at another Law School approved by the Council, 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?

Bar Passage

63. Standard 316.

(b) 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.

**Student Services**

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

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

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

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

65. Standard 508.

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


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

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

**Consumer Information**


(a) Does the Law School have a link on its home page titled “ABA Required Disclosures,” as required by the Managing Director’s Guidance Memo on Standard 509? Verify that the link directs the reader to a page that includes all of the disclosures (or a direct link to each of the disclosures) required by Standard 509.
(b) Provide the URLs for the locations on the Law School’s website where the following information is published:

(1) Standard 509 Information Report;

(2) Employment Summary Reports;

(3) The information required by Standard 509(c); and

(4) Bar Pass Results.

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

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

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

69. Standard 510(a) 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 and does it adhere to that policy?

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

LIBRARY AND INFORMATION RESOURCES

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

Explain how the Law School maintains a law library that:

(a) provides support through expertise, resources, and services adequate to enable the Law School to carry out its program of legal education, accomplish its mission, and support scholarship and research; and
(b) develops and maintains a direct, informed, and responsive relationship with the faculty, students, and administration of the Law School.

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

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


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

72. Standard 601(b).

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

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

73. Standard 602, 601(a)(3), and 603(b) and Interpretation 602-1.

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

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

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

(3) The director of the law library and the dean are responsible for the selection and retention of personnel, the provision of library services, and collection development and maintenance.
(b) If the law library is administered as part of a University library system, indicate how the dean, the director of the law library, and the faculty of the Law School are responsible for the determination of basic law library policies, priorities, and funding requests. 74. Standard 603 and Interpretation 603-1.

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

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

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

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

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

75. Standard 604 and Interpretation 604-1.

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

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

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

FACILITIES, EQUIPMENT, AND TECHNOLOGY

78. Standard 701.

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

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

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

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

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

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

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

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

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

(g) sufficient and suitable space for conducting any in-house clinical programs, including confidential space for client interviewing, working on and discussing client cases, and security for client files;

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

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

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

80. Standards 702(b) and 702(a)(5).

Describe how the Law School provides reasonable access and accommodations to persons with disabilities consistent with the applicable law. If any facilities are not accessible, discuss whether the record otherwise shows that the Law School provides reasonable access and accommodations to persons with disabilities. Note any identified violations of health and safety codes for facilities or equipment.
81. Standard 702 and Interpretations 702-1 and 702-2.

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

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

Site Evaluation Visits

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

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

Accreditation Review

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

Materials

Six weeks in advance of the site evaluation, the law school will provide each team member with a completed Self Study. Instructions for completion of the 2018-2019 Self Study are located on the Section’s website at: https://www.americanbar.org/groups/legal_education/resources/questionnaire.html

In addition, six weeks in advance of the site visit evaluation the law school will provide the Managing Director’s Office with a hard copy and a flash drive of the completed Self Study.

For schools seeking provisional or full approval, the Self Study copies mentioned above need to be sent to the team members and Managing Director’s office eight weeks in advance instead of six weeks.

Site evaluators will also receive from the Managing Director’s Office an electronic copy of materials including the Procedures for Site Evaluation Visits, the Site Report Template (2018-2019), and the 2018-2019 ABA Standards and Rules of Procedure for the Approval of Law Schools.

Travel Arrangements

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

All reasonable and necessary expenses of members of site evaluation teams and fact finders shall be reimbursed by the visited institution as follows:

(a) Transportation - All necessary transportation on the basis of coach class airfares and ground transportation expenses.

(b) Lodging and Meals - Hotel or motel sleeping rooms at a reasonable cost, including a meeting room when necessary for the work of the site evaluation team or fact finders. Meals shall be reimbursed on a reasonable basis.

(c) Incidental - Gratuities and miscellaneous items shall be reimbursed.

Team Conference Room

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

Schedule

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

Pre-Visits

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

Conference Calls

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

Initial Team Meeting

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

Opening Dinner

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

Day-to-Day Activities

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

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

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

Key Elements of the Site Evaluation

1. Meetings with the President or Chief Executive Officer

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

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

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

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

2. Meeting with the Dean

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

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

3. Class Visits

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

4. Faculty Conferences

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

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

6. Conferences with Members of the Administrative Staff

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

7. Dual Division Schools

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

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

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

Site Evaluation Report

The site team will complete a report using the new site evaluation report template. See Site 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 Council, and make it more difficult to complete the report. The chair will advise team members when to submit their portions of the report to the chair so that the report can be finalized within six to eight weeks of the site evaluation.

The chair of the team will transmit the completed site report electronically to the Managing Director’s Office.
The chair shall not distribute the report to the school or other accrediting agencies or member organizations. Members of the team shall consider the report to be a confidential document and shall not share it with others. Team members should be extraordinarily careful in discussing the site evaluation with colleagues or others. In particular, no team member should convey to anyone any criticisms that the individual or team has of the school that was visited.

The Managing Director's Office will conduct an internal review of the site report. In connection with the internal review, the chair may be asked to amplify or modify certain portions as part of the review, so that the report will provide the Council with the information needed to determine the school’s compliance with the Standards. The report may also be reviewed by the ABA General Counsel's office to ensure its adherence to post-Consent Decree compliance and other legal matters. Following these reviews, the Managing Director will forward the report to the school and, if the school is an AALS member, to the AALS.

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

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

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

**Document Retention**

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

**Evaluation of the Site Evaluation Process**

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

**Confidentiality**

The *Rules of Procedure for the Approval of Law Schools* make clear that, in general, all matters relating to the accreditation of a law school are confidential. While site inspectors may report to colleagues that they were part of a site evaluation team to a particular school or program, they should refrain from offering any but the most general report or comment on the law school.
Law schools may choose to release information about the site evaluation, the site report, and the decision letter as permitted in Rules 49 to 52 of the *Rules of Procedure for Approval of Law Schools*.

**AALS Membership Review Process**

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

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

SITE EVALUATION SCHEDULE – SAMPLE

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, Provost, or other senior official.
(optional to include Dean)
10:00-12:00 p.m. *
11:30 a.m.-1:30 p.m. 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. Chair/Team meeting with Dean.
9:30-11:00 a.m. Meeting with University President/Chief Executive Officer, Provost, or other senior official.
11:00-11:30 a.m. Team meeting, follow-up with any remaining questions or issues, and initial consideration of 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 on 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 REPORT FORM

Faculty member visited:

Site evaluator:

Date, day, approximate time of visit:

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

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

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

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

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

TO:        Dean

FROM:      Team Chairperson

SUBJECT:   Site Visit Schedule and Arrangements

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

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

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

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

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

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

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

Hi everyone.

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

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

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

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

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

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

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

Thanks.
August 4, 2014

Associate Dean

_____ School of Law

Dear:

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

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

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

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

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

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

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

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

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

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

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

Many thanks.
ABA Faculty/Student Notice Letter

Dear _____:

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

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

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

Thanks very much for your help.

Sincerely,
MEMORANDUM

To: The Dean of a Member School Scheduled for a 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 excellence in scholarship, teaching, shared governance, academic freedom, and diversity of both backgrounds and viewpoints. A copy of Bylaw 6-1 is attached for your information.

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

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

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

III. YOUR REVIEW OF THE TWO REPORTS

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

IV. AALS MEMBERSHIP REVIEW PROCESS

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

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

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

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

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

Attachment: Bylaw 6-1

August 2018
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 AALS reporter your completed questionnaire. In addition, the AALS office would like to receive an electronic version of this completed questionnaire. Your school is also preparing a Self Study for the ABA Section; the AALS would also like to receive an electronic version of the ABA Self Study (Parts I and II) and all supplemental materials. (Please do not send a paper copy of the AALS questionnaire or the ABA Self Study to AALS.) Please mail a flash drive containing all files to: AALS Membership Review, 1614 20th Street, NW, Washington, DC 20009.

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

I. Faculty and Scholarship

1. Please indicate the number of current full-time tenured or tenure-track faculty ______ as well as the number of other full-time faculty who are expected to produce scholarship ______. 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>
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<tr>
<td>Books</td>
<td></td>
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<tr>
<td>Book chapters</td>
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<tr>
<td>Other scholarly publications</td>
<td></td>
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</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. If a full-time faculty member is expected to publish and has not done so in the past three years, please provide an explanation for why they did not publish. You are welcome to indicate other ways they contributed to the law school in your explanations, including larger course loads, sponsorship of symposia, or service as an Academic Dean.

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

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

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

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

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

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

II. Teaching

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

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

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

4. Please attach your school’s narrative response and reports in response to the ABA SEQ Question #46 (a) and (b) regarding ABA Standard 403(a). This will be Appendix J.

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

III. Improvements Since the Last Site Visit

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

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

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

IV. Nondiscrimination and Diversity

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

2. Since the last sabbatical visit, has there been any finding of discrimination? (Include all claims of discrimination except those between students.) Please answer yes or no__________

If you answered yes, please identify who filed the complaint (e.g. student, faculty, staff, etc.), who was the complaint was filed against and describe how the issue was resolved.

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

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

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
AALS Sabbatical Questionnaire

with students. Do not include full-time faculty members. Please use the following chart (add rows as needed). This will be Appendix Q.

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

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

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

August 2018

Mail electronic versions of the AALS questionnaire and the ABA Self Study to:
AALS Membership Review
1614 20th Street, NW
Washington, DC 20009
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 and (2) Faculty with No Writing Responsibilities. Specify the type of publication (e.g. law review article, book, book chapter, etc, and include title, citation, and date of each publication). Also, please note if there is no, or limited (e.g., no post-tenure expectation), scholarly publication expectation for the faculty member. Include faculty who have not published in the three-year period and indicate other ways they contributed to the law school in the notes.

<table>
<thead>
<tr>
<th>Name</th>
<th>Gender</th>
<th>Race/Ethnicity</th>
<th>Status</th>
<th>Publications (group publications by type: e.g. articles in law reviews, scholarly books, articles in bar journals, and book contributions) and date of publication</th>
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</tbody>
</table>

1 Status includes tenured, tenure-track, clinical, legal writing, and other (please specify).
AALS Bylaw 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.

January 2016
Instructions for AALS Reporter

Thank you for agreeing to serve as the AALS Reporter during Academic Year 2018-19. As the AALS Reporter, you will be responsible for writing the AALS Report as well as some of the ABA Report. As you know, every seven years a site visit team made up of law professors, university administrators, and practitioners/judges visits member law schools as part of the ABA accreditation/AALS membership review process. The AALS appoints one member, the AALS reporter, to the ABA/AALS sabbatical site team. As the learned society for law teachers, the AALS includes among its core values the quality of scholarship and teaching at member schools. Thus, you may find it helpful to ask to be assigned to the section of the ABA Report concerning faculty.

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

AALS Membership Requirements

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

Conversation with the Law School Dean:

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

AALS Questionnaire

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

AALS Report

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

The AALS Report should not simply summarize the ABA Report, and may discuss facts that expand on, or go beyond, those in that report. The focus of the AALS Report should be on the AALS core values, and as a result the AALS Report may go into more detail in some areas, or focus on different aspects, than the ABA Report. Please include in your report any facts relating to items in the AALS questionnaire that suggest noncompliance with core membership requirements, e.g., poor teaching, inadequate scholarship, or an incomplete nondiscrimination policy. Please also report on any innovative programs or activities that were identified by the school in the AALS Questionnaire that you are able to confirm during the site visit.

August 2018
Include enough relevant facts in your report so that the AALS Executive and Membership Review Committees can determine whether a school complies with AALS membership requirements. You should refrain from drawing conclusions, however, as to whether the facts demonstrate compliance (or noncompliance) with membership requirements. Your report also should not refer to individual faculty members unless doing so provides facts that are essential to establishing compliance with the bylaws and regulations.

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

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

AALS Committee Review

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

When your report is complete, email it to membershipreview@aals.org. After the AALS office receives both your report and the ABA Report, it will be reviewed by AALS Membership Review Consultant Barbara Cox, a retired professor from California Western School of Law. She will contact you with any questions before your report is sent to the school. The dean will have the opportunity to submit comments to the AALS Membership Review Committee on your AALS Report.

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

Available in Dropbox:
- AALS Membership Requirements
- AALS Reporter Discussion with the Dean
- AALS Membership Review Process
- AALS Site Questionnaire 18-19
- AALS Report Format Outline
- The Role of the AALS Reporter – For the Site Team
- ABA Conduct Memo

The website containing the podcast from the 2018 AALS Site Evaluator Workshop can be found at http://www.aals.org/member-schools/membership-requirements/site-evaluators/

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

August 2018
Thank you for serving on a site team visiting a law school that is both approved by the ABA Section of Legal Education and a member of the Association of American Law Schools. One member of the site team has been appointed by the AALS and will prepare both part of the report for the ABA and a separate report for the AALS that addresses AALS core values (scholarship, teaching, governance and diversity).

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

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

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

Thank you again for serving on this site team.
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.

Standard 502(d) and Interpretation 502-1 and 502-2 (January 2018)

http://www.americanbar.org/content/dam/aba/administrative/legal_education_and_admissions_to_the_bar/governancedocuments/2018_january_502d_guidance_memo.pdf

Rule 34: Teach-Out Plans (May 2017)

https://www.americanbar.org/content/dam/aba/administrative/legal_education_and_admissions_to_the_bar/governancedocuments/2017_teachout_guidance.pdf

Standard 316: Bar Passage (August 2016)

https://www.americanbar.org/content/dam/aba/administrative/legal_education_and_admissions_to_the_bar/governancedocuments/2016_august_guidance_memo_S316.pdf

Standard 316: Bar Passage Demonstrating Compliance with First-Time Bar Passage

https://www.americanbar.org/content/dam/aba/administrative/legal_education_and_admissions_to_the_bar/governancedocuments/2016_guidance_mem_demonstrating_compliance_with_first_time_bar_passage.pdf

Standard 316: Demonstrating Compliance with Ultimate Bar Passage

https://www.americanbar.org/content/dam/aba/administrative/legal_education_and_admissions_to_the_bar/governancedocuments/2016_guidance_memo_demonstrating_compliance_with_ulimate_bar_passage.pdf

Standard 509: Required Disclosures (July 2014, revised July 2016)

https://www.americanbar.org/content/dam/aba/administrative/legal_education_and_admissions_to_the_bar/governancedocuments/2016_standard_509_guidance_memo_final.pdf

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)

https://www.americanbar.org/content/dam/aba/administrative/legal_education_and_admissions_to_the_bar/governancedocuments/2017_march_revised_standard_204_guidance_memo.pdf

Standard 503 and Interpretation 503-3: Admission Test (January 2015)

https://www.americanbar.org/content/dam/aba/administrative/legal_education_and_admissions_to_the_bar/governancedocuments/2015_s503_guidance_final.pdf
Bachelor's Degree/J.D. Programs (January 2015)
https://www.americanbar.org/content/dam/aba/administrative/legal_education_and_admissions_to_the_bar/governancedocuments/2015_bachelors_degree_id_programs_final.pdf

Standard 303: Curriculum and 304: Simulation Courses and Law Clinics (regarding experiential learning) (March 2015)
https://www.americanbar.org/content/dam/aba/administrative/legal_education_and_admissions_to_the_bar/governancedocuments/2015_standards_303_304_experiential_course_requirement_.pdf

Standard 510: Student Complaints Implicating Compliance with the Standards (March 2015)
https://www.americanbar.org/content/dam/aba/administrative/legal_education_and_admissions_to_the_bar/governancedocuments/2015_standard_510_guidance.pdf

Standards 301, 302, 314, 315: Learning Outcomes (June 2015)

https://www.americanbar.org/content/dam/aba/administrative/legal_education_and_admissions_to_the_bar/governancedocuments/2015_learning_outcomes_guidance.pdf

Standard 105(a)(12): Part-time Enrollment Options (July 2015)
https://www.americanbar.org/content/dam/aba/administrative/legal_education_and_admissions_to_the_bar/governancedocuments/2015_july_guidance_standard_105a12_part_time_enrollment_options.pdf

Standard 504: Qualifications for Admission to the Bar
https://www.americanbar.org/content/dam/aba/administrative/legal_education_and_admissions_to_the_bar/governancedocuments/2015_guidance_s504_bar_admissions_qualifications.pdf

Standards 102(e), 102(f), 509(e) regarding accreditation status

https://www.americanbar.org/content/dam/aba/administrative/legal_education_and_admissions_to_the_bar/governancedocuments/2015_august_guidance%20accreditation_status.pdf

Interpretation 305-2 regarding reasonable expenses related to a field placement

https://www.americanbar.org/content/dam/aba/administrative/legal_education_and_admissions_to_the_bar/governancedocuments/2015_august_guidance_s305_2_field_placement_reimbursement.pdf

Standard 310: Determination of Credit Hours for Coursework (May 2016)
https://www.americanbar.org/content/dam/aba/administrative/legal_education_and_admissions_to_the_bar/governancedocuments/2016_standard_310_guidance_memorandum.pdf

Guidance for Schools Seeking ABA-Approval

Managing Director's Memo

Timeline for Seeking Provisional/Full ABA Approval

https://www.americanbar.org/content/dam/aba/administrative/legal_education_and_admissions_to_the_bar/governancedocuments/2016_timeline_for_provisional_approval.pdf
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<tr>
<th>Name</th>
<th>Title</th>
<th>Phone</th>
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</thead>
<tbody>
<tr>
<td>William Adams</td>
<td>Deputy Managing Director</td>
<td>312-988-5103</td>
<td><a href="mailto:William.Adams@americanbar.org">William.Adams@americanbar.org</a></td>
</tr>
<tr>
<td>Carl A. Brambrink</td>
<td>Director of Operations</td>
<td>312-988-6741</td>
<td><a href="mailto:Carl.Brambrink@americanbar.org">Carl.Brambrink@americanbar.org</a></td>
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<tr>
<td>Ed Butterfoss</td>
<td>Accreditation Project Director</td>
<td>651-253-5952</td>
<td><a href="mailto:Edwin.Butterfoss@americanbar.org">Edwin.Butterfoss@americanbar.org</a></td>
</tr>
<tr>
<td>JR Clark</td>
<td>Manager-Program Administration</td>
<td>312-988-6750</td>
<td><a href="mailto:JR.Clark@americanbar.org">JR.Clark@americanbar.org</a></td>
</tr>
<tr>
<td>Andrew Crane</td>
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<td>312-988-5132</td>
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</tr>
<tr>
<td>Barry A. Currier</td>
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<td><a href="mailto:Barry.Currier@americanbar.org">Barry.Currier@americanbar.org</a></td>
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<tr>
<td>Marsha Factor</td>
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<td><a href="mailto:Marsha.Factor@americanbar.org">Marsha.Factor@americanbar.org</a></td>
</tr>
<tr>
<td>Genevieve Ferraro</td>
<td>Manager of Legal Education Assessment Services</td>
<td>312-988-6751</td>
<td><a href="mailto:Genevieve.Ferraro@americanbar.org">Genevieve.Ferraro@americanbar.org</a></td>
</tr>
<tr>
<td>Stephanie Giggetts</td>
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<td>312-988-5210</td>
<td><a href="mailto:Stephanie.Giggetts@americanbar.org">Stephanie.Giggetts@americanbar.org</a></td>
</tr>
<tr>
<td>Beverly Holmes</td>
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</tr>
<tr>
<td>Mary Kearin</td>
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<td><a href="mailto:Mary.Kearin@americanbar.org">Mary.Kearin@americanbar.org</a></td>
</tr>
<tr>
<td>Sam Kwak</td>
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<td>312-988-5998</td>
<td><a href="mailto:Sam.kwak@americanbar.org">Sam.kwak@americanbar.org</a></td>
</tr>
<tr>
<td>Fernando Mariduena</td>
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<td>312-988-6737</td>
<td><a href="mailto:Fernando.Mariduena@americanbar.org">Fernando.Mariduena@americanbar.org</a></td>
</tr>
<tr>
<td>Donna Mosher</td>
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<td>312-988-6476</td>
<td><a href="mailto:Donna.Mosher@americanbar.org">Donna.Mosher@americanbar.org</a></td>
</tr>
<tr>
<td>Erin Ruehrwein</td>
<td>Section Director</td>
<td>312-988-5512</td>
<td><a href="mailto:Erin.Ruehrwein@americanbar.org">Erin.Ruehrwein@americanbar.org</a></td>
</tr>
<tr>
<td>Adrienne Tucker</td>
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<td><a href="mailto:Adrienne.Tucker@americanbar.org">Adrienne.Tucker@americanbar.org</a></td>
</tr>
<tr>
<td>Ken Williams</td>
<td>Data Specialist</td>
<td>312-988-6739</td>
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HANDOUTS

A. Site Report Template and Self-Study
B. Standards for Discussion
C. Before, During and After the Visit
D. Distance Learning
E. Overview of the Law School Accreditation
F. Writing the Site Report
G. Preparing for the Visit
H. During the Site Visit
I. The Faculty Section
J. The Student Section
K. Organization and Administration
L. Program of Legal Education
M. Information Resources, Technology, and Facilities
N. Recurring Issues
O. The Exit Interview

ABA Site Evaluation Workshop
September 8, 2018
Introduction

The Format Memo has been replaced with a Site Report Template
- Question and Answer format
- Answer all questions—Indicate "NA" where not applicable
- The Template asks the questions needed to provide the information for the Council Decision Letter
  - Each question references a Standard or Standards
  - Facilitates finding location in SEQ where school has provided information about that Standard

Template Goals

- Goals
  - Streamline process
  - Organization somewhat mimics that of Self Study Narrative and checklists for the Council
  - Has resulted in reports being submitted in more timely fashion and quicker internal reviews by office
  - Help ensure that all information is reported
  - Less missing information in reports
  - Fewer report backs
Facts, not conclusions, opinions, or advice

- The Council needs evidence to show compliance or non-compliance with each Standard. It causes problems when a report does not cover the relevant facts.
- Avoid making conclusions about violations of the Standards and opinions regarding aspects of the law school's program.
- Just report the facts observed—verify information supplied by the school.

Site Report Charts

- There are charts (reports) that must be included in the site team report. Be sure to review them for completeness and accuracy.
- The office can assist when reports are missing or data appears clearly inaccurate.
- The School's Self Study has required attachments.
- The School is also required to provide specific materials on-site (CV's, syllabi, exams, assessments, etc.)
- A list of the required on-site materials and attachments can be found at this link:
  https://www.americanbar.org/groups/legal_education/resources/questionnaire.html

Site Report Language Suggestions

Please be careful about cutting and pasting.
Please remove "our students," "our faculty," "we did this," etc.
Also please be careful about adjectives and avoid superlatives.
"Excellent"
"Outstanding"
Assignments

- Chair will assign questions
  - But questions are organized by the various Chapters of the Standards
  - Organization, Administration, Finances, Program of Legal Education, Faculty, etc.

Self Study (Standard 204)

- Self Study now describes the Site Evaluation Questionnaire (SEQ) and the Self Assessment
- Self Assessment is the narrative description of the School's assessment of the quality of its program and the School's strengths and weaknesses
- Standard does not require a particular process for the Self Assessment, but should describe whatever process that the school used

Self Study [Standard 204]

- Does the Self Assessment evaluate the educational quality of the school's program, including its strengths and weaknesses, and describe its continuing efforts to improve the educational quality of its program? Is it self-evaluative or merely descriptive?
- It would not be sufficient to report, for example: "The self study is a 98-page document with various appendices."
Submission of Report Template

- Report is due six weeks after the visit
- Reach out to Bill if problems in meeting deadline
- Reports have been approximately 80-100 pages, varying depending upon characteristics of the school (Number of programs, problems with various standards etc.)
- This year’s Template has fewer questions so site reports may be shorter

Staff Support

- Staff will be assigned to schools
- Staff contact
  - Ed Butterfoss, Edwin.Butterfoss@americanbar.org, 312-988-5297
  - Bill Adams, william.adams@americanbar.org, 312-988-5103
  - Genevieve Ferraro, Genevieve.Ferraro@americanbar.org, 312-988-6751
  - Sam Kwak, Sam.Kwak@americanbar.org, 312-988-5998
  - Stephanie Giggetts, Stephanie.Giggetts@americanbar.org, 312-988-5210
Site Chairs Workshop—
STANDARDS FOR DISCUSSION
William Adams
Deputy Managing Director

Diversity
[Standards 205 & 206]

• Provide information regarding the efforts the law school makes that demonstrate its commitment to having a diverse faculty (include adjuncts), staff and student body. Don’t just provide numbers.
• It is not sufficient to say that the school has not been hiring in recent years—what are its practices and policies when it does recruit and hire?
• Passive approaches to hiring adjuncts can be problematic

Bar Passage and Academic Support
[Standard 301(a), Interpretation 301-6, Standard 309, Standard 316, Standard 501, Interpretation 501-3]

In any event, in all cases, provide details regarding academic support programs and any evaluations of their effectiveness.

 regarding academic support efforts (including bar preparation programs) monitoring and development of those efforts (Standard 309),

attrition, assessment of admissions criteria (Standard 501),

in any event, to address the issue, etc.
Legal Writing
[Standard 302(a)(3), Interpretation 302-1]

- Standard requires that each student receive substantial instruction in "writing in a legal context, including at least one rigorous writing experience in the first year and at least one additional rigorous writing experience after the first year."
- The Interpretation provides the factors to be considered in evaluating "rigor."
- The writing experience must have faculty input on at least one draft.

Learning Outcomes
Standard 302

- Transition Memo and Guidance Memo
- A full set of learning outcomes is to be in place by the end of the 2017-18 academic year
  - Describe what school has implemented
  - The Standard sets out minimum competency categories

Experiential Learning
[Standards 303, 304 and 305]

- Experiential courses—6 credits
  - Simulation course, law clinic or field placement
  - Must be primarily experiential in nature
  - Must be organizing principle of course with substantive law an incidental part instead of reverse
  - Description of experiential course moved to Standard 304
  - No substantive change intended
Simulation Courses, Law Clinics and Field Placements, Standard 304

- All require direct supervision by faculty member
- All require opportunities for performance, feedback from faculty member and self-evaluation
- All require classroom instructional component
- Note other requirements for field placements in 304(d)

Standard 306—Newly amended

- Recently approved amendment now permits up to one-third of credits required for graduation to be offered by distance education
- Amendment also permits up to 10 credits in the first year

Standard 307—Newly Amended

- Permits Schools to grant credits up to 2/3 required for graduation earned in programs sponsored by ABA approved school, including programs outside of US sponsored by ABA approved Law School
- Puts cap of 1/3 on total credits for student study outside US at Foreign institution and courses completed at law school outside the US
Standard 310—Credit Hour

- A number of schools have policies that do not comply with this Standard
- Guidance memos describe alternatives
  - "Equivalent amount of work over a different amount of time" can satisfy Standard, but must be in policy
  - Policy also needs to describe how it is enforced
- Calculations below are for semester-based courses
- Exam course: 42.5 hours per credit of time spent in class, preparing for class (reading or completing class assignments or assessments), and preparing for and taking an exam.
- Paper course: 42.5 hours per credit of time spent in class, preparing for class (reading or completing class assignments or assessments), and researching and writing the required paper(s).
- Field placement or clinic: 42.5 hours per credit of time spent in class, preparing for class (reading or completing class assignments or assessments), and preparing for and taking an exam, if applicable.

Guidance Memos discuss implementation

Schools are to adopt an assessment plan and be able to demonstrate that they are implementing it by the end of the 2018-2019 academic year

Standard does not require particular method nor that multiple assessments be applied to a particular course

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

How
- How will it use the results

Guidance Memo

Is the school going to engage in ongoing evaluation?
Standard 403
Instructional Role of Faculty

- Substantially all of first one-third
- More than one-half of credit hours or 2/3 of student contact hours
- Check the chart

Standard 502

Character and Fitness [Standard 504]

How does the law school advise “each applicant” that there are character and fitness requirements for admission to practice and encourage applicants to determine those requirements in the jurisdiction(s) in which they intend to practice “prior to matriculation”?

Statement in 504(a) must be on both application and website—must use exact language
Required Disclosures [Standard 509]

- Verify that all required disclosures, in the form required, are provided on the law school's website, and confirm in site report that each item is so disclosed.
- Provide confirmation that the required conditional scholarship information is provided to all applicants at the time of the scholarship offer notification.

Student Complaints [Standard 512, Interpretation 512-1]

Information that there is a policy/process is insufficient.

Provide details that confirm the policy is published and where, that records are maintained for the accreditation period, and that the policies address the required elements.

Standard 601—Newly Amended

No longer requires written assessment.
Before, During, and After the Visit

ABA Site Chairs Workshop
September 7, 2018
Dean Mary Lu Bilek
Ed Butterfoss

Before the Visit

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

Before the Visit

Communications with Team
- Timing of the visit
- Travel/hotel
- Assignments
- Indiv Conversations
- OnSite tech and work preferences
- Expectations
  - Time on-site
  - Pre-visit draft/Formatting
Before the Visit

Arrangements with school
- Travel/hotel
- Team Room
- Schedule, incl. Pres/Prov mtgs
- Meals (Breakfast, lunch, and dinner)
- Alumni/Bar Leader reception?

Before the Visit

Communications with the Law School Community
- Email message
- Scheduling meetings with administrators?

Before the Visit

- Materials on site
- Required materials (scholarship, exams, etc.)
- Class/Office visit forms
- Class schedule
- Faculty roster
- "Master chart"
- Campus contact person
During the Visit
- First team meeting
- Tour and opening dinner
- Opening meeting with Dean, President
- Open meetings with students (food!) and student leaders
- Faculty lunch?
- Alumni, bench, bar reception?
- Confidential mtgs and msgs

During the Visit
- Team on task?
- Master chart
- Collect class/office visit forms (copies?)
- Sensitive issues raised
- Team meetings/dinners
- Final meeting
- Exit interview

After the Visit
- Deadline for Drafts
  - Incl. time for circulation within the team
- Contacting the School
- Review of Report by ABA staff
- Confidentiality
  - All materials/information must be kept confidential.
- Retention/destruction of documents
  - After Committee issues its letter and in a secure manner.
- Evaluation Process
  - Evaluation made of Site Team members and chairs.
- Deadline for Drafts
  - Incl. time for circulation within the team
- Contacting the School
- Review of Report by ABA staff
- Confidentiality
  - All materials/information must be kept confidential.
- Retention/destruction of documents
  - After Committee issues its letter and in a secure manner.
- Evaluation Process
  - Evaluation made of Site Team members and chairs.
Overview

U.S. Department of Education Recognition Criteria

Standard 306

ABA Questionnaire on Distance Learning

Higher Learning Commission Guidelines for Evaluation of Distance Education (On-line Learning)

Questions
Overview

In the past decade, law schools have been steadily increasingly integrating technology into their curriculums and pedagogy. What began with CALI exercises and class sites on Westlaw and Lexis has evolved into

- hybrid law school J.D. degree programs
- online and hybrid non-J.D. (LL.M., MLS, MJ) degree and certificate programs
- selected courses offered fully online (synchronous, asynchronous, or both)
- pieces of a course, delivered primarily in face-to-face (F2F) classes, leveraging technology for the balance of the course
- classes delivered F2F in one location that involve students in hi-tech classrooms in another location participating synchronously; and
- the use of technology and distance learning pedagogies for academic support, bar preparation, study groups, co-curricular and extra-curricular activities, and law school collaborations on projects and program (both domestically and internationally)

Earlier forms of distance learning, which you may not even think of in that way (e.g., casebooks, correspondence education, film strips/cassettes/movies/television) have evolved into sophisticated technologies that can deliver curriculum, provide assessments, support lectures, support Socratic dialog, provide space for team-based learning, and bring experts from afar into the classroom.

While there is a new, big world of exciting possibilities, there are also concerns and questions about distance learning that need to be addressed. As there are better and worse F2F classes, there are better and worse distance learning courses and programs. While distance learning opens up flexibility, offers some opportunity to reduce the cost of instruction for the student, and can increase student engagement, it can also be abused by underinvestment in technology, course development, teaching training and the like. It is tempting to think about distance learning by analogy to what has gone on for many decades in the traditional classroom. That is inevitable when the evaluator has had most of her experience in that environment. That said, it is not appropriate to limit one’s review of distance learning that way. Rather, the evaluator must return to the most basic features of an educational experience and program and ask whether a particular distance learning module, course, or degree program is delivering, in its own way, an experience that accomplishes the learning outcomes and goals of it seeks to accomplish; and whether those outcomes and goals are consistent with the overall goals of the law school program.

The goal of the ABA accreditation process is to provide appropriate minimum standards for sound programs of legal education. Standard 306, the ABA’s distance learning standard, recognizes, that distance learning can be an appropriate part of a law school’s educational program. As it evolves, all of us who care about legal education want to assure that the distance learning that the Standards allow is adequate or more to provide the education and experience that is part of an approved J.D. program.
The review a fact-finder or site visit team does of distance learning at a law school, and the Council’s attention to that learning in its evaluation of a school is, for the most part, proportional to the program under review. The more distance learning a course or program includes, the more scrutiny it will receive. The more a program relies on distance learning, the more important it will be to review the way in which students in that program will receive the student services, access to co-curricular activities, career services, and the like that the Standards require. The more the distance learning is an adjunct to, or integrated into, a F2F program, the more we can rely on the fact that the student’s presence at the school for some or most of her educational experience will provide the basis for knowing that those sorts of services and opportunities are available to the students.

As law school increase their distance learning activities, the information that the ABA solicits from schools will no doubt increase. The specific information that should be included in site reports will increase, and the findings of fact and conclusions in decision letters will specifically reference distance learning matters.

This training is the first, but not the last step, in assuring that the accreditation process will appropriately review what law schools are doing to assure that legal education programs remain sound, even as the use of technology in the delivery of those programs increases.
U.S. Department of Education Recognition Criteria

34 CFR 602.16(c):

If the agency has or seeks to include within its scope of recognition the evaluation of the quality of institutions or programs offering distance education or correspondence education, the agency’s standards must effectively address the quality of an institution’s distance education or correspondence education in the areas identified in paragraph (a) (1) of this section. The agency is not required to have separate standards, procedures, or policies for the evaluation of distance education or correspondence education.

34 CFR 602.16(a)(1):

§ 602.16 Accreditation and preaccreditation standards. (a) The agency must demonstrate that it has standards for accreditation... that are sufficiently rigorous to ensure that the agency is a reliable authority regarding the quality of the education or training provided by the institutions or programs it accredits. The agency meets this requirement if—

(1) The agency’s accreditation standards effectively address the quality of the institution or program in the following areas:

(i) Success with respect to student achievement in relation to the institution’s mission, which may include different standards for different institutions or programs, as established by the institution, including, as appropriate, consideration of State licensing examinations, course completion, and job placement rates.

(ii) Curricula.

(iii) Faculty.

(iv) Facilities, equipment, and supplies.

(v) Fiscal and administrative capacity as appropriate to the specified scale of operations.

(vi) Student support services.
(vii) Recruiting and admissions practices, academic calendars, catalogs, publications, grading, and advertising.

(viii) Measures of program length and the objectives of the degrees or credentials offered. [Institutions with Title IV programs]

(ix) Record of student complaints received by, or available to, the agency. [Institutions with Title IV programs]

(x) Record of compliance with the institution’s program responsibilities under Title IV of the Act, based on the most recent student loan default rate data provided by the Secretary, the results of financial or compliance audits, program reviews, and any other information that the Secretary may provide to the agency; [Institutions with Title IV programs]
Standard 306. DISTANCE EDUCATION

(a) A distance education course is one in which students are separated from the faculty member or each other for more than one-third of the instruction and the instruction involves the use of technology to support regular and substantive interaction among students and between the students and the faculty member, either synchronously or asynchronously.

(b) Credit for a distance education course shall be awarded only if the academic content, the method of course delivery, and the method of evaluating student performance are approved as part of the school’s regular curriculum approval process.

(c) A law school shall have the technological capacity, staff, information resources, and facilities necessary to assure the educational quality of distance education.

(d) A law school may award credit for distance education and may count that credit toward the 64 credit hours of regularly scheduled classroom sessions or direct faculty instruction required by Standard 311(b) if:

(1) there is opportunity for regular and substantive interaction between faculty member and student and among students;

(2) there is regular monitoring of student effort by the faculty member and opportunity for communication about that effort; and

(3) the learning outcomes for the course are consistent with Standard 302.

(e) A law school may grant a student up to one-third of the credit hours required for the J.D. degree for distance education courses qualifying under this Standard. A law school may grant up to 10 of those credits during the first one-third of a student’s program of legal education.

(f) A law school shall establish an effective process for verifying the identity of students taking distance education courses and that also protects student privacy. If any additional student charges are associated with verification of student identity, students must be notified at the time of registration or enrollment.

Interpretation 306-1

Methods to verify student identity as required in Standard 306(f) include, but are not limited to (i) a secure login and pass code, (ii) proctored examinations, and (iii) other technologies and practices that are effective in verifying student identity. As part of the verification process, a law school shall verify that the student who registers for a class is the same student that participates and takes any examinations for the class.
Supplemental Site Evaluation Questionnaire—Distance Education

Organization, Administration, and Finances

1. Standards 201(a) and 201(c).
   
   (a) Describe how the Dean and the faculty have the primary responsibility and authority for planning, implementing, and administering the Law School’s distance education program, including curriculum; methods of instruction and evaluation; admissions policies and procedures; and academic standards.

   (b) Describe how the Law School meets any state requirement to legally offer distance education courses.

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

   Explain whether the Law School’s current and anticipated financial resources are sufficient to allow it to operate its distance education program.

Program of Legal Education


   Describe the process by which the academic content, method of course delivery, and method of evaluating student performance is approved.


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

   (b) Indicate how the Law School ensures adherence to those policies. Provide examples.

5. Standard 311(a) and 306.

   (a) Describe how the Law School ensures successful completion of at least 83 credit hours, of which at least 64 credit hours are earned through direct faculty instruction in the distance education program.

   (b) Does the Law School have a variance to allow it to offer a distance learning program that exceeds the amount of distance learning allowed by Standard 306. If so, provide a copy of the variance application, the Council decision letter, and any annual reports provided about the program to the Managing Director’s Office.

   (c) If the Law School does not have a variance to support its distance education program, describe how it ensures that a student may be granted no more than 30 credit hours of distance education toward the J.D. degree and that no more than 10 credits hours of distance learning are allowed in the 1L curriculum.
(d) If this is a distance education program where more than 50% of the program of legal education is offered through
distance education, so state.

6. Standards 301(b) and 302 and Interpretations 302-1 and 302-2.
Describe the learning outcomes that the Law School has identified for its distance education program. If they are
identical to the learning outcomes for the Law School’s J.D. program, so state.

7. Standards 301(a) and 303.
Describe the required first-year curriculum, including a list of the courses required and the number of credits for the
distance education program. (Include a chart if it facilitates the response.)

Standards 301 and 303: Required Supplementary Materials

Provide the following on-site:

Examinations and course syllabi for the previous academic year for distance education courses.

8. Standards 301(a) and 303.
(a) Describe the required upper-level curriculum for the distance education program, including a list of the courses
required and the number of credits. (Include a chart if it facilitates the response.)

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

(a) Describe how the Law School offers substantial opportunities for law clinics or field placements for students in its
distance education program.

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

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

(a) Provide the Law School’s policies relating to academic standards for the distance education program, including
those for:

(1) regular class attendance;
(2) good standing;
(3) academic integrity;
(4) graduation; and
(5) dismissal.
Describe the academic support services provided to students in the distance education program, including program content, goals, staffing, selection process, and efforts to evaluate the effectiveness of the program. Indicate the criteria for eligibility to participate and the criteria for mandatory participation, if any.

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

**Faculty**

(a) Summarize the qualifications and experience of the faculty teaching in the distance education program, including their academic qualifications, experience in teaching or practice, and teaching effectiveness.

(b) Describe how the Law School ensures the teaching effectiveness of its distance education faculty.

(a) Describe how the Law School’s faculty and staff, are sufficient to ensure the educational quality of distance education.

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

**Students**

(a) Describe how the Law School maintains sound admissions policies and procedures consistent with the Standards, the Law School’s mission, and the objectives of its distance education program.

17. Standard 504(a).
Describe the additional steps the Law School takes, as soon after matriculation as is practicable, to apprise entering students of the importance of determining the other requirements for admission to the bar in each jurisdiction in which they intend to seek admission to the bar for distance education courses.

For law schools not associated with a University with a distance education program, did the Law School receive any findings of non-compliance with Title IV of the Higher Education Act that would be detrimental to the distance education program?

For students enrolled in the distance education program, describe how the Law School provides basic student services, including career counseling, financial aid counseling and maintenance of accurate student records.

Describe how the Law School assesses and handles requests for reasonable accommodations made by qualified individuals with disabilities in the distance education program. Indicate where in the Law School’s rules and regulations those policies and procedures are published.


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

(b) Provide the URL for the location on the Law School’s website where the Law School publicly discloses in a readable and comprehensive manner information regarding curricular offerings, academic calendar, and academic requirements for its distance education program.


Describe how students in the distance education program can file a complaint under the Law School’s student complaint policy.

23. Standard 306

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

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

Library and Information Resources

24. Standards 601(a)(1) and 601(a)(2).

(a) Describe how the law library provides expertise, resources, and services that enable the Law School to carry out its distance education program.

(b) Describe how the Law School’s information resources are sufficient to ensure the educational quality of distance education.

(c) Describe the training and support that is provided to ensure the educational quality of the distance education program.


(a) Indicate whether the staff is sufficient in expertise and number for the law library to provide appropriate library and information resources services for the distance education program.
Facilities, Equipment, and Technology

(a) Describe the technology available to support the teaching and administrative needs of the students, faculty, and staff of the Law School for the distance education program. Include hardware and software resources and technology infrastructure.
(b) Describe the technology staff support and training for the distance education program.
(c) Describe the financial resources available to the Law School to maintain and, as appropriate, adopt new technology for the distance education program.

27. Standard 702(a) and Interpretation 702-3.
(a) Describe how the Law School provides suitable class and seminar rooms in sufficient number for the distance education program;
(b) Describe how the Law school provides suitable equipment and facilities to ensure the educational quality of the distance education program.
Guidelines for the Evaluation of Distance Education (On-line Learning)

Introduction

The Guidelines for the Evaluation of Distance Education (On-line Learning) have been developed by the Council of Regional Accrediting Commissions (C-RAC) to assist institutions in planning distance education and to provide an assessment framework for institutions already involved in distance education and for evaluation teams. They are based on a 2006 report prepared by the General Accounting Office, Evidence of Quality in Distance Education drawn from Interviews with the Accreditation Community and the “Best Practice Strategies to Promote Academic Integrity in Online Education,” prepared by WCET. They replace the 2001 Statement of Best Practices for Electronically Offered Degree and Certificate Programs, and are intended to be used in conjunction with the relevant standards and policies of each accreditor.

The Guidelines comprise nine hallmarks of quality for distance education. In their discussions of how their distance education programming fulfills their accreditor’s standards, institutions are asked to include evidence of the extent to which they meet these hallmarks. Examples of the types of evidence that institutions might use are given below. These lists are not meant to be exhaustive; it is likely that institutions will include additional types of evidence in their reports.
Guidelines for the Evaluation of Distance Education (On-line Learning)

1. On-line learning is appropriate to the institution’s mission and purposes.

Examples of evidence:

   a. The mission statement explains the role of on-line learning within the range of the institution’s programs and services.

   b. Institutional and program statements of vision and values inform how the on-line learning environment(s) is created and supported.

   c. As appropriate, the institution incorporates into its on-line learning programs methods of meeting the stated institutional goals for the student experience at the institution.

   d. The recruitment and admissions programs supporting the on-line learning courses and programs appropriately target the student populations to be served.

   e. The students enrolled in the institution's on-line learning courses and programs fit the profile of the students the institution intends to serve.

   f. Senior administrators and staff can articulate how on-line learning is consonant with the institution's mission and goals.

2. The institution's plans for developing, sustaining and, if appropriate, expanding on-line learning offerings are integrated into its regular planning and evaluation processes.

Examples of evidence:

   a. Development and ownership of plans for on-line learning extend beyond the administrators directly responsible for it and the programs directly using it.

   b. Planning documents are explicit about any goals to increase numbers of programs provided through on-line learning courses and programs and/or numbers of students to be enrolled in them.

   c. Plans for on-line learning are linked effectively to budget and technology planning to ensure adequate support for current and future offerings.

   d. Plans for expanding on-line learning demonstrate the institution’s capacity to assure an appropriate level of quality.

   e. The institution and its on-line learning programs have a track record of conducting needs analysis and of supporting programs.

3. On-line learning is incorporated into the institution’s systems of governance and academic oversight.

Examples of evidence:

   a. The institution’s faculty have a designated role in the design and implementation of its on-line learning offerings.

   b. The institution ensures the rigor of the offerings and the quality of the instruction.

   c. Approval of on-line learning courses and programs follows standard processes used in the college or university.
d. On-line learning courses and programs are evaluated on a periodic basis.

e. Contractual relationships and arrangements with consortial partners, if any, are clear and
guarantee that the institution can exercise appropriate responsibility for the academic quality of
all on-line learning offerings provided under its name.

4. **Curricula for the institution's on-line learning offerings are coherent, cohesive, and comparable in
academic rigor to programs offered in traditional instructional formats.**

   **Examples of evidence:**

   a. The curricular goals and course objectives show that the institution or program has knowledge of
      the best uses of on-line learning in different disciplines and settings.

   b. Curricula delivered through on-line learning are benchmarked against on-ground courses and
      programs, if provided by the institution, or those provided by traditional institutions.

   c. The curriculum is coherent in its content and sequencing of courses and is effectively defined in
      easily available documents including course syllabi and program descriptions.

   d. Scheduling of on-line learning courses and programs provides students with a dependable
      pathway to ensure timely completion of degrees.

   e. The institution or program has established and enforces a policy on on-line learning course
      enrollments to ensure faculty capacity to work appropriately with students.

   f. Expectations for any required face-to-face, on-ground work (e.g., internships, specialized
      laboratory work) are stated clearly.

   g. Course design and delivery supports student-student and faculty-student interaction.

   h. Curriculum design and the course management system enable active faculty contribution to the
      learning environment.

   i. Course and program structures provide schedule and support known to be effective in helping on-
      line learning students persist and succeed.

5. **The institution evaluates the effectiveness of its on-line learning offerings, including the extent to
which the on-line learning goals are achieved, and uses the results of its evaluations to enhance the
attainment of the goals.**

   **Examples of evidence:**

   a. Assessment of student learning follows processes used in onsite courses or programs and/or
      reflects good practice in assessment methods.

   b. Student course evaluations are routinely taken and an analysis of them contributes to strategies
      for course improvements.

   c. Evaluation strategies ensure effective communication between faculty members who design
      curriculum, faculty members who interact with students, and faculty members who evaluate
      student learning.

   d. The institution regularly evaluates the effectiveness of the academic and support services
      provided to students in on-line courses and uses the results for improvement.
c. The institution demonstrates the appropriate use of technology to support its assessment strategies.

f. The institution documents its success in implementing changes informed by its programs of assessment and evaluation.

g. The institution provides examples of student work and student interactions among themselves and with faculty.

h. The institution sets appropriate goals for the retention/persistence of students using on-line learning, assesses its achievement of these goals, and uses the results for improvement.

6. **Faculty responsible for delivering the on-line learning curricula and evaluating the students’ success in achieving the on-line learning goals are appropriately qualified and effectively supported.**

Examples of evidence:

   a. On-line learning faculties are carefully selected, appropriately trained, frequently evaluated, and are marked by an acceptable level of turnover.

   b. The institution's training program for on-line learning faculty is periodic, incorporates tested good practices in on-line learning pedagogy, and ensures competency with the range of software products used by the institution.

   c. Faculty are proficient and effectively supported in using the course management system.

   d. The office or persons responsible for on-line learning training programs are clearly identified and have the competencies to accomplish the tasks, including knowledge of the specialized resources and technical support available to support course development and delivery.

   e. Faculty members engaged in on-line learning share in the mission and goals of the institution and its programs and are provided the opportunities to contribute to the broader activities of the institution.

   f. Students express satisfaction with the quality of the instruction provided by on-line learning faculty members.

7. **The institution provides effective student and academic services to support students enrolled in on-line learning offerings.**

Examples of evidence:

   a. The institution's admissions program for on-line learning provides good web-based information to students about the nature of the on-line learning environment, and assists them in determining if they possess the skills important to success in on-line learning.

   b. The institution provides an on-line learning orientation program.

   c. The institution provides support services to students in formats appropriate to the delivery of the on-line learning program.

   d. Students in on-line learning programs have adequate access to student services, including financial aid, course registration, and career and placement counseling.

   e. Students in on-line learning programs have ready access to 24/7 tech support.
f. Students using on-line learning have adequate access to learning resources, including library, information resources, laboratories, and equipment and tracking systems.

g. Students using on-line learning demonstrate proficiency in the use of electronic forms of learning resources.

h. Student complaint processes are clearly defined and can be used electronically.

i. Publications and advertising for on-line learning programs are accurate and contain necessary information such as program goals, requirements, academic calendar, and faculty.

j. Students are provided with reasonable and cost-effective ways to participate in the institution’s system of student authentication.

8. The institution provides sufficient resources to support and, if appropriate, expand its on-line learning offerings

Examples of evidence:

a. The institution prepares a multi-year budget for on-line learning that includes resources for assessment of program demand, marketing, appropriate levels of faculty and staff, faculty and staff development, library and information resources, and technology infrastructure.

b. The institution provides evidence of a multi-year technology plan that addresses its goals for on-line learning and includes provision for a robust and scalable technical infrastructure.

9. The institution assures the integrity of its on-line learning offerings.

Examples of evidence:

a. The institution has in place effective procedures through which to ensure that the student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit. The institution makes clear in writing that these processes protect student privacy and notifies students at the time of registration or enrollment of any projected additional costs associated with the verification procedures. (Note: This is a federal requirement. All institutions that offer distance education programming must demonstrate compliance with this requirement.)

b. The institution’s policies on academic integrity include explicit references to on-line learning.

c. Issues of academic integrity are discussed during the orientation for on-line students.

d. Training for faculty members engaged in on-line learning includes consideration of issues of academic integrity, including ways to reduce cheating.

July, 2009

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1 Institutions are encouraged to consult “Best Practice Strategies to Promote Academic Integrity in Online Education,” prepared by WCET and available at http://www.wcet.info/2.0/
Overview of the Law School Accreditation Process

presented by Bill Adams
Deputy Managing Director

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

Council Structure
• 21 Voting Members
• No more than 10 may be law school deans or faculty members
• Members include judges, practicing lawyers, one law student, and at least three public members who are neither lawyers or employees of a law school
Planning for the Visit at the School

Self Study Process in Preparation for Site Visit

--Site Evaluation Questionnaire (SEQ)
--No more data entry
--Self Assessment

The Site Visit Process

Appointment of Site Team Chair

-Appointment of Other Site Team Members
-Team Member Assignments
-Organization of Visit

-Librarian
-Clinician
-Judge/Practitioner
-Academic
-Univ. Admin.
-AALS Representative

Site Visit

-Materials Preparation for the Visit

-Site Report Template

-Site Visit

-Team Meetings
  -Entrance Meeting
  -Interviews with Faculty, Administrators, Staff
  -Class Visits
  -Meeting(s) with Students
  -Exit Interview
Post-Visit Preparation of Site Report

Office Review

Review of Site Report and Response by School

Evaluation of Site Team

- by Dean
- by Chair
- by Team Members
- by Report Reviewer
- by AC Monitor

Consideration of Site Report by Accreditation Committee/Decision Letter

- RFI 12(a)(2), 12(b)(3),(b)(4)
- 13(b) & 14

Report Back by School on Any RFI’s, 11(a)(2), (a)(3), 11(a)(4) & 13

"School Remains on List of Approved Law Schools"
WRITING THE SITE REPORT

ABA Site Evaluation Workshop
September 8, 2018
Ed Butterfoss
Catherine Carpenter

Goals of the session

- The title is "Writing the Report" because that likely is at the top of your mind (and we wanted to get your attention)
- But the presentation is really an introduction to doing the whole task of being a site evaluator.

Goals of the session

- Session is intended as an overview/intro to help put all the info you will hear throughout the day in context and maybe make it a little easier to understand/less overwhelming.
Overview of the session

- "Getting Ready: A Checklist for Team Members"
  - A brief overview of what is involved (timeline, meetings, arrangements, etc.)
- Writing the Report 101:
  Basics of writing the site report (SRT, SEQ, Reports, Attachments, etc.)

Getting Ready: A Checklist for Team Members

- Free up lots of time. No, really.
- Prepare tentative draft of your sections based on documents.
- So many materials. So little luggage. Straddling hard copies and thumb drives. The Carpenter binder includes schedule, roster of team and faculty, and SEQ and Template materials in your area.

Getting Ready Continued: A Checklist for Team Members

- Be prepared to speak about your observations regarding the topics you have been assigned.
- Make travel arrangements to fly into and out of the visit with lots of time to spare.
- Review template, charts and numbers.
- Be a good guest. Yeah, we knew you would!
What does the Committee Council need?

- Council will be assessing the School’s compliance with each Standard
  - It needs the facts to make that assessment
  - Site team job: find the facts; issue a report with all the facts

WHEN CAN I START?

If that is your first question, you are your chair’s new favorite team member

But let’s start at the end: what is the goal?

Provide the Council with all the facts necessary to determine compliance with the Standards.

Sounds like a daunting task

- Tool to make it easy: Site Report Template (SRT)

- You will answer 81 questions that provide the information to allow the Council to assess compliance with each Standard

- Still sounds hard
2d tool to make it easy: Self Study/Site Evaluation Questionnaire
• You need to answer 81 questions to provide necessary info to the Council
• School will have answered 81 questions to provide you the information you need to answer your 81 questions

The question numbers in the SEQ correspond to the question numbers in the Site Report Template

3rd tool to make it easy: Reports and Attachments included in the Self Study/Site Evaluation Questionnaire (SEQ):
• The School is required to attach certain standardized reports and other attachments to the Self Study/SEQ
• Some you asked to insert in your report; others simply provide you the information you need to answer the question and do not get inserted.

• The list of required reports is included in the workshop materials.
• The reports and attachments themselves will be in a folder on the flash drive provided by the School.
How do I accomplish the goal?

- SEQ = Gold mine: Mine it!
  - Questions
  - Reports
  - Attachments
- Site Report Template = Yellow Brick Road: Follow it!

How do I accomplish the goal?

How do I accomplish the goal?

Your assignment: specific questions

Organization and Administration: Questions 1-19

Program of Legal Education: Questions 20-43

Faculty: Questions 44-55

Students: Questions 56-69

Library and Information Resources: Questions 70-77

Facilities, Equipment, and Technology: Questions 78-81

You will also be helping out onsite with class and office visits

SEQ EXAMPLE: THE SCHOOL’S QUESTION

Teaching Resources and Effectiveness

46. Standard 403(a).
(a) Do the reports demonstrate that the full-time faculty teach substantially all of the first one-third of each student’s coursework? If not, explain.

(b) Do the reports demonstrate that the full-time faculty teach either more than half of all of the credit hours offered by the Law School or at least two-thirds of the student contact hours generated by student enrollment at the Law School? If not, explain.
46. Standard 403(a).

(a) Do the reports demonstrate that the full-time faculty teach substantially all of the first one-third of each student’s coursework? If not, explain.

(b) Do the reports demonstrate that the full-time faculty teach either more than half of all of the credit hours offered by the Law School or at least two-thirds of the student contact hours generated by student enrollment at the Law School? If not, explain.
■ Report facts in clear, precise, declarative sentences.
■ Avoid praise or criticism.
■ Do not include comparisons to other schools (e.g. “library spending is well above the median for similarly situated schools”) or references to rankings.
■ Do not provide opinions or conclusions as to compliance.
■ No salary information (including stipend amounts)
SITE EVALUATION WORKSHOP
PREPARING FOR THE VISIT

Mary Lu Bilek
Dean and Professor of Law
CUNY School of Law
William E. Adams
Deputy Managing Director
Section of Legal Education and Admissions to the Bar

Pre-Visits

- Team Chair may ask for a pre-visit
- An opportunity to discuss logistics
  - Show Chair room and discuss team needs
- Opportunity to meet Chair and have her meet key administrators
- Chair may want to talk about issues that will be focus of visit

Arrangements with the Team

- Chair and School agree upon dates of visit
  - Notify ABA office when dates are set so team can be recruited
  - ABA will notify Chair and School of team members and contact information
- Arrange hotel and how travel arrangements will be reimbursed
  - Discuss meal arrangements
  - Team members will make travel arrangements
  - School reimburses reasonable transportation, lodging, meals and incidentals
- Discuss team assignments with Chair
- Find out from Chair if team wants to meet alumni, bar leaders, etc.
Communicating with the Law School Community and University

- Ensure President/Chief Executive Officer available for meetings at beginning and end of visit
- Tell your faculty to be on campus and available
  - Not a good time for guest lectures, films, etc. in classes
- Talk to your administrators and staff about expectations
- Communicate with students about expectations
  - Not a great time to show up late for class
  - Address anxieties for students who may not understand purpose of visit
  - Let student leaders know if team wants to meet with them

Document Preparation

- Narrative response
- Attachments
- Reports
- Self Assessment
- Dean Signature Page

Provide hard copy and flash drive of self study at same time self study is sent to team (6 weeks prior to visit)

Links to instructions and description of materials to be submitted can be found on the Section’s webpage at its Questionnaire Link

https://www.americanbar.org/groups/legal_education/resources/questionnaire.html

Arrangements On Site

- Team room, tech needs
  - Provide office or conference room for team
  - Provide telephone, power, computer with internet connection, printer
- Provide required materials on site
  - Syllabi, exams, OTL assessments, complaints, student evaluations, etc.
    (description found on Section website questionnaire link)
- Have sufficient class and office visit forms available
- Have class schedule available
- Faculty roster
- Contact persons for team
Communicating with the ABA

Questions about questionnaire substance

- Bill Adams, william.adams@americanbar.org
- Ken Williams, kenneth.williams@americanbar.org
- Andrew Crane, andrew.crane@americanbar.org
- Sam Kwak, sam.kwak@americanbar.org
- Genevieve Ferraro, genevieve.ferraro@americanbar.org

Questions about problems with producing reports or other technology problems

- Ken Williams or Andrew Crane

What to do if things go wrong

- Hurricanes, Blitzards
- Terminations or replacements of Dean, President, etc.
- Bill Adams
- Genevieve Ferraro
- Sam Kwak

Communicate with Chair about problems

- Bill Adams
- Genevieve Ferraro
- Sam Kwak

ABA if problem cannot be resolved

- Bill Adams
- Genevieve Ferraro
- Sam Kwak
During the Site Visit:
A Primer for Schools and New Site Visitors

Professor Catherine Carpenter, Southwestern Law School
Dean Mary Lu Bilek, CUNY School of Law
Associate Dean Scott Pagel, G.W. Law

Highlights of our Presentation

- **For the Schools:** Tips and logistics to help you get ready.
- **For Site Evaluators:** The Checklist for Preparation for the Visit: aka What, The Visit Comes with Reading? Tips and logistics of pre-visit review.
- **The Sample Schedule:** Up Close and Personal from both the school and team’s perspective
  - Sunday’s Highlights
  - Monday and Tuesday’s Visits and Meetings
  - Wednesday’s Exit Interviews

preparation for the visit
Getting Ready: Checklist for the School

- Pick a date and time for the site visit that works. Make sure everyone is available. Prez down.
- Coordinate with Chair + AALS reporter to create a schedule (timing of class visits, meetings)
- Chair may request a pre-visit of the school.
- Have materials completed 6 weeks before visit. Have separate copies on site and in hotel room. Use the Site Report Template as a guide. SEQ and Site Report Template coordinate.

Getting Ready: Checklist for the School Cont.

- Get Law School facility ready.
- Fix Problem Standards Now. (it’s ok)
- Team hotel near school.
- Team room at the law school.
- Provide notice to law school community. Meetings with faculty, staff, students in preparation.
- Select the staff responsible for 1) document collection and 2) travel and logistics.
- Set up location “war room” to gather information.

Getting Ready: The Team Room

- Size large enough for conference table and movable carts.
- Pick a location that is not next to the Dean’s Office.
- Room that can be locked with phone line and Whiteboard/Easel if possible
- Items to include:
  Computer, printer, pens, paper, post-its, clips, Old exams, syllabi, Class visit and faculty office forms
  Faculty Scholarship
  Coffee, tea, soft drinks, and snacks
Getting Ready:
Checklist for Team Members
Takeaways

- Free up lots of time. No, really.
- Prepare, prepare, prepare
- Be a good guest. Yeah, we knew you would!

during the visit

An Overview of the Schedule

Sunday
  First team meeting, tour, and dinner with Law School

Monday and Tuesday
  - Entrance Interview with President/Board on Monday
  - Appointments with university and law school administrators and committees
  - Class visits
  - Library and with Librarians
  - Faculty office visits and Faculty Committee meetings
  - Student meetings
  - Reception/breakfast/meeting with alumni (optional)
  - Private Team dinners and preparing for Exit Interview

Wednesday
  Exit interviews with Dean and University/Board
First team meeting: approx. 2 hours to discuss observations and to assign classes and faculty. Efficiency is the watchword.

What happens at the meeting?
- Bonding experience
- If Chair conducted pre-visit, might offer observations
- Team members discuss sections
- Deadlines are set if not before
- Setting up class and faculty visits

OH, OH! What not to do.
Meet Prof. Hannah Hammer. She is a first time ABA site visitor. Watch her try to remake the school based on her experience.

Sunday UP Close and Personal Continued

■ Tour of the Law School following team meeting

For school: Consider who gives the tour. Generally Dean plus librarian and possibly... A.D. or Chair of Building Committee.

The art of the tour. Consider the best route to show the school. No need to have full tour of library or clinical space. Do a walk through before the visit. Give keys and access to the team room and the building at that time.

For team: See layout of school and specific spaces. Check where team room is.

For both team and school: Don't try to conduct the entire visit during the tour!

■ Dinner with Team and Law School

For school: Avoid cast of thousands. Private room at school or in restaurant. Dinner helps frame the visit.

Monday and Tuesday
Monday and Tuesday UP Close and Personal

■ Entrance Interview with President
Generally one hour. Might include Provost or VP. Opportunity for team introductions. Also, opportunity for President to share vision, issues, opportunities, and challenges ahead.

■ Appointments with Univ. and LS Administrators
For school: Make sure law school administrators are available throughout visit. Schedule meetings with Univ. finance/others. Set appts ahead of time if possible. Space to meet team member?
For team: Make appointments if possible. Remember anxiety of administrators. Please reassure. No Fear if Document is not at hand.

Monday and Tuesday UP Close and Personal

■ Class visits
For school: Class visits are approx. 20 min. Circulate the class visit template to faculty. Team will visit as many classes as possible and will pop in and out so seat by the door helps. Encourage faculty to keep schedule. No cancellations, and please, no movies or guest speakers if possible.
For team: Please stay for arc of conversation. What to watch for: Are students in attendance, prepared, and engaged? Is class rigorous? How is attendance monitored? Are faculty members prepared and engaged? Does class go beyond the superficial understanding. Check out the classroom sight lines, acoustics, plugs.

Monday and Tuesday UP Close and Personal

■ Faculty Office Visits
Purpose: Do conditions at school demonstrate ability to recruit and retain. Can speak privately with as many faculty members as possible. Topics include law school support for teaching and research, collegiality, governance, understanding of contract or tenure requirements if not tenured, and perception of the school.
For school: Please remind faculty to be available. The team wants to meet them!
For team: Ask open questions and let faculty members talk. Please do not use this time to pull a Hannah Hammer. Please do not take conversations from one office to the next.
special items to consider

Monday and Tuesday UP Close and Personal

- Faculty large gathering
  Usually scheduled for lunch on the first day.

- Student Meetings
  One or more open meetings for general student population, and possibly separate student leaders meeting or lunch. Or consider two meetings if dual division.

  For school: Please help Chair schedule meetings at times that work for student body. Please publicize. Team or School may suggest a separate student leaders’ meeting. Please reassure students.

  For team: Time to ask questions about all topics from student perspective - administration, library, faculty, clinics and externships, SBA support. Please reassure students.

- Alumni meeting/Reception (optional)
  Options include evening reception or breakfast meeting. Different perspectives on whether to host.

  For school: Nice to do to showcase new building, new dean, alumni and judges in community, ABA visit. If evening reception, team members may need to leave reception early for classes or working dinner.

  For team: Ask about association with law school, perception of school, experience with clerks or externs.
Monday and Tuesday UP Close and Personal

- Committee Meetings
  Committee meetings (e.g., strategic planning, admissions, academic support, curriculum). Small groups of faculty. Meetings with University VP Finance

- Alumni meeting/Reception (optional)
  Options include evening reception or breakfast meeting. Different perspectives on whether to host.
  **For school:** Nice to do to showcase new building, new dean, alumni and judges in community, ABA visit. Keep event short
  **For team:** Ask about association with law school, perception of school, experience with clerks or externs.

Monday and Tuesday UP Close and Personal

- Monday and Tuesday Team Dinners
  Private working dinners for team alone.
  **For school:** Please arrange private room if possible. (where waiter does not attend the law school. No, really.) School should arrange nice dinners, but please don’t bust the bank. Please direct bill if possible.
  **For team:** MUST attendance for team members on both evenings. Monday evening dinner is opportunity to review the day’s events and prioritize meetings and issues for next day.

Tuesday Evening: Preparing for Exit Interview

**Purpose:** Tuesday Evening spent preparing for the Exit Interview the next day. The goal is to note major observations. No surprises for school.

- Collaborating as a team to go through each section of report. Consensus building experience to arrive at major points.

- Different scheduling ideas depending on Chair
  - Exit Interview preparation before dinner
  - Exit Interview preparation after dinner in restaurant
  - “Pizza and Jeans” night in Chair’s Suite working while eating
Wednesday UP Close and Personal

- Exit Interview with Dean
  Detailed observations about what site report will contain. No surprises to school.

- Separate Exit Interview with President/Board Chair
  Observations on findings. No surprises.

Site Visit Ends

During the Site Visit:
A Primer for Schools and New Site Visitors

Professor Catherine Carpenter, Southwestern Law School
Dean Mary Lu Bilek, CUNY School of Law
Associate Dean Scott Pagel, G.W. Law
**THE ABA SITE VISIT: THE FACULTY SECTION**

ABA SITE EVALUATION WORKSHOP
SEPTEMBER 8, 2018
ED BUTTERFOSS

- 5 Standards (Chapter 4 (401-405))
- 12 Questions (Ques. 44-55 in both SEQ and SRT)
- 4 Attachments to SEQ
- 3 Reports in SEQ and/or SRT
- 3 Sets of Documents Required on Site

**ATTACHMENTS:**

**Question 48: Standard 404(a).**
Attachment: Law School (as distinct from University) policies with respect to a faculty member’s responsibilities in teaching, scholarship, and service to the Law School community and professional activities outside the Law School, if any.

**Question 50: Standard 405(a).**
Attachment: The Law School faculty handbook(s), bylaws, and constitution, if any. Attachment: The Law School’s academic freedom, tenure, and promotion policies and procedures. Attachment: A copy of any written University or Law School policies that are different for clinical or legal writing and research faculty from those applicable to full-time tenured tenue-track faculty.
REPORTS:
Question 45: Standard 402 and Definition 7.
  Report: Full Time Faculty Profiles
Question 46: Standard 403(a).
  Report: Teaching Resources
  Report: Contact Hours and Credit Hours

MATERIALS REQUIRED ON SITE:
Question 44: Standard 401.
  A copy of the current resume/CV for every full-time faculty member, including scholarship and service.
  Copies of scholarship produced by the faculty for the current and previous two years.
Question 47: Standard 403(b) and Interpretation 403-1.
  Student evaluations of faculty for the two most recently completed academic years.

SITE TEAM – Before, During, and After the Visit
Before the Visit:
  ✔ Faculty Section is a Team Effort
    ✔ WORK WITH THE CHAIR in advance of the visit!
    ✔ Class visits and office visits need to be planned; may also need assistance reviewing scholarship, exams, student evals, etc.
    ✔ Be sure sufficient number of forms for Classroom Visits Reports and Office Visits Reports are available
Answers to many questions can be drafted before the visit (questions re: policies, procedures, percentage of teaching by full-time faculty, etc.)

Review Reports; plan verification on site

Request additional material to be available on site?
- List of Faculty including title, status, office location, and contact information
- List of Faculty Scholarship for two years (copies req’d on site)
- List of Faculty Committee Assignments
- List of Faculty Service and Pro Bono Activities
- Schedule of Courses Meeting during Visit (time, professor, room number, and enrollment)
- Adjunct manual

During the Visit:
- Meet with Associate Dean to verify charts/reports
- Meet with Chair of Faculty Appointments, Tenure, and Promotion Committee(s)
- Visit classes
  - Make sure other team members are doing their class and office visits
  - Team should try to visit as many classes as possible
    - Adjunct taught classes
    - Professional skills classes
    - Evening classes
    - Distance/online classes
During the Visit:
- Visit with faculty (especially junior tenure-track and contract faculty)
- Review course syllabi
- Review course evaluations
- Review exams and answers
- Review scholarship
- Attend meetings with students.

After the Visit:
- Finalize Report
  - Follow the Template; include everything requested.
  - Avoid uncritical/unedited copying from the SEQ.
  - Report facts, not opinions or conclusions.
  - Avoid “anecdotal” reports
  - Be specific.

After the Visit:
- Finalize Report
  - Report that data in charts has been verified.
  - Do not identify individual faculty in terms of teaching, scholarship, etc.
  - Do not include data about salary, amounts of stipends, or fringe benefits.
SCHOOL: Before, During, and After the Visit

Before the Visit:
- Make the Site Team's job easy
  - Offer to have the additional material listed above available on site
  - Double check info in Reports
  - Review your website for accuracy
- Prepare faculty
  - Be in their offices
  - Respond to emails from team members
  - If a class is canceled, make sure team is notified in advance
  - Let them know where the team office is located
    - Free to ask for meeting with team, but best not to just “show up” in the team office or hang out there.

During the Visit:
- Respond to requests for meetings and/or additional info

After the Visit:
- Immediately respond to “easy” issues that may have been raised during visit
  - A policy that had not been “published”
  - A discrepancy in a Report or other info provided that became apparent during the visit
- Later, respond to the Site Report
SPECIFIC RECURRING ISSUES:

Question 45(b). Note that the student/faculty ratio is gone. Instead, there are factors to report on. Provide sufficient detail to enable the AC to make a determination of compliance or non-compliance. The SEQ has no narrative section – just charts. The site team, however, is asked to report on where there are a sufficient number of faculty.

- Types of situations that may cause concern: A significant number of faculty are teaching overloads; faculty committees are not meeting because there is simply no time; faculty are not engaged in scholarship because of their teaching loads, etc.

SPECIFIC RECURRING ISSUES:

Questions 45(c)-(e). If any faculty members are regularly engaged in law practice, the Law School has the burden of establishing how it ensures that these activities do not unduly interfere with their responsibilities as full-time faculty members. Site teams—you need to inquire. Law Schools—you need to be able to explain.

SPECIFIC RECURRING ISSUES:

Question 47(c). Quality of faculty instruction by full-time and adjunct. Note if the Law School offers distance education classes, site teams are expected to review a sample of these as well.

- The entire team should be engaged in this evaluation, using a standard course evaluation form.
SPECIFIC RECURRING ISSUES:

- **Question 47(c) (con't)**
  - Discuss with the team in advance what a 5 means, what a 7 means, etc. so that everyone is on the same page. 15 or 20 minutes may not provide a good window into a particular professor’s teaching ability. If there are concerns, probably should stay longer—a professor may lecture for the first 15 minutes of class as a summary and then move to a more rigorous examination of the assigned topic.

- **Question 47(c) (con't)**
  - Concrete descriptions are most helpful, e.g. “The Site Team visited 27 classes, and the average score was 8,” then provide some examples.

- **Question 47(b)**
  - Note that evaluating teaching is only one piece of Question 47: the Site Team must also describe the Law School’s efforts to ensure teaching effectiveness—both for full-time and adjunct faculty.

SPECIFIC RECURRING ISSUES:

**Question 48.** Seeks information on the law school’s policies with respect to the full-time faculty’s responsibilities. Question 48 makes clear that faculty is thought of collectively. Also note that in Question 48, the scholarship is defined by the Law School. In reviewing the scholarship, keep in mind how the Law School defines scholarship.
SPECIFIC RECURRING ISSUES:

Question 52. The Template requires the site team to indicate whether the Law School has an announced and established academic freedom policy AND to whom the policy applies. It also asks site teams to report on any concerns raised in the record or onsite. If there are no concerns, so state.

SPECIFIC RECURRING ISSUES:

Questions 53 – 55. These Standards relate to clinicians and legal writing faculty. These can be sensitive issues for teams, especially where the clinical faculty or the legal writing faculty or both believe they have a lesser status. The Team can not and should not attempt to solve any issues raised; simply answer the questions in the Template. If you have questions, or issues appear to be present, speak with the chair.
THE ABA SITE VISIT: THE STUDENT SECTION
ABA Site Evaluation Workshop
September 7-8, 2018
Stephanie Giggetts

STANDARDS COVERED?
- Chapter 5: Admissions and Student Services
- Chapter 3: Program of Legal Education, Standard 316
- Chapter 2: Organization and Administration, Standard 207
- Site Report Template-Questions 56-69

WHAT’S IT ALL ABOUT?
- Admissions, including Readmission and Transfers
- Bar Passage
- Character & Fitness
- Student Loans
- Student Support Services
- Employment Outcomes
- Disability Accommodations
- Required Disclosures
- Student Complaints
SITE VISITORS-WHAT TO DO BEFORE THE VISIT

- Attend Site Evaluation Workshop
- Review Procedures for a Site Visit
- Review Site Evaluation Questionnaire
- Review Annual Questionnaire
- Draft Report Using Site Report Template and Identify Missing Information Needed On-Site
- Arrange Meetings with Key Personnel and Confirm Areas of Responsibility
  - Director of Admissions/Chair of Admissions Committee
  - Director of Student Affairs
  - Director of Financial Aid
  - Director of Career Services
  - Registrar
- Develop a Schedule for the Visit
- Identify Areas of Concern for First Team Meeting

SITE VISITORS: WHAT TO DO DURING THE VISIT

- Interview Admissions Director and Chair of Admissions Committee
  - Confirm Goals, Process, and Resources
  - Review Charts
  - Review Scholarship Offers
- Interview Dean of Students
- Review Student Services Provided Including Financial Aid Counseling, Accommodations, and Staffing
- Interview Director of Financial Aid
  - Confirm Staffing, Services and Counseling
- Interview Director of Career Services
  - Confirm Staffing, Services Provided (including to part-time students), Employment Tracking
- Interview Registrar
  - Review Student Records (including transcripts)
- Prepare Closing Comments for Meeting with Dean and President

ADMISSIONS-KEY ITEMS

1. Admissions and First Year Class Profiles
   - Chart
   - Note Major Changes in Enrollment, Quality, Admits
2. Minority Admissions and First Year Class Profile
   - Chart
   - Note major changes in class diversity
3. Bachelor’s Degree Required
   - Exceptions
   - Official Transcript by October 15th
4. Admission Test other than LSAT
5. Readmission
6. Credit for Prior Law Study
USE OF ADMISSIONS TEST

- Required under Standard 503.
- Report on use of test other than LSAT
  - Any admissions under Interpretation 503-1?
    - Process to determine if test is valid and reliable
    - Data to support conclusion that test is valid and reliable

ADMISSIONS-DOCUMENTS TO REVIEW

- Charts.
  - Managing Director’s Office will provide charts to site team.
  - School and site inspector should confirm it is accurate and up-to-date.
- Admission Files.
  - Review admits, denies, readmits (15).
  - Are GPA and LSAT in line with admission policies?
  - Confirm bachelor’s degree and copy of transcript.
  - Confirm statement for readmission.
  - Review credit for prior law study.
  - Any admission without LSAT?

BAR PASSAGE-KEY ITEMS

- First Time Bar Passage Reporting
  - Chart.
  - Observe trends.
- If Standard 316 [bar passage standard] is not satisfied by first-time results, must report ultimate data and include chart (Contact Managing Director’s Office).
- Information on academic support and bar preparation programs.
  - Assessment of success.
CHARACTER AND FITNESS

- Standard 504 Requires a Law School to Include the Following Statement:
  - In addition to a bar examination, there are character, fitness, and other qualifications for admission to the bar in every U.S. jurisdiction. Applicants are encouraged to determine the requirements for any jurisdiction in which they intend to seek admission by contacting the jurisdiction. Addresses for all relevant agencies are available through the National Conference of Bar Examiners.
  - Statement Must Appear in Application and On Website.
  - Additional Notice Required After Matriculation.

STUDENT LOAN PROGRAM

- Standard 507. Student Loan Programs.
- Describe the Student Financial Aid Program (Both Grants And Loans) at the Law School.
- Describe the Steps Taken by the Law School to Minimize Student Loan Defaults.
- Must Include Entrance and Exit Counseling.
- For Law Schools Not Affiliated With a University, Provide the Three Most Recently Published Annual Cohort Default Rates and Report on Any Non-compliance With Title IV of the Higher Education Act.

STUDENT SERVICES

- Standard 508: Student Support Services.
- Provide Details on:
  - Maintenance of accurate student records.
  - Financial aid and debt counseling.
  - Career counseling.
- Report on the Provision of Student Services to other than Full-time Students.
- Get Feedback on Student Services at Student Meeting and Include in Report.
EMPLOYMENT OUTCOMES

- Describe 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.

DISABILITY ACCOMMODATIONS

- Standard 207. Reasonable Accommodation for Qualified Individuals with Disabilities.
- Describe How the Law School Assesses and Handles Requests for Reasonable Accommodations.
- Note Where the Policies and Procedures are Published.
- As to Facilities Issues, see Standard 702(b).

REQUIRED DISCLOSURES

- Standard 509, Required Disclosures.
- See Guidance Memo on Standard 509.
- Does the Law School have a link on its home page titled “ABA Required Disclosures”?
- Is the Employment Summary Report published in the manner and time frame specified?
  - Law schools must post their current and past two years' Employment Summary Reports. The most recent three years' data must be posted by April 15.
- Is the Standard 509 Report published in the manner and for the time frame specified?
  - A report for the most recent year must be posted by December 15 of the year.
- If the Law School makes public disclosure of its status as a law school approved by the Council, see the Guidance Memo on Standard 509(e), Regarding Accreditation Status.
FREQUENT DISCLOSURE ISSUES

- Conditional scholarship retention data. Must not only be published, but the same data must be provided to applicants offered such scholarships at the time the scholarship offer is extended. Confirm that is done. If no conditional scholarships are offered, say so.
- Transfer of credit. Policy must be disclosed, including statement of criteria and list of articulation agreements. If none, say so.

STUDENT COMPLAINTS

- Standard 510. Student Complaints Implicating Compliance with the Standards.
- Describe the Law School’s Policy and Indicate Where it is Published.
- Does Policy Address Procedures for Filing and Addressing Complaints, any Appeal Rights and Timelines?
- Review Record of Complaints, if any, and Policy as to Retention, including Resolution.
- Must keep records for Most Recent Period of Accreditation.

STUDENT MEETING

- Obtain Students Opinions on Availability and Satisfaction with Services Provided
  - Accommodations
  - Academic Advising
  - Debt Counseling
  - Career Services
  - Complaint Process
- Diversity and Inclusion
<table>
<thead>
<tr>
<th>SITE VISITORS: WHAT TO DO AFTER THE VISIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>✗ Make post-visit contacts for any missing information after conferring with chair.</td>
</tr>
<tr>
<td>✗ Draft and finalize your section of the report using the Site Report Template.</td>
</tr>
<tr>
<td>✗ Submit your section of the report by the deadline.</td>
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<tr>
<td>✗ Report facts and observations, not conclusions or opinions.</td>
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<tr>
<td>✗ Keep the report confidential.</td>
</tr>
<tr>
<td>✗ Respond promptly to internal review questions.</td>
</tr>
<tr>
<td>✗ Compete the Survey for Site Team Members.</td>
</tr>
<tr>
<td>✗ Destroy all materials after receipt of Decision Letter.</td>
</tr>
</tbody>
</table>
THE ABA SITE VISIT: THE STUDENT SECTION
ABA Site Evaluation Workshop
September 7-8, 2018
Stephanie Giggetts

WHERE TO START?

- Chapter 5: Admissions and Student Services
- Chapter 3: Program of Legal Education, Standard 316
- Chapter 2: Organization and Administration, Standard 207
- Site Report Template-Questions 56-69

WHAT’S IT ALL ABOUT?

- Admissions, including Readmission and Transfers
- Bar Passage
- Character & Fitness
- Student Loans
- Student Support Services
- Employment Outcomes
- Disability Accommodations
- Required Disclosures
- Student Complaints
SCHOOL REPRESENTATIVES-
WHAT TO DO BEFORE THE VISIT
- Attend Site Evaluation Workshop
- Complete Student Section of Site Evaluation Questionnaire
- Review Site Report Template and Instructions
- Review Procedures for a Site Visit
- Prepare List of Key Contacts
- Assemble Information
  - Hardcopy or Electronic

SCHOOL REPRESENTATIVES-
WHAT TO DO DURING THE VISIT
- Have Files Ready for Review and Decide if they will be Provided in Hardcopy or Electronically.
  - Admissions-Admission Files
  - Student Affairs-Accommodation Files
  - Career Services-Employment Files
  - Registrar-Student Files, Transcripts
  - Financial Aid-Scholarship Letters, Entrance and Exit Interview Files
- Clear Schedules for (or provide information on availability of) Key Administrators and Committee Chairs.

ADMISSIONS-KEY ITEMS
1. Admissions and First Year Class Profiles
   - Chart
   - Address Major Changes in Enrollment, Quality, Admits
2. Minority Admissions and First Year Class Profile
   - Chart
   - Address major changes in class diversity
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  - Any admissions under Interpretation 503-1?
  - Process to determine if test is valid and reliable
  - Data to support conclusion that test is valid and reliable

ADMISSIONS-DOCUMENTS TO REVIEW

- Charts.
  - Managing Director’s Office will provide charts to site team.
  - School and site inspector should confirm it is accurate and up-to-date.
- Admission Files.
  - Provide access to admits, denies, readmits (15).
  - Are GPA and LSAT in line with admission policies?
  - Should include evidence of bachelor’s degree and copy of transcript.
  - Should include statement for readmission.
  - Credit for prior law study-Does it meet Standard 503?
- Any admission without LSAT?
- Nondiscrimination Policy.

BAR PASSAGE-KEY ITEMS

- First Time Bar Passage Reporting
  - Chart.
  - Observe trends.
- If Standard 316 [bar passage standard] is not satisfied by first-time results, must report ultimate data and include chart (Contact Managing Director’s Office).
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- Standard 504 Requires a Law School to Include the Following Statement:
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- Statement Must Appear in Application and On Website.
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- Standard 507. Student Loan Programs.
- Describe the Student Financial Aid Program (Both Grants And Loans) at the Law School.
- Describe the Steps Taken by the Law School to Minimize Student Loan Defaults.
- Must Include Entrance and Exit Counseling.
- For Law Schools Not Affiliated With a University, Provide the Three Most Recently Published Annual Cohort Default Rates and Report on Any Non-compliance With Title IV of the Higher Education Act.

STUDENT SERVICES
- Standard 508: Student Support Services.
- Provide Details on:
  - Maintenance of accurate student records.
  - Financial aid and debt counseling.
  - Career counseling.
- Demonstrate Provision of Student Services to other than Full-time Students.
EMPLOYMENT OUTCOMES

- Provide link to 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.

DISABILITY ACCOMMODATIONS

- Standard 207. Reasonable Accommodation for Qualified Individuals with Disabilities.
- Describe How the Law School Assesses and Handles Requests for Reasonable Accommodations.
- Note Where the Policies and Procedures are Published.
- As to Facilities Issues, see Standard 702(b).

REQUIRED DISCLOSURES

- Standard 509, Required Disclosures.
- See Guidance Memo on Standard 509
- Does the Law School have a link on its home page titled “ABA Required Disclosures?”
- Is the Employment Summary Report published in the manner and time frame specified?
  - Law schools must post their current and past two years’ Employment Summary Reports. The most recent three years’ data must be posted by April 15.
- Is the Standard 509 Report published in the manner and for the time frame specified?
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Conditional scholarship retention data. Must not only be published, but the same data must be provided to applicants offered such scholarships at the time the scholarship offer is extended. If no conditional scholarships are offered, say so.

Transfer of credit. Policy must be disclosed, including statement of criteria and list of articulation agreements. If none, say so.

STUDENT COMPLAINTS

- Standard 510. Student Complaints Implicating Compliance with the Standards.
- Describe the Law School’s Policy and Indicate Where it is Published.
- Does Policy Address Procedures for Filing and Addressing Complaints, any Appeal Rights and Timelines?
- Review Record of Complaints, if any, and Policy as to Retention, including Resolution.
- Must keep for Most Recent Period of Accreditation.

STUDENT MEETING

Pick time when students will be available.

Provide sufficient notice of place and time of meeting.
SCHOOL REPRESENTATIVES:
WHAT TO DO AFTER THE VISIT

- Respond Promptly to any Post-Visit Inquiries.
- Review Site Report Carefully and Prepare an Appropriate Response.
- Review Decision Letter Carefully and Provide any Additional Information Requested to Establish Compliance with the Standards.
The ABA Site Visit:
Organization and Administration

ABA Site Evaluation Workshop
September 8, 2018
Steven Bahls
President, Augustana College

What it’s about

Governance
• Standard 201 (Law School Governance)
• Standard 203 (Dean)

Shared Governance
• Standard 315 (Evaluation of Program of Legal Education)
• Standard 404(a)(4) (Responsibilities of Full-time Faculty)
• Standard 602(b) (Library Administration)

Standards Implicated

Finances
• Standard 202 (Resources for Program)
• Standard 204 (Self Study)
• Standard 301 (Objectives of Program of Legal Education)
• Standard 501 (Admissions)

Non-discrimination and Equality of Opportunity
• Standard 205 (Non-discrimination and Equality of Opportunity)
• Standard 206 (Diversity and Inclusion)
• Standard 207 (Reasonable Accommodations for Qualified Individuals)
Site Visitors: What to do before the visit

Arrange Meeting with Key Personnel

• Governance and Finance:
  • Dean
  • Provost/President
  • Law School CFO
  • University CFO
  • Faculty Leadership

Site Visitors: What to do before the visit

Arrange Meeting with Key Personnel

• Non-Discrimination and Equality of Opportunity
  • Dean/Associate Dean
  • Law School Diversity Officer/Committee
  • University Diversity Officer
  • Director of Admissions
  • Director of Career Services
  • Faculty Hiring Committees

Site Visitors: What to do during the visit

Governance & Finance

Interview Dean:
  • Confirm financial arrangement with University
  • Confirm Dean’s role in budgeting
  • Confirm whether University provides an accounting
  • Discuss adequacy of resources
  • Discuss anticipated changes to Law School’s or University’s finances

Interview Law School CFO:
  • Same as above
  • Review prior three years’ budgets
  • Review projected next year’s budget
  • What are “pinch points” in University relationship?
Site Visitors: What to do during the visit

Governance & Finance (cont’d)

Interview the University CFO:
• Same questions as above
• Assess commitment to continue the financial relationship

Interview President:
• Assess President’s view of the role of the law school in institutional mission
• Assess any changes at the University which might impact finances.

Non-discrimination, Equality of Opportunity, Inclusion

Interview Dean:
• Does the Law School have its own policies or does it rely on University policy?
• What are the policies (including both those in writing and those not in writing)?
• How are the policies implemented?
• How are the policies communicated?
• Explore policies and implementation in these areas: admissions, full-time faculty hiring, adjunct faculty hiring, student life, career services
• Is the Law School satisfied with respect to student diversity? If not, what actions are being taken by the Law School?

Interview Dean of Students:
• Same questions

Interview Dean of Career Service Professional:
• How does the Law School ensure that employers using their facilities do not discriminate?
• How are these policies documented, communicated and enforced?

Interview Chief Diversity Officer:
• Same questions as Dean
• Assess how effective CDO believes policies are
• What planned or future programs support diversity and inclusion?

Interview Dean of Students:
• How does the Law School assure reasonable accommodations?
• What are the written policies and how they communicated?
• How many accommodations requested? How many provided?
Governance: Key Items

Standard 201. LAW SCHOOL GOVERNANCE
(a) The dean and the faculty shall have the primary responsibility and authority for planning, implementing, and administering the program of legal education of the law school, including curriculum, methods of instruction and evaluation, admissions policies and procedures, and academic standards.
(b) The dean and the faculty shall recommend the selection, retention, promotion, and tenure (or granting of security of position) of members of the faculty.
(c) The dean and the faculty shall each have a significant role in determining educational policy.
(d) The policies of a university that are applicable to a law school shall be consistent with the Standards. The law school shall have separate policies where necessary to ensure compliance with the Standards.
(e) A law school that is not part of a university shall be governed by a board with responsibility and authority for ensuring operation of the law school in compliance with the Standards.

Governance: Key Items

Standard 203. DEAN
(a) A law school shall have a full-time dean with the authority and support necessary to discharge the responsibilities of the position.
(b) Except in extraordinary circumstances, a dean shall also hold appointment as a member of the faculty with tenure.
(c) The dean shall be selected by the university or the governing board of the law school, as appropriate, which shall have and follow a procedure for decanal appointment or reappointment that assures meaningful involvement by the faculty or a representative body of the faculty in the selection of a dean.

Governance: Key Items

Standard 203. DEAN (cont’d)
Interpretation 203-1: Except for good cause, a dean should not be appointed or reappointed to a new term over the stated objection of a substantial majority of the faculty.
Interpretation 203-2: In the appointment of an interim or acting dean, the university or the governing board of the law school, as appropriate, should follow a procedure that assures meaningful consultation with the faculty or a representative body of the faculty.
Interpretation 203-3: The extension of an interim or acting dean’s service beyond two years is a regular decanal appointment or reappointment for the purposes of Standard 203(c).
Governance: Key Items

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

Note: To what extent were the Dean and Faculty involved and engaged in the creation of the Self Study?

Governance: Other Key Issues

Is there sufficient shared governance in:
• Evaluation of the program of legal education? (Standard 315)
• Governance of the Law School, curriculum development and other institutional responsibilities? (Standard 404(a)(4))
• Determination of library policy? (Standard 602(a))

Finance: Key Items

Standard 202. RESOURCES FOR PROGRAM
(a) The current and anticipated financial resources available to the law school shall be sufficient for it to operate in compliance with the Standards and to carry out its program of legal education.
(b) A law school that is part of a university shall obtain at least annually from its university an accounting and explanation for all charges and costs assessed against resources generated by the law school and for any use of resources generated by the law school to support non-law school activities and central university services.
Finance: Key Items

Standard 202. RESOURCES FOR PROGRAM (cont'd)

(c) A law school is not in compliance with the Standards if its current financial condition has a negative and material effect on the school's ability to operate in compliance with the Standards or to carry out its program of legal education.

(d) A law school is not in compliance with the Standards if its anticipated financial condition is reasonably expected to have a negative and material effect on the school's ability to operate in compliance with the Standards or to carry out its program of legal education.

(e) A law school shall be given the opportunity to present its recommendations on budgetary matters to the university administration before the budget for the law school is submitted to the governing board for adoption.

Required Reports: Finance

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

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

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

Required Reports: Finance


(c) Explain how the Law School's current and anticipated financial resources are sufficient to allow it to operate its program of legal education. If there are concerns raised in the record or onsite with respect to the Law School's ability to operate in compliance with the Standards, provide sufficient facts to enable the Council to make a determination about the Law School's compliance with Standard 202(a).

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

- **Standard 202.**
  - **(e)** For Law Schools that are part of a University:
    1. Describe the University financial projection process, indicate how many years are projected, and describe how future projected deficits, if any, will be met.
    2. Describe how any University current fiscal year operating deficit would be met.
  - **(f)** Describe any significant litigation affecting the University or Law School.
  - **(g)** If the University or Law School has a bond rating from a national agency, state the general bond ratings since the last review.

### Required Reports: Finance

- **Standards 202(b) and (e) and Interpretation 202-1.**
  - **For Law Schools that are part of a University:**
    1. 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.
    2. 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.
    3. Report the University's operating income and expenditures for the past two fiscal years and the budgeted amounts for the current year. Describe any concerns regarding the long-term viability of the institution or its ability to support the Law School in accordance with the Standards. Insert Report #2: University Income/Expenses.

### Evaluating Law School Financial Statements

1. Look for trends – ask for explanations
2. Inquire about revenue projections:
   - How realistic are enrollment projections?
   - What impact will enrollment projections have on discount rates?
   - Will entering credentials hold with enrollment projections?
   - How realistic are increased gifts and donations?
3. Is the financial arrangement with the University in the projections firm and reduced to writing?
4. Will projected decreases in expenditures result in compliance issues with other standards?
5. Are promised solutions to address Law School issues reflected in budget?
6. What restrictions exist regarding reserves? Who can authorize expenditures from reserves?
7. What restrictions are there on endowment draws?
8. When is the Law School debt payable? Where will the cash come from to pay the debt?
Evaluating University Financial Statements

1. Credit reports can be helpful
2. Look for trends and ask what they mean
3. Determine impact of future University strategic initiatives on the budget?

Non-discrimination, Diversity, Equal Opportunity: Key Items

Standard 205
(a) A law school shall not use admission policies or take other action to preclude admission of applicants or retention of students on the basis of race, color, religion, national origin, gender, sexual orientation, age, or disability.
(b) A law school shall foster and maintain equality of opportunity for students, faculty, and staff, without discrimination or segregation on the basis of race, color, religion, national origin, gender, sexual orientation, age, or disability.
(d) Non-discrimination and equality of opportunity in legal education includes equal employment opportunity. A law school shall communicate to every employer to whom it furnishes assistance and facilities for interviewing and other placement services the school’s firm expectation that the employer will observe the principles of non-discrimination and equality of opportunity on the basis of race, color, religion, national origin, gender, sexual orientation, age, and disability in regard to hiring, promotion, retention and conditions of employment.

Non-discrimination, Diversity, Equal Opportunity: Required Reports

Non-Discrimination, Equality of Opportunity, Diversity and Inclusion

13. Standards 205(b) and (c) and Interpretations 205-1, 205-2 and 205-5.
(a) Provide the Law School nondiscrimination policy that is applicable to faculty and staff. Does the policy prohibit discrimination on the basis of race, color, religion, national origin, gender, sexual orientation, age, and disability? Provide the citation or link to the policy and indicate where the policy is published. If the Law School is part of a University, indicate if the Law School has a nondiscrimination policy that is separate from that of the University. Explain.
(b) Describe how the Law School fosters and maintains equality of opportunity for faculty and staff without discrimination or segregation on the basis of race, color, religion, national origin, gender, sexual orientation, age, or disability.
Non-discrimination, Diversity, Equal Opportunity: Required Reports

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

(a) Does the Law School use admission policies or take other action to preclude admission of applicants or retention of students on the basis of race, color, religion, national origin, gender, sexual orientation, age, or disability? If yes, explain. Quote the nondiscrimination policy applicable to students and student admissions. Provide the citation or link to the policy and indicate where the policy is published.

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

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

Non-discrimination, Diversity, Equal Opportunity: Required Reports


(a) Insert Report #17 (former Report #19): Minority Admissions. Review and verify the information provided in the report.

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


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

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

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

Non-discrimination, Diversity, Equal Opportunity: Required Reports


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

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

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

Common Questions on Non-discrimination, Diversity, Equal Opportunity

1. Are there special rules for religious institutions? Yes
2. What if the Law School has not done much hiring? Report the facts
3. Is the diversity of the available workpool relevant? Report the facts
4. What if the workforce is diverse, but there is no “concrete action” to enhance diversity? Report the facts
Diversity Standards 205 & 206 Questions 14-18

Provide information regarding the efforts the law school makes that demonstrate its commitment to having a diverse faculty (include adjuncts), staff and student body. Don’t just provide numbers.

It is not sufficient to say that the school has not been hiring in recent years—what are its practices and policies when it does recruit and hire?

Passive approaches to hiring adjuncts can be problematic.

Standard 301—Objectives of Program of Legal Education Questions 20-21

(a) Maintain a rigorous program preparing students for admission to bar and effective, ethical and responsible membership in legal profession

(b) Establish and publish learning outcomes designed to achieve these objectives
Standard 303 (a)(1) Question 24

- One course of at least two credit hours
- Substantial instruction in rules of professional conduct, and values and responsibilities of legal profession and its members
- Students who enrolled prior to Fall 2016 must receive substantial instruction in history, goals, structure, values, rules and responsibilities of the legal profession and its members

Legal Writing
Standard 303(a)(2), Interpretations 303-1 and 303-2 Questions 25-26

- Standard requires that each student receive substantial instruction in “writing in a legal context, including at least one rigorous writing experience in the first year and at least one additional rigorous writing experience after the first year.”
- The Interpretation provides the factors to be considered in evaluating “rigor.”
- The writing experience must have faculty input on at least one draft

Learning Outcomes Standard 302 Question 21

- A full set of learning outcomes is to be finalized by the end of the 2017-18 academic year
- Describe what school has implemented
- The standard requires minimum competency categories
Experiential Learning Standard 303, Questions 29

- Experiential courses—6 credits
- Simulation course, law clinic or field placement
- Must be primarily experiential in nature
- Must be organizing principle of course with substantive law an incidental part instead of reverse
- Description of experiential course moved to Standard 304 in 2018 amendments
- No substantive change intended

Simulation Courses, Law Clinics and Field Placements, Standard 304 Questions 30-32

- All require direct supervision by faculty member
- All require opportunities for performance feedback from faculty member and self-evaluation
- All require classroom instructional component
- Note other requirements for field placements in 304(d)

Standard 306—Newly amended Question 33

- Recently approved amendment now permits up to one-third of credits required for graduation to be offered by distance education
- Amendment also permits up to 10 credits in the first year
Standard 307—Newly Amended Question 34

- Permits schools to grant credits up to 2/3 required for graduation earned in programs sponsored by ABA-approved schools, including programs outside of US sponsored by ABA-approved law school.
- Puts cap of 1/3 on total credits for student study outside US at foreign institution and courses completed at law school outside the US.

Standard 309—Academic Advising and Support—Questions 35-37

Describe program of academic support:
- Goals and Content
- Mandatory, voluntary
- Criteria for participation
- When implemented
- Who administers and teaches in it
- Describe any bar preparation or experiential component
- Describe evaluation of effectiveness

Standard 310—Credit Hour Question 39

- A number of schools have policies that do not comply with this standard.
- Guidance memo describes alternatives:
  - "Equivalent amount of work over a different amount of time" can satisfy standard, but needs to be in policy.
  - Policy also needs to describe how it is calculated or how it is used for semester-based courses.
- Credit hours: 42.5 hours per credit of time spent in class, preparing for class (reading or completing class assignments), and preparing for and taking an exam.
- Paper course: 42.5 hours per credit of time spent in class, preparing for class (reading or completing class assignments), preparing for and taking an exam, and researching and writing the required paper(s). This includes the typical law school "seminar."
- Field placements: 42.5 hours per credit of time spent in class, preparing for class or completing class assignments, and preparing for and taking an exam, if applicable.
**Standard 314—Assessment of Student Learning**

**Question 22**

- Guidance Memos discuss implementation.
- Schools are to adopt an assessment plan and be able to demonstrate that they are implementing it by the end of the 2018-2019 academic year.
- Standard does not require a particular method nor that multiple assessments be applied to a particular course.
- Provide samples or descriptions of assessments online.

**Standard 315—Program Evaluation**

**Question 23**

Guidance Memo

Is the school going to engage in ongoing evaluation?
- How
- How will it use the results

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

**Standard 313**

**Question 43**

- Non-JD programs
- JLM
- Masters
- Free standing certificates
- Don’t indicate ABA-approved
- Acquiescence, not approval
- Indicate how school ensures such programs do not interfere with the host’s ability to operate in compliance with Standards and to carry out the program of legal education.
Standard 403 Instructional Role of Faculty Questions 46-47

Full-time Faculty teach substantially all of the first one-third of credit hours or 2/3 of student contact hours.

Describe how law school ensures teaching effectiveness
• Workshops
• Peer review
• Evaluations

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

(d)—Accreditation Committee has interpreted "reasonable time" for transcript to require transcript before Annual Questionnaire due date—October 15

Guidance Memorandum
Withdrew is likely requested
Not permitting to sit for final exam or register for Spring classes is not sufficient

Character and Fitness Standard 504 Question 61

How does the law school advise "each applicant" that there are character and fitness requirements for admission to practice and encourage applicants to determine those requirements in the jurisdiction(s) in which they intend to practice "prior to matriculation"?

Statement in 504(a) must be on both application and website—must use exact language.
Required Disclosures Standard 509 Questions 67-68

- Make sure that you have disclosures, in the form required on school's website
  - See Guidance Memorandum about placement
- Make sure required conditional scholarship information is posted and that it is provided to all applicants at the time the scholarship offer is extended.

Standard 510 and Interpretation 510-1 Question 69

- Covers complaints that implicate compliance with Standards
- Describe complaint policy, including any appeal rights
- Need to have a policy that maintains record of complaints submitted during recent accreditation period and resolution of complaints

Standard 601—Newly Amended

No longer requires written assessment for law library
Information Resources, Technology & Facilities

ABA Site Evaluation Workshop
September 7 – 8, 2018
Scott Page

Standards Covered

• 601 – General Provisions
• 602 – Administration
• 603 – Director of the Law Library
• 604 – Personnel
• 605 – Services
• 606 – Collection
• 701 – General Requirements
• 702 – Facilities

What is this all about?

• Ensuring that institution visited is in compliance with standards in Chapters 6 & 7
• Serving as full member of institution (if being visited) or site team (if visiting)
• Providing information to Council so that they can assess compliance
• NOT making determination whether or not institution is in compliance
Where to start?

• Read and understand ALL Standards (not just Chapters 6 & 7)
• Review ALL materials provided by institution, paying particular attention to those sections related to Chapters 6 & 7
• Prepare list of questions you have where you think information provided might not be adequate to complete template report
• Prepare list of people you want to meet (for library, for technology)
• Contact Library Director before visit to make tentative plans
• Team Leader should contact team members to make plans for other visits
• Be prepared for meetings with team

Standard 601 – General Requirements

How does library:
• Provide support
• Develop relationship with faculty, students & administration
• Engage in regular planning & assessment
• Remain informed on and implements technology
• Prepare and administer budget

How does law school provide sufficient financial resources?

Standard 602 – Administration

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

- Is Director full-time
- Method of selection & retention
- Academic qualifications & experience in law library administration
- Faculty appointment & status

### Standard 604 – Personnel

- Briefly describe staff
- Note issues raised by staff, faculty, students

### Standard 605 – Services

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

- Core collection
- Is there written collection development plan and when last revised
- Space & equipment (numbers)

Standard 701 – Facilities, Equipment & Technology

- Actually just technology – Facilities in 702
- Brief description of Law School technology
- Brief description of support for Law School technology
- What is “negative & material effect?”

Standard 702 – Facilities

- Number of classrooms & seating – any problems scheduling classes
- Library physical plant – any complaints from students or faculty
- Number of offices for support staff
- Number of faculty offices – any complaints about space
- Space for adjunct faculty to conduct conferences
- Storage space
- Clerical space
- Study space (for quiet study and group study)
- Accommodations for persons with disabilities
- Control of space
SITE EVALUATORS—RECURRING ISSUES

DIVERSITY [STANDARDS 205 & 206]

BAR PASSAGE AND ACADEMIC SUPPORT [STANDARD 301(A), INTERPRETATION 301-6, STANDARD 316, STANDARD 501, INTERPRETATION 501-3]

- If a law school has a low or declining first time bar passage rate, even if it complies with 316, provide detailed and specific information regarding academic support efforts (including bar preparation programs, monitoring and assessment of those efforts, satisfaction assessment of admissions criteria, curricular changes/requirements to address the issue, etc.)

- In all cases, provide details regarding academic support programs and any evaluation of their effectiveness.
LEARNING OUTCOMES
STANDARD 302

Transition Memo and Guidance Memo
A full set of learning outcomes is to be in place by the end of the 2017-18 academic year.

The Standard outlines minimum competency categories.
Describe what each outcome includes.

LEGAL WRITING
[STANDARD 303(A)(2), INTERPRETATION 303-1 AND 303-2]

- Standard requires that each student receive substantial instruction in "writing in a legal context, including at least one rigorous writing experience in the first year and at least one additional rigorous writing experience after the first year."
- Interpretation 303-1 explains that one may not use the same course for multiple requirements.
- Interpretation 303-2 provides the factors to be considered in evaluating "rigor."
- The writing experience must have faculty input on at least one draft.

EXPERIENTIAL LEARNING
[STANDARD 303(A)(3)]

- Experiential courses—6 credits
  - Simulation course, law clinic or field placement—Standard 304
  - Must be primarily experiential in nature
  - Must be organized principle of course with substantive law as incidental part instead of reverse.
All require direct supervision by faculty member

All require opportunities for performance, feedback from faculty member and self-evaluation

All require classroom instructional component

Note other requirements for field placements in 304(d)

SIMULATION COURSES, LAW CLINICS AND FIELD PLACEMENTS, STANDARD 304

Some schools have policies that do not comply with this Standard

Guidance memo describes alternatives

STANDARD 310—CREDIT HOUR

Calculations for Semester-Based Courses

Exam course: 42.5 hours per credit of time spent in class, preparing for class (reading or completing class assignments or assessments), and preparing for and taking an exam.

Paper course: 42.5 hours per credit of time spent in class, preparing for class (reading or completing class assignments or assessments), and researching and writing the required paper(s). This includes the typical law school "seminar."

Field placement or clinic: 42.5 hours per credit of time spent in class, performing field placement or clinic work, preparing for class or completing class assignments (e.g., reflective writing assignments), and preparing for and taking an exam, if applicable.

Equivalent amount of work over a different amount of time must be in policy

Policy must sensibly describe how it is enforced

STANDARD 310

8/29/2018
STANDARD 314—ASSESSMENT OF STUDENT LEARNING

- Guidance Memos discuss implementation
- Schools are to adopt an assessment plan and be able to demonstrate that they are implementing it by the end of the 2018-2019 academic year
- Standard does not require particular method nor that multiple assessments be applied to a particular course

STANDARD 315—PROGRAM EVALUATION

Guidance Memo

Is the school going to engage in ongoing evaluation?
- How
- How will it use the results

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

STANDARD 403 INSTRUCTIONAL ROLE OF FACULTY

- Substantially all of first one-third
- More than one-half of credit hours or 2/3 of student contact hours
- Check the chart
(d)—Accreditation Committee has interpreted “reasonable time” for transcript to require transcript before Annual Questionnaire due date—October 15

- Cannot let student continue
- Not permitting to sit for final or register for spring semester insufficient

STANDARD 502

CHARACTER AND FITNESS [STANDARD 504]

- How does the law school advise “each applicant” that there are character and fitness requirements for admission to practice and encouage applicants to determine those requirements in the jurisdiction in which they intend to practice prior to matriculation?

- Statement in 504(a) must be on both application and website—must use exact language

REQUIRED DISCLOSURES [STANDARD 509]

- Verify that all required disclosures, in the form required, are provided on the law school’s website, and confirm in site report that each item is so disclosed.
- Pay attention to where posted (see Guidance Memorandum)
- Provide confirmation that the required conditional scholarship information is provided to all applicants at the time the scholarship offer is extended.
<table>
<thead>
<tr>
<th>STUDENT COMPLAINTS [STANDARD 510, INTERPRETATION 510-1]</th>
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</thead>
<tbody>
<tr>
<td>- Complaints about significant problems that directly implicate a Standard</td>
</tr>
<tr>
<td>- Information that there is a policy/process is insufficient.</td>
</tr>
<tr>
<td>- Provide details that confirm the policy is published and where, that records are maintained for the accreditation period, and that the policies address the required elements.</td>
</tr>
</tbody>
</table>
The Exit Interview…

Coming to a School Near You!

Starring
Mary Lu Bilek - Dean
Scott Pagel – Site Team Member
Catherine Carpenter - Moderator

The Exit Interview

▪ Purpose of the Exit Interview
▪ What to expect from both sides of the table
▪ Role of the team
▪ Role of the school
▪ Difference between Dean’s exit interview and President’s exit interview

Let’s drop in on a sample portion of an exit interview.
Taking your Questions