

SYLLABUS

American Bar Association Section of Legal Education and Admissions to the Bar

ABA and AALS Seek Changes to the Federally Guaranteed Student Loan Programs

By John A. Sebert, Consultant on Legal Education to the ABA

During the next two years, Congress is expected to reauthorize and amend the Higher Education Act, which affects the availability of low-interest loans to law students, and the methods by which borrowers may repay loans. Last year, the American Bar Association (ABA) and the Association of American Law Schools (AALS) decided, through votes of their highest governing bodies, to ask Congress for two important changes in the law to the Federally Guaranteed Student Loan Programs.

Reform the Income-Contingent Repayment Option

The increase in the cost of attending law school over recent years has surpassed the general rate of inflation. The average private law school tuition in fall 2002 was \$24,144, while the average tuition at public law schools (which has been increasing at a higher rate than private law

school tuition) was \$18,131 for non-residents and \$9,376 for residents. The median three-year cost of attendance (including tuition, books and living expenses) at the nation's private law schools now exceeds \$106,000.

The law student debt burden is growing rapidly and the vast majority (86%) of law students must borrow to finance their legal education. Data from the fall 2002 ABA Annual Questionnaire indicate that, of that 86 percent of students in the 2002 graduating class who borrowed, the average total law school debt of private law school graduates was \$70,299, and the average total debt of public law school graduates was \$44,649.

An Access Group study found that the median debt of its borrowers who graduated from private law schools was \$84,000. All of these law school debt figures exclude the sometimes-substantial debt that law students incurred to

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William S. Boyd School of Law Receives Full Approval

By Joe Puskarz, Syllabus Editor



William S. Boyd School of Law

The House of Delegates of the American Bar Association, during its Midyear meeting in Seattle on February 10, 2003, concurred in the decision of the council to grant full approval to Nevada's only law school—the University of

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Council Nominations

From the CONSULTANT

By John A. Sebert, Consultant on Legal Education

This issue of *Syllabus* highlights a number of the very important activities that entities of the Section, and the ABA in general, are undertaking related to legal education and bar admissions. In this column, I wish to highlight a few others.

Council Adopts Revisions to the Criteria for Foreign Programs

At its meeting in Seattle in February 2003, the Council of the Section adopted significant revisions of the *Criteria for Foreign Programs*, which establish the



manner in which the Accreditation Committee and Council exercise oversight of programs sponsored by ABA-approved law schools that are conducted

outside the United States and that permit students to earn credit toward the J.D. degree. The adopted changes were recommended by the Task Force on Foreign Programs, chaired by Professor Laura Gasaway of the University of North Carolina.

The most significant of the changes was to lengthen the period for site evaluations of all foreign programs, including foreign summer programs, semester abroad programs, and cooperative programs. For many years, a site evaluation of each approved foreign program was undertaken in the first year after the program was approved and every five years thereafter. Under the revised pro-

cedures, site evaluations will occur in the first year after approval, five years after the initial site evaluation, and then every seven years. The lengthening of the site evaluation cycle will produce substantial savings in cost and effort for schools while still enabling the Accreditation Committee to exercise careful oversight of foreign programs.

The Council also adopted revisions that eliminate the necessity for individual students seeking to study abroad to apply to the Consultant's Office for permission to do so, and that simplify the means of exercising oversight of cooperative programs. All of these revisions will be effective at the beginning of the 2003-04 academic year.

Out-of-the-Box Committee Papers

The Out-of-the-Box Committee was established in the fall of 2000 by the then-chair of the Council, Diane Yu, to stimulate thoughtful and creative discussion in the legal academy about some of the important issues and challenges facing legal education and the legal profession. The most important initial workproduct of the committee has been four papers that have been distributed to law schools and that will be published in an issue of the *Journal of Legal Education* that was going to press as I write this column. The topics of the four papers are:

1. The Structure of Legal Education and the Legal Profession: Multidisciplinary Practice, Competition and Globalization;

2. Diversity in Legal Education: A Broader View, A Deeper Commitment

3. Information Technology and U.S. Legal Education: Opportunities, Challenges and Threats; and

4. The Cost and Financing of Legal Education.

If you have not already seen these papers, I urge you to read them and think about the issues they raise. In addition to coming out in the *JLE*, the papers are available on the Section's Web site (www.abanet.org/legaled/committees/combox.html).

The committee is now planning a major conference that will feature further dialogue on these and other issues facing legal education and the legal profession. The conference will be held in Dallas in the spring of 2004 and will be co-sponsored by the Dedman School of Law at Southern Methodist University.

Dean John Attanasio of Southern Methodist University has been co-chair of the committee since its inception. Dean John Sexton of New York University served as co-chair for the first two years of the committee's work, until he assumed the presidency of NYU. Diane Yu became co-chair in the summer of 2002.

Grutter v. Bollinger

On April 1, the Supreme Court heard oral arguments in the two University of Michigan affirmative action cases, one challenging the way in which race was considered in undergraduate admissions and the other (*Grutter*) challenging the use of race in law school admissions decisions. The Council of the Section, together with many other ABA entities, urged the ABA Board of Governors to approve filing an

ABA amicus brief in support of the law school's affirmative action admissions policies.

The ABA did file an amicus brief, arguing that attaining diversity in a law school study body was a compelling state interest and strongly urging the Court to hold that the Michigan law school admissions process was constitutional. The brief was prepared by leading Supreme Court advocates at Cravath, Swaine and Moore. Professor James Coleman of Duke, representing the ABA Section of Individual Rights and Responsibilities, played a leading role in developing the brief. Many, including me, had the opportunity to comment on the brief, which also was reviewed and ultimately approved by the ABA Amicus Committee and the Executive Committee of the Board of Governors.

The Court's decision is expected to be handed down at the very end of the Court's term in late June. This will undoubtedly be the most important affirmative action decision by the Court since *Bakke* in 1976. The Section will sponsor a program at which the implications of the decision will be discussed on Saturday afternoon, August 10, during the ABA Annual Meeting in San Francisco.

The Section also will make every effort after the decision is rendered to assist law schools in understanding and adjusting to whatever new principles are enunciated in the Court's opinion(s). In that effort, we will of course work closely with other organizations, such as the Law

School Admissions Council and the Association of American Law Schools, that are invested, as are we, in enhancing diversity in legal education.

Deputy Consultant

I am very pleased to announce that Barry Currier will continue as Deputy Consultant through the next academic year. Barry has done an outstanding job in the deputy role, and I have greatly enjoyed working with him. He has made particularly significant contributions to the work of the Accreditation and Standards Review Committees, in the planning for the Development Conferences, the New Deans' Seminar and many other programs, and as a key internal manager. We are extremely fortunate that all of us will continue to have the benefit of Dean Currier's skills, leadership and insights next year.

Thanks to the Law School Facilities Committee and Suffolk University School of Law

I close by offering my thanks, and that of the leadership of the Section, to those who worked so hard to plan and conduct the very successful "Bricks, Bytes, and Continuous Renovation" Conference that you will read about on page 8. Associate Dean John Deliso of Suffolk did a superb job in chairing the planning committee, the Suffolk staff went out of their way to assist, and every member of the Law School Facilities Committee made substantial contributions to this effort. Thanks to all. 🏠

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From the CHAIRPERSON

By E. Thomas Sullivan

Society's Gatekeepers: How Well Are We Doing?

American law schools are the gatekeepers of the legal profession and indeed society as a whole. Through our educational process leaders are educated, trained, and mentored. Our graduates play a central role in society, in government, and in our communities. Over half of the country's 42 presidents have been lawyers¹ and well over half of our current governors are lawyers.² Nearly 220 lawyers are members of Congress.³

Through the law school admission process, we decide who will



become lawyers and, in turn, who will become, in large part, leaders in society. As I have commented before, lawyers at their best are advocates for and the

guardians of the Rule of Law in protecting and preserving individual rights and liberties, and property rights, and in promoting due process, fairness, justice, and liberty.⁴ How well are we doing in identifying which candidates should be admitted to law schools?

The present ABA standards require that all applicants to law school take an acceptable test in order for the school to be able to access the applicant's capacity for satisfactorily completing the school's educational program.⁵ In the absence of alternatives, the norm has become the LSAT, sponsored by the Law School

Admission Council (LSAC).

Recently, LSAC has cautioned all law schools not to rely too heavily on the LSAT during the admission process.⁶ At its best, the LSAT is a "moderately effective predictor"⁷ of first-year grades, as it attempts to measure logic and analytical skills.

The test is effective in its narrow goal of predicting first-year success, but no more. It is not designed to test other criteria of merit or other predictors of academic performance that would be helpful in the admission decision making. The LSAC never has advocated that this test should be the sole or primary factor in the admission process.⁸ But recent evidence suggests that the use of the LSAT is driving, with unprecedented force, admission decisions.

Accordingly, the Council of the Section of Legal Education and Admissions to the Bar has set out for comment a proposed change to Standard 503. While modest in purpose and design, the proposal⁹ restates more explicitly that the ABA Standard does not prescribe a particular weight that a law school should give the test score, how the test score should be used, nor does it require the use of the LSAT. A law school may, consistent with Standard 503, use another test as long as the school can establish that the test is "valid and reliable."¹⁰ A proposed interpretation of 503 also notes that when taken into account with other relevant factors, a valid and reliable test can assist in assessing the capability of an applicant not only in the first year, but also "to complete the school's educational program, to be admitted to the

bar, and to become a competent professional."¹¹ These latter long-term factors are not intended to be reached under the present predictive factors of the LSAT. As the LSAC itself has stated, the present test has "never come close to accounting for all the factors that contribute to an individual student's performance."¹²

I hope the new proposed changes to the Standard will encourage schools and other educational entities to begin serious research, study, and discussion on identifying new criteria and predictors for success in law school and in effective lawyering. I am encouraged by new and important research being conducted at the University of California, Berkeley by Professor Marjorie Shultz of Boalt Hall and Professor Sheldon Zedeck of the Department of Psychology.¹³ These experienced investigators and scholars have begun research to identify broader criteria of merit, including the range of competencies needed for effective lawyering. As Professors Shultz and Zedeck have stated, "Once we have developed ways to measure lawyering effectiveness factors, we hope to create tests that can ... predict who has the potential to excel at those skills."¹⁴ They hope to develop a "lawyering competence index score"¹⁵ that will assist schools in admissions decisions. To date, they have tentatively identified 26 factors important to effective lawyering.¹⁶ They now are developing specific behavioral methods of assessing individuals' competencies on these factors. Next, they hope to "empirically validate means of predicting an applicant's likely competence in the identified skills."¹⁷ Their goal is to be able to standardize and administer these predictive assessments for use by schools consistent with the schools' particular institutional

goals. In short, their goals are to “enable law schools to select better prospective lawyers who have both academic and professional competencies.”¹⁸ If their final work can be empirically validated and deemed reliable, the Berkeley test may well satisfy the requirements of Standard 503, thus allowing a broader array of factors to be considered in the admission decision process.

I hope the Berkeley experiment and the proposed changes

to Standard 503 will create incentives for others to consider how we can improve the admission process through a broader definition of merit. “Merit, however defined, surely means more than performance on a standardized test.”¹⁹ We need to develop better predictors of academic and professional performance. At present the gap is great between testing for analytical skills and all the other skills necessary for satisfactorily completing the law

school educational program and competency as a professional. The LSAT was not intended to be helpful “in determining who will be a successful lawyer.”²⁰ “[T]he admission decision must remain an academic judgment and not the product of a computer program.”²¹ As the gatekeepers of the profession and society, we can do better as we admit the next generation of lawyers, judges and leaders for our country. ☞

Notes

1. See http://members.aol.com/_hta/DOWNINPAPARISH2/president.htm
2. See http://www.nga.org/governors/1,1169,C_TRIVIA^/D_2163,00.html
3. Mildred L. Amer, The Library of Congress, *Membership of the 107th Congress: A Profile* 3 (2001).
4. E. Thomas Sullivan, *Faculty As Public Intellectuals*, 1, 19, 34 *Syllabus* (Sept. 2002).
5. Standard 503. Admission Test.
6. Philip D. Shelton, “Admission Tests: Not Perfect, Just the Best Measures We

Have,” *Chronicle of Higher Education*, p. B15 (July 6, 2001).

7. Marjorie Shultz & Sheldon Zedeck, *Research Study to Identify Criteria and Predictors of Effective Lawyering*, 1 (2001).

8. Philip D. Shelton, “The LSAT: Good—But Not That Good,” *Executive Director’s Report* (Sept. 1997).

9. Section of Legal Education and Admissions to the Bar (ABA), *Proposed Amendments to Standard 503 and New Interpretations, 503-1 and 503-2* (Dec. 2002).

10. *Id.*

11. *Id.* at Interpretation 503-2.

12. *Supra* note 8.

13. *Supra* note 7. The first phase of the research is funded by the LSAC.

14. *Id.*

15. *Id.*

16. *Id.* at 2.

17. *Id.*

18. *Id.*

19. *Supra* note 6.

20. *Supra* note 6 at 2.

21. *Supra* note 8 at 2.

Women in Legal Education

A Joint AALS and ABA Conference for Women in the Law

The Planning Committee for Joint AALS, ABA Commission on Women in the Profession and the ABA Section of Legal Education and Admissions to the Bar will host a conference on “Taking Stock: Women of All Colors in Law School,” in New York on June 16-17, 2003.

The conference will present new research regarding women’s experience in the law school classroom, their impact on the curriculum and legal scholarship, and representation in popular culture. The discussions will explore whether women are being assimilated into traditional models of teaching and scholarship, forging new models, or finding their con-

cerns marginalized even as their numbers increase.

The conference is designed to be interdisciplinary and inclusive, recognizing that there is no single account that characterizes the experiences of all women or any one method that captures their collective influence on the legal academy. The workshop reflects on where women have been, how far they have come, and where women would like to go.

In recent decades, women of all colors have made remarkable strides in gaining access to legal education. Women make up approximately half of the entering class at many law schools, and are present in more than

token numbers on the faculty. These demographic changes are hailed as a harbinger of transformation in the law, but research suggests that many challenges remain in addressing the role of gender in legal education.

The planning committee has set aside a segment of the program, “Emerging Voices: Scholarly Paper Submissions,” to review presentation papers related specifically to the topics of women, legal education, and the law or any topic found within law school curricula. Other topics include administrative law, constitutional law, corporate law, criminal law, education law, employment law, family law, tax law, and tort law. ☞

The Conference of Chief Justices' National Action Plan on Lawyer Conduct and Professionalism

By Joe Puskarz, Syllabus Editor



For the past several years, courts, judges, disciplinary agencies, bar associations and law schools have assertively initiated steps to improve lawyer conduct and professionalism.

The impetus for this attention is a perceived decline in professionalism in the bar and in the public's confidence in legal and judicial institutions.

The majority of lawyers in the United States are competent professionals who conduct themselves according to the highest dictates of the legal profession. However, there is a perception that a small group of members of the bar do not consistently adhere to the principles of professionalism. That perception damages the reputation of the legal community and fuels the acuity that lawyer professionalism has declined in recent decades.

In response to professionalism concerns, the Conference of Chief Justices adopted a resolu-

tion in 1996 to create a national study and action plan about lawyer conduct and professionalism. That resolution noted the decline in professionalism in the bar and the public's drop in confidence in the legal profession.

In 1997, the American Bar Association Center for Professional Responsibility and the Conference of Chief Justices co-sponsored the Rancho Bernardo Conference for state supreme court chief justices to address the decline in the public's perception of the legal profession. That forum "inspired chief justices to take action to improve the lawyer and judicial regulatory mechanisms in their jurisdictions, as well as to increase professionalism."¹

The Rancho Bernardo Conference provided a basis for the formulation of the Conference of Chief Justices' January 1999 *National Action Plan on Lawyer Conduct and Professionalism*.

The National Action Plan is a

guide for state supreme courts to "take a leadership role in evaluating the contemporary needs of the legal community with respect to lawyer professionalism, and coordinate the activities of the bench, the bar, and the law schools in meeting those needs."²

In August 2001, the Conference of Chief Justices adopted an Implementation Plan for the National Action Plan. The ABA Center for Professional Responsibility developed the Plan to assist the chief justices in their efforts to achieve implementation of the National Action Plan recommendations at state levels.

"The importance of the Plan is a comprehensive approach to approving lawyer professionalism and conduct which touches every level of the law community," said John Berry, executive director of the State Bar of Michigan, and chair of the National Action Plan Implementation subcommittee of the ABA Joint Committee on Lawyer Regulation. "It is an educational effort to let the states know about it and to allow us to talk with them and various bar leaders about its components."

Today, the ABA Joint Committee on Lawyer Regulation is working in concert with the Conference of Chief Justices to promote the dialogue at a national level. The Joint Committee is also responsible for implementation efforts relating to the recommendations of the ABA Commission on Evaluation of Disciplinary Enforcement (McKay Commis-

sion, www.abanet.org/cpr/mckay_report.html).

The Joint Committee's efforts to achieve implementation of the National Action Plan and McKay recommendations include on-site assistance and the continued study of the culture of professionalism, ethical conduct, and the courts' role in regulating the profession.

The Implementation Plan recommends for each state's supreme court to create a commission, committee or task force to assist it with implementation of the National Action Plan. Ten states (Florida, Georgia, New Jersey, New York, New Mexico, North Carolina, Ohio, Oregon, South Carolina and Texas) have fulfilled "Recommendation A" of the National Action Plan to deploy "Professionalism Commissions." Delaware and Hawaii have set in motion Implementation Committees and provisions of the Plan, which include:

1. Improving lawyer competence through continuing legal education, such as law office management, mental health and substance abuse problems.
2. Providing law school students with fundamental principles of professionalism in which each state bar should focus on fundamental competence by new lawyers, and character and fitness evaluation.
3. Creating discipline programs.
4. Developing public education efforts to provide more public understanding of lawyer professionalism and ethics.

The National Action Plan discusses the institutional role of law schools and facilities in the legal system, but unfortunately it is not yet well known in schools.

Portions of the Plan also contain recommendations and briefing papers on law school education and bar admissions.

"A good portion of the National Action Plan component is to work with law schools and incorporate them into the Plan," said Berry. "Thomas Cooley Law School in Michigan implemented a far-reaching plan on professionalism, and now we are letting other law schools and bar associations know about the Plan in hopes they will undertake the same effort."

Thomas M. Cooley Law School established a Professionalism Committee comprised of members of the faculty, student body and legal community. The Committee developed an 18-point "Professionalism Plan," which will create a culture of professionalism in the law school, and includes:

1. The creation of a center to coordinate faculty, staff and students' public service, establish character-building programs and encourage research and study of ethics and professional responsibility.
2. Infusion of ethics into the entire law school curriculum.
3. An increase in the presence and participation of the state bar association and local bench and bar members in the professionalism efforts of the school and making ethics training available to members of the bench and bar.
4. Public outreach efforts to law firms, middle and high school students and agencies in need of help from law students.

"Our plan was created with the significant involvement of the State Bar of Michigan, which helped keep our focus on the


National Action Plan on Lawyer Conduct and Professionalism, and received the unanimous endorsement of our student bar association, our alumni association, board of directors and faculty," said Amy Timmer, associate dean of students and professionalism at Thomas M. Cooley Law School.

"Our goal is to encourage other people to care about professionalism and try to get more law schools to work with their state bars to develop professionalism committees."

The University of Idaho College of Law embarked on a different type of comprehensive plan called "Strategic Directions." The plan focuses on professionalism and civic leadership training of students and includes a program sponsored by the Idaho State Bar.

"Beginning with orientation this August, there will be a day devoted to professionalism issues," according to Ben Beard, associate dean at Idaho College of Law. "This program will involve practicing lawyers from around the state in panel discussions and one-on-one interactions with the entering students."

In addition to the program, Idaho College of Law will be reviewing curriculum activities and developing ideas for reform. "It is most likely that the combination of our 'Strategic Directions' and curriculum reform will result in greater emphasis of professionalism issues as part of the overall curriculum," according to Beard.

For more information about the National Action Plan, see www.abanet.org/cpr/jclr/jclr_home.html. 

Notes

1. *A National Action Plan on Lawyer Conduct and Professionalism*, adopted by the Conference of Chief Justices, January 21, 1999, Nashville, Tennessee.

2. *Id*

217 Participants Attend the ABA Facilities Conference

By Joe Puskarz, Syllabus Editor



John Deliso, associate dean of Suffolk University Law School and chair of the Law School Facilities Committee, presents the opening remarks at the Bricks, Bytes and Continuous Renovation Conference in Boston, MA.

The fifth ABA Bricks, Bytes and Continuous Renovation Conference was held on March 19–22, 2003, at Suffolk University in Boston, Massachusetts. Two hundred and seventeen participants attended the three-day program. Associate Dean John C. Deliso of Suffolk University Law School chaired the conference.

“The conference was a great success,” said Dean John Deliso. “The combination of a wonderful conference committee, who worked together for 16 months, and the enthusiasm of faculty and administration at Suffolk University Law School produced a great program.”

The program addressed planning for new construction and major renovations of law schools. It also focused on the challenge of “continuous renovation”—making incremental changes as needed to adapt to technology and other changing requirements of legal education.

The conference was a collaboration of the newest technology in

legal education, with current state-of-the-art thinking in design and construction of buildings. The program was organized according to four tracks: (1) financial development; (2) building design and construction; (3) applied technology; and (4) library planning.

The conference consisted of both plenary and concurrent sessions. Dean Judith Areen, Georgetown University Law Center in Washington, D.C., opened the first plenary session with a discussion of how the law center grew from one building in a rather stark urban setting to a campus with considerable green space and three buildings, with two more under construction.

The second plenary session was a panel discussion conducted by architects Mario Boiardi (Richter Cornbrooks Gribble, Inc.), Mark Maves (Smith Group) and Ed Tsoi (Kobus Associates). Each shared their perspectives on what a difference a law school building can make to students,

alumni and the community.

The conference concluded on the third day with guided tours of the Boston College Law School, its classrooms and library. Another tour was conducted at Harvard University School of Law.

The Committee on Law School Facilities of the ABA Section on Legal Education and Admissions to the Bar has sponsored previous conferences on the changing facility needs of law schools.

The first conference in 1989 was held at Notre Dame and was titled “Bricks and Books.” The second, held three years later at Ohio State and informally called “Bricks II,” placed emphasis on developing legal information technologies and the Americans with Disabilities Act. The 1997 conference at Washington University, titled “Bricks and Bytes,” emphasized how to respond to technological change in planning, designing and retrofitting law school facilities. The 2000 conference was held in Washington, D.C., and its name was changed to “Bricks, Bytes and Continuous Renovation.”



Dean Judith Areen of Georgetown University Law Center in Washington, D.C.

Japan Federation of Bar Associations Delegation Visits ABA

A ten-person delegation from the Japan Federation of Bar Associations spent two days at the Section offices on February 20-21, 2003, taking a close look at the process by which the ABA accredits law schools. After a long period of study, the decision has been made in Japan to allow a post-graduate course of study as a means for students to prepare for the licensing examination and careers in the legal profession. As universities and other entities prepare to open law schools in response to these reforms, the Federation is preparing to serve as an accrediting body for law schools. The visit to the ABA provided an opportunity for the delegation to learn about the ABA accrediting process and to exchange views with the staff of the Consultant's Office on a vari-



Delegation members from the Japan Federation of Bar Associations, with staff members from the ABA Office of the Consultant.

ety of issues of common interest about legal education and its role in a healthy and effective legal profession.

Yoshihisa Imoto, an attorney and vice president of the Japan Federation of Bar Associations, led the delegation. Mr. Imoto is

responsible for the Federation's work in assisting the reform of the legal training system in Japan. The delegation also included representatives of the Japan Law Foundation and officials of the Law School Support Center within the Federation. ☰

WILLIAM S. BOYD SCHOOL OF LAW

Continued from page 1

Nevada, Las Vegas, William S. Boyd School of Law.

The law school opened in 1998 and was granted provisional approval in July 2000. Two and a half years later, the law school achieved full approval. The Nevada legislature established the school in 1997.

"We are happy with the support that we have received from the community, the Nevada Legislature, regents and central administration for building a successful law school," said Richard Morgan, dean of the William S. Boyd School of Law. "Support and recruiting faculty from excellent law schools from around the country were leading priority to our accreditation."

With the accreditation process complete, the law school will continue to enhance its programs, and will seek to raise more money for financial aid and scholarships. The law school has plans to create additional faculty offices and add a moot court room in the near future.

"Members of the Council and the Accreditation Committee, as well as the staff of the Consultant's Office, recognize the dedicated efforts of Dean Morgan and the entire UNLV Boyd School of Law community, which led to the law school earning full

approval in February," said John Sebert, consultant on Legal Education. "All of us wish the school well as it continues its efforts to build and support an outstanding program of legal education."

In the fall of 2002, the law school had a total J.D. enrollment of 266 full-time students, while part-time J.D. enrollment was 188, for a total student body of 454. Admissions officials at the school expect to see 1,500 applications for 140 full and part-time slots for fall 2003. The law school opened its doors with six faculty members and its staff has grown to 48 faculty and administrators.

The law school offers both a full-time and part-time program, and requires completion of 86 credits for graduation. The academic program stresses community service and professionalism and the responsibilities, skills and values of lawyers. The school moved into its permanent home in the William S. Boyd Hall and the James E. Rogers Center for Administration and Justice in August 2002.

For more information about the William S. Boyd School of Law, visit the school's Web page at www.law.unlv.edu. ☰

2003 ANNUAL M

Section Schedule At-a-Glance

Wednesday, August 6

Section Office 7:00 a.m. – 5:00 p.m.

Thursday, August 7

Section Office 7:00 a.m. – 6:00 p.m.
Council Meeting, 8:30 a.m. – 5:00 p.m.
beginning with Executive Session

Friday, August 8

Section Office 7:00 a.m. – 6:00 p.m.
Council Meeting Open Session 8:30 a.m. – 3:30 p.m.
Kutak Award Presentation 5:30 p.m. – 7:00 p.m.
and Reception

Saturday, August 9

Section Office 7:00 a.m. – 6:00 p.m.
Deans' Breakfast 7:30 a.m. – 10:00 a.m.
Workshop for Unapproved 10:30 a.m. – 11:30 a.m.
Law Schools

Program: 2:00 p.m. – 3:30 p.m.
After the J.D.: Jobs and Debt
Co-Sponsored by The American Bar Foundation

Program: 3:45 p.m. – 5:00 p.m.
Law School Admissions after Grutter
*Co-Sponsored by the Section of
Individual Rights & Responsibilities*

Annual Business 5:15 p.m.–5:45 p.m.
Section Meeting

Sunday, August 10

Section Office 7:00 a.m.–12:00 p.m.
Incoming Chairperson's 9:00 a.m.–10:30 a.m.
Breakfast
Student Loan Repayment 10:30 a.m.–11:45 a.m.
Group Meeting



The 125th ABA Annual Meeting will take place August 7–13, 2003, in San Francisco, CA. Headquarters for the Section is the Pan Pacific Hotel. The Annual Meeting offers growth opportunities to attorneys in all areas of practice, and more than 200 CLE Programs. For further information about the event, visit the Section's Web site at www.abanet.org/legaled and click on the Annual Meeting link for registration information.

MEETING • San Francisco, CA

Programs

After the JD: Jobs and Debt

Saturday, August 9

2:00 – 3:30 p.m.

Pan Pacific Hotel

*Co-sponsored by
the American Bar Foundation*

After the JD is the first national longitudinal study of law graduates. Using questionnaires and face-to-face interviews, it is following the careers of law graduates who were admitted to a bar in the year 2000. Analysis of the information provided in these questionnaires and interviews will allow the researchers, as well as legal educators and practitioners to understand the opportunities and barriers faced by new law graduates.

Panelists will focus on the relationship between respondents' first jobs and their demographic characteristics. They will discuss the distribution of graduates by practice setting, the ways in which respondents found their jobs, and various other factors (such as law school grades, family background, prior work experience, and other forms of capital) that affect lawyers' career trajectories. The role of race and gender in understanding the patterns of educational debt and first jobs will also be discussed.

Speakers include:

Ronit Dinovitzer, Project Manager for *After the JD*, American Bar Foundation

Bryant Garth, Director, American Bar Foundation

Joyce Sterling, Professor of Law, University of Denver

Gita Wilder, Social Research Scientist, Law School Admission Council

Commentators on the study's implications for legal education and the legal profession include:

Dean Judith Areen, Georgetown University School of Law

Associate Dean Richard Geiger, Cornell Law School and Chair, LSAC Board of Trustees

Dean Jeffrey E. Lewis, St. Louis University School of Law

Pauline A. Schneider, Partner, Hunton & Williams, and Chair-Elect, Section of Legal Education and Admissions to the Bar

Moderator:

Abbie F. Willard, Director of External Affairs, American Bar Foundation

Affirmative Action in Law School Admissions: What Directions After *Grutter v. Bollinger*?

Saturday, August 9

3:45 – 5:00 p.m.

Pan Pacific Hotel

*Co-sponsored by Section of
Individual Rights & Responsibilities*

This program will present a preliminary analysis of the United States Supreme Court's decisions—expected in early summer—in the University of Michigan Law School affirmative action admissions case (*Grutter v. Bollinger*) and the University of Michigan undergraduate affirmative action admissions case (*Gratz v. Bollinger*). These are expected to be the most significant Supreme Court affirmative action decisions in over a quarter century.

Panelists will describe the decisions and offer thoughts on ways in which law schools—and possibly higher education in general—might consider framing their admissions policies in light of these decisions.

Speakers include:

James E. Coleman, Jr., Professor of Law and Senior Associate Dean for Academic Affairs, Duke University School of Law

W.H. Knight, Jr., Dean and Professor of Law, University of Washington School of Law

Philip D. Shelton, President and Executive Director, Law School Admission Council

Moderator:

E. Thomas Sullivan, Irving Younger Professor and Dean Emeritus, University of Minnesota Law School, and Chair of the Section of Legal Education and Admissions to the Bar

Foreign Summer Programs 2003

| School | Program Location | Program Date |
|---------------------------------|--|---------------------|
| Alabama, University of | Canberra, Australia | July 14–August 14 |
| Alabama University | Fribourg, Switzerland | May 20–June 20 |
| American University | Paris/Geneva | June 7–July 6 |
| American University | Santiago/Buenos Aires/ Chile/Argentina | May 23–June 24 |
| Baltimore University | Aberdeen, Scotland | June 23– July 25 |
| Baylor University | Guadalajara, Jalisco, Mexico | August 3– August 17 |
| Brooklyn & Loyola University LA | Bologna, Italy | May 25–June 14 |
| Campbell University | South Korea | May 28–July 15 |
| Capital University | Greek Isles | June 23–July 26 |
| Capital University | Passau, Germany | May 25–June 19 |
| Catholic University of America | Kracow, Poland | June 14–July 26 |
| Chicago-Kent College of Law | Mexico City, Mexico | June 16–July 23 |
| Cleveland State | St. Petersburg, Russia | June 22–July 20 |
| Cornell University | Paris, France | June 24–July 26 |
| Dickinson School of Law | Brussels/Vienna/Oxford/ Strasbourg/Hague | June 29–July 30 |
| Dickinson School of Law | Florence, Italy | June 1–June 27 |
| Drake University | Nantes, France | May 24–June 29 |
| Duke University | Geneva, Switzerland | July 6–August 5 |
| Duke University | Hong Kong, China | July 6–August 5 |
| Duquesne University | Beijing, China | June 2–June 20 |
| Duquesne University | Vatican City, Rome, Italy | June 9–June 27 |
| Duquesne University | Dublin, Ireland | June 9–June 27 |
| Florida State University | Oxford, England | July 1–August 7 |
| Florida University of | Montpellier, France | June 30–August 1 |
| Florida University of | Cape Town, South Africa | June 2–July 18 |
| Florida University of | San Jose, Costa Rica | June 20–July 31 |
| Fordham University | Belfast & Dublin, No. Ireland & Republic of Ireland | June 23–July 18 |
| George Washington University | Oxford, England | May 16–June 15 |
| Georgetown University | London, England | July 21–August 9 |
| Georgia State University | Austria | July 6–August 2 |
| Golden Gate University | Bangkok, Thailand | June 2–July 14 |
| Gonzaga University | Florence, Italy | May 19–June 27 |
| Hamline University | Bergen, Norway | May 24–June 20 |
| Hamline University | Rome, Italy | June 9–July 11 |
| Hamline University | Norway | May 24–June 20 |
| Hamline University | Paris / Budapest | |
| Hofstra University | Nice, France | June 29–July 25 |
| Hofstra University | New South Wales, Australia | June 23–July 12 |
| Howard University | Cape Town, South Africa | June 14–July 24 |
| Howard University | Port Antonio, Jamaica | June 2–June 27 |
| Illinois, University of | Oxford, England | July 3–August 19 |
| Indiana University–Indy | Lille, France | June 2–July 11 |
| Inter American University of PR | London, England | June 22–July 4 |
| Inter American University of PR | Venice, Italy | June 9–June 19 |
| Iowa, University of | Arcachon, France | May 18–June 21 |

| School | Program Location | Program Date |
|--|---|------------------|
| Louisiana State University | Lyon, France | |
| Loyola Marymount University-LA | San Jose, Costa Rica | July 13–August 5 |
| Loyola University-Chicago | Oxford, Strasbourg, Luxembourg, Brussels | June 24–July 26 |
| Loyola University-Chicago | Rome, Italy | May 25–June 21 |
| Loyola University–N.O. | Vienna, Austria | July 7–August 2 |
| Loyola University–N.O. | San Jose, Costa Rica | May 2–June 8 |
| Loyola University–N.O. | Cuernavaca, Mexico | June 14–July 5 |
| Loyola University–N.O./Touro | Moscow/Russia | May 30–July 5 |
| Loyola University–N.O. | Budapest, Hungary | June 22–July 5 |
| McGeorge School of Law | Salzburg, Austria | July 5–July 26 |
| Miami, University of | London, England | June 6–August 6 |
| Miami, University of | Madrid, Fuengirola, Barcelona, Spain | June 9–July 30 |
| Michigan State University | Ottawa, Canada | May 16–June 27 |
| Michigan State University | Zapopan, Jalisco, Mexico | May 26–June 14 |
| Mississippi, University of | Cambridge, England | July 5–July 26 |
| New England | Galway, Ireland | June 22–August 1 |
| New Mexico, University of/ Texas Tech | Guanajuato, Mexico | June 1–July 12 |
| North Dakota, University of | Oslo, Norway | May 20–June 27 |
| Notre Dame | London, England | June 30–August 6 |
| Nova Southeastern University | San Jose, Costa Rica | July 6–August 11 |
| Ohio State University | Oxford, England | July 7–August 7 |
| Oklahoma, University of | Oxford, England | July 6–August 9 |
| Pepperdine University | London, England | May 26–July 4 |
| Pontifical Catholic University of PR | Toledo, Spain | May 21–June 22 |
| Puerto Rico University | Santiago, Chile | May 1–August 1 |
| Puerto Rico, University of | Barcelona, Spain | June 24–August 1 |
| Quinnipiac College | Dublin, Ireland | June 6–July 18 |
| Regent University | Strasbourg, France | June 30–August 5 |
| Richmond, University of | Cambridge, United Kingdom | July 6–August 9 |
| Roger Williams University | Lisbon, Portugal | July 7–July 25 |
| Roger Williams University | London, England | June 16–July 4 |
| Samford University | Victoria, British Columbia, Canada | July 1–August 3 |
| Samford University | Durham, England | June 26–July 31 |
| San Diego University | Moscow & St. Petersburg, Russia | May 25–August 1 |
| San Diego University | Oxford, England | July 7–August 8 |
| San Diego University | Dublin, Ireland | June 30–August 2 |
| San Diego University | Paris, France | June 30–August 2 |
| San Diego University | Florence, Italy | May 26–June 21 |
| San Diego University | London, England | June 30–August 2 |
| San Diego University | Mexico City, Mexico | May 26–June 28 |
| San Diego University | Barcelona, Spain | May 26–June 20 |
| San Francisco University | Prague, Czechoslovakia | July 2–August 6 |
| San Francisco University | Dublin, Ireland | June 15–July 6 |
| Santa Clara University | Tokyo, Japan | June 8–July 25 |
| Santa Clara University | Geneva/Strasbourg/ Switzerland/France | June 7–July 25 |
| Santa Clara University | Oxford, England | July 6–August 5 |

Foreign Summer Programs 2003, con't


| School | Program Location | Program Date |
|---|---|-------------------|
| Santa Clara University | Singapore/Bangkok/ K.Lumpur/HoChiMinh | June 8–July 25 |
| Santa Clara University | Hong Kong, SAR, China | June 1–August 1 |
| Santa Clara University | Munich, Germany | June 23–August 8 |
| Seton Hall University | Milan, Parma, Genoa-Nervi, Italy | June 1–June 28 |
| South Texas | Valletta, Malta | May 27–June 27 |
| Southwestern University | Vancouver, British Columbia, Canada | May 26–June 24 |
| Southwestern University | Buenos Aires, Argentina | May 26–June 27 |
| St. Louis University | Madrid, Spain | May 18–June 24 |
| St. Mary's University | Innsbruck, Austria | July 7–August 8 |
| Stetson University | Granada, Spain | June 9–July 5 |
| Stetson University | Tallinn, Estonia | July 14–August 8 |
| Suffolk University | Lund, Sweden | June 15–July 8 |
| Syracuse University | London, England | May 27–July 18 |
| Temple University | Rome, Italy | May 30–July 4 |
| Temple University | Athens, Greece | June 7–July 11 |
| Thomas M. Cooley | Toronto, Canada | May 19–June 27 |
| Touro College | Shimla, India | May 27–June 30 |
| Touro College/Loyola University | Moscow, Russia | May 30–June 21 |
| Touro College | Potsdam, Germany | June 23–July 19 |
| Tulane University | Spetes, Greece | June 22–July 11 |
| Tulane University | Thessaloniki, Greece | June 22–July 5 |
| Tulane University | Siena, Italy | May 28–June 30 |
| Tulane University | Cambridge, England | July 7–August 2 |
| Tulane University | Amsterdam, The Netherlands | July 7–August 2 |
| Tulane University | Paris, France | June 30–July 25 |
| Tulane University/ Albany Law School | Montreal, Quebec, Canada | July 7–August 14 |
| Tulane University | Berlin, Germany | July 27–August 9 |
| Tulane University | Amsterdam, The Netherlands | July 7–August 2 |
| Tulane University | Rhodos, Greece | June 1–June 20 |
| Tulsa, University of | Dublin, Ireland | June 14–July 19 |
| Tulsa, University of | Geneva, Switzerland | July 19–August 17 |
| University Missouri-K.C. | Dublin/Dengle, Republic of Ireland/ Derry/Northern Ireland | May 18–June 16 |
| University of Pittsburgh | Pacific Rim | June 17–August 19 |
| Valparaiso University | Cambridge, England | June 23–July 28 |
| Wake Forest University | London, United Kingdom | June 2–June 26 |
| Wake Forest University | Venice, Italy | June 30–July 24 |
| Wake Forest University | Vienna, Austria | |
| Whittier Law School | Santander, Spain | June 22–July 24 |
| Widener University | Nairobi, Kenya | June 15–July 31 |
| Widener University | Sydney, Australia | June 20–July 25 |
| Widener University | Geneva, Switzerland | June 6–July 12 |
| Widener University | Venice, Italy | June 22–July 25 |
| Willamette University | Shanghai, China | June 16–July 13 |
| William Mitchell | England and Wales | June 9–July 24 |
| William & Mary | Madrid, Spain | July 6–August 6 |

Statistical Digest: Enrollment in J.D. Programs

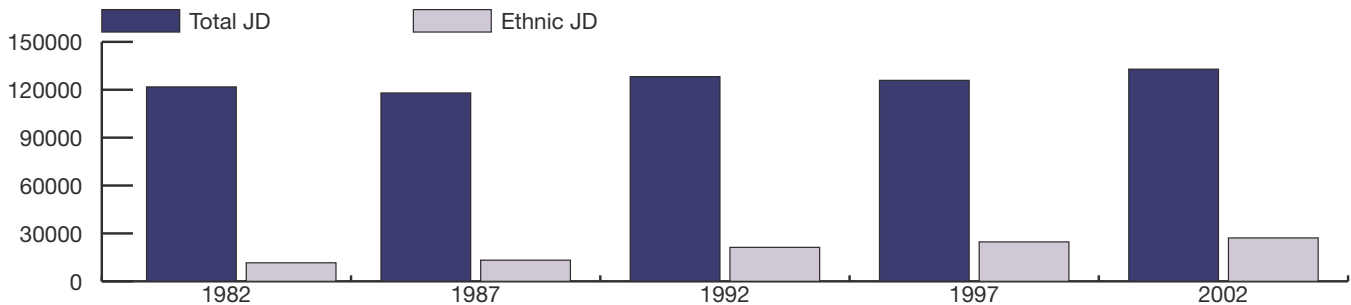
David Rosenlieb, Data Specialist

The following observations resulted in a comparison of enrollment in J.D. programs at ABA-approved law schools every five years starting in 1982 and ending in 2002. The statistics are based on answers to questions in Part 2, Section 2 of the Annual Questionnaire.

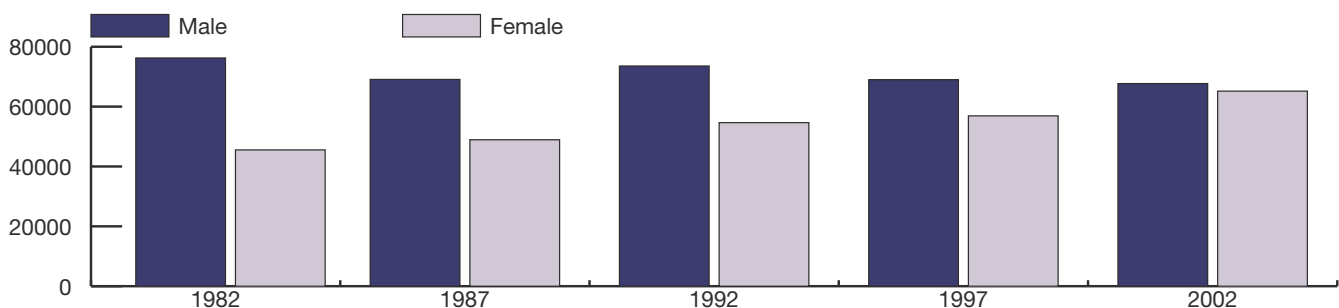
Ethnic enrollment in J.D. programs has increased every year in the comparison, starting with 9.5% of total enrollment in 1982, 11.2% of total enrollment in 1987, 16.5% of total enrollment in 1992, 19.6% enrollment in 1997, and 20.4% of total enrollment in 2002.

Female enrollment in J.D. programs has increased every year in the comparison, starting with 37.3% of total enrollment in 1982, 41.4% of total enrollment in 1987, 42.6% of total enrollment in 1992, 45.2% of total enrollment in 1997, and 49% of total enrollment in 2002. There was a 4.7% increase in the total number enrolled in J.D. programs from 2001 (106,580) to 2002 (111,667). There was a 15.2% change in the number of first-year J.D. students from 1982 (42,034) to 2002 (48,433). 

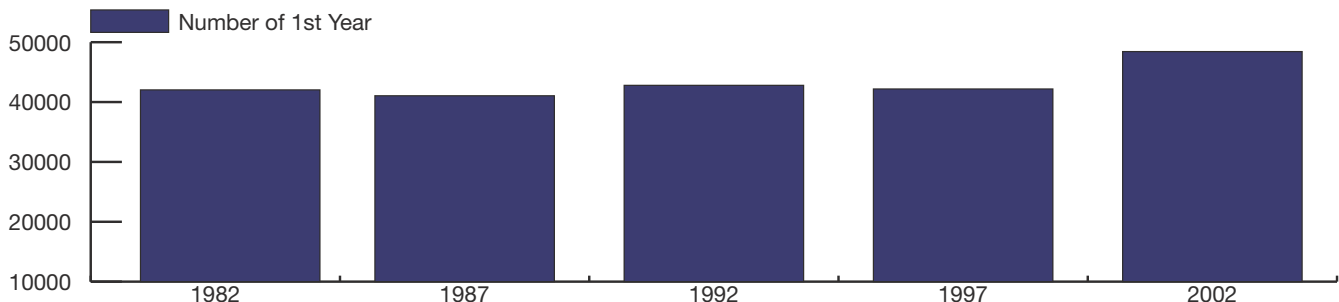
Total JD Enrollment/Ethnic JD



Male/Female JD



1st Year JD



STUDENT LOAN PROGRAMS

Continued from page 1

finance their undergraduate education.

Repayment obligations are very substantial, but studies by NALP show law firm salaries have generally kept pace with rising tuition levels for lawyers in the private sector. Salaries in government (particularly state and local government) and in the non-profit sector have not. The average starting salary for lawyers in the non-profit sector (e.g., in legal aid and public defender jobs) is only \$35,000. A lawyer earning that salary will take home, after taxes, approximately \$2,500 per month. If the applicable interest rate were 6% and the lawyer had \$84,000 in law school debt and tried to repay the loan over ten years, the lawyer would pay \$932 per month, an impossible 37% of income. Stretching repayment over 25 years would lower the payment to \$541 per month (22% of income) but would add more than \$50,000 of interest to the amount that would eventually be repaid. Higher interest rates, such as those experienced before the recent economic lull, would add substantially to repayment amounts. (For graduates with the median debt of private law school graduates, \$70,299, the situation is only slightly less dire. They would pay \$781 per month, or 31% of income, to retire the debt in ten years, and repaying the debt over 25 years would lower the monthly payment only to \$452, or 22% of income.)

Congress attempted to address this problem of high educational debt and low income in 1993. To reduce the disincentive to public service arising from high educational debt, Congress created an “income-contingent” repayment program, through which high debt/low income borrowers can meet their obligations by repaying only a specified fraction of their incomes each year. (The ceiling is 20% of the student’s “discretionary” income; that is, adjusted gross income less the poverty level for the relevant size of family.) Amounts above this ceiling are added to principal, but any balance remaining at the end of 25 years is forgiven; the federal government absorbs the remainder.

Unfortunately, the income-contingent repayment program has failed. As shown in Philip G. Schrag, “The Federal Income-Contingent Repayment Option for Law Student Loans, 29 *Hofstra L. Rev.* 733 (2001), the program requires at least an initial commitment to a 25-year repayment plan, and law students are unwilling to consider any such commitment. Financial aid advisors also counsel against it, arguing that the long term is unforeseeable. As a result, virtually no law students—even

those headed for long-term public service careers, elect this option. (They do use law school loan repayment assistance programs, but only about a third of law schools have such programs, and most programs find it impossible to fund loan repayment assistance for more than a small portion of their graduates who need that assistance.)

The ABA and the AALS are asking Congress to create a special forgiveness feature within the income-contingent repayment option for public interest employees. We propose that the remaining debt be forgiven after 15 years, rather than 25, for borrowers who have spent a specified number of years (perhaps five or eight) in full-time work for government agencies or non-profit organizations.

Increase the Annual Stafford Loan Limits

Law students may borrow \$18,500 annually at low interest rates, through the FFEL (government guaranteed) or FDL (direct lending) programs. (For most students, the first \$8,500 of the annual limit is in subsidized loans and the remaining \$10,000 is in unsubsidized loans.) This annual limit has not been adjusted for law students since 1992, although in 1997 the Department of Education raised the total limit for medical, veterinary, and other students in health-related professions to \$38,500. One effect of the low limit for law students is that many students at private schools borrow nearly half the cost of attendance from private sources at higher interest rates. Another effect is to reduce the utility of the income-contingent repayment option, since repayment of private debts is excluded from the option.

The ABA and AALS are asking Congress to provide equal treatment for all graduate and professional students by raising the unsubsidized annual loan limit to \$30,000, so that the overall annual loan limit for all graduate and professional students would be \$38,500 or the cost of attendance, whichever is lower.

Persuading Congress to make these two important changes will not be easy, and we may not achieve all of our objectives. Led by key volunteers, such as Associate Dean Peter Winograd of New Mexico, chair of the Section’s Government Relations Committee; Professor Reynaldo Vulencia of St. Mary’s, chair of the AALS Government Relations Committee; Dean Kinvin Wroth of Vermont, and Professor Philip Schrag of Georgetown University Law Center, we will do our best. Any assistance that others interested in legal education can offer is greatly welcomed. ☪

Calendar

MAY 2003

| | | |
|-----------|---|------------------|
| 14 | Deans' Breakfast | Chicago, IL |
| 14 | ABA Standards Review Committee Public Hearing | Chicago, IL |
| 14 | ABA Standards Review Committee Meeting | Chicago, IL |
| 27-30 | ABA Law School Development Conference | Jackson Hole, WY |
| 30-June 2 | New Deans' Seminar | Jackson Hole, WY |

JUNE 2003

| | | |
|-------|--|-----------------|
| 6-8 | ABA Council Meeting | Miami Beach, FL |
| 16-17 | Conference: Taking Stock— Women of All Colors in Law School | New York, NY |
| 27-28 | ABA Accreditation Committee Meeting | San Diego, CA |

AUGUST 2003

| | | |
|------|----------------------|-------------------|
| 7-13 | ABA Annual Meeting | San Francisco, CA |
| 7-8 | ABA Council Meeting | San Francisco, CA |
| 8 | ABA Kutak Reception | San Francisco, CA |
| 9 | ABA Deans' Breakfast | San Francisco, CA |
| 9 | ABA Section Programs | San Francisco, CA |

SEPTEMBER 2003

| | | |
|-------|---------------------------------|-------------|
| 12 | Site Evaluation Chairs Workshop | Chicago, IL |
| 19-21 | Standards Review Committee | TBA |

OCTOBER 2003

| | | |
|-----|---------------------------------|-----|
| 3-4 | Accreditation Committee Retreat | TBA |
|-----|---------------------------------|-----|

NOVEMBER 2003

| | | |
|-------|------------------------------------|-------------|
| 6-8 | Accreditation Committee Meeting | TBA |
| 14-15 | Standards Review Committee Meeting | Chicago, IL |

DECEMBER 2003

| | | |
|-----|-----------------|--------------|
| 5-6 | Council Meeting | Portland, OR |
|-----|-----------------|--------------|

JANUARY 2004

| | | |
|-------|---------------------------------|-----|
| 22-24 | Accreditation Committee Meeting | TBA |
|-------|---------------------------------|-----|

FEBRUARY 2004

| | | |
|------|--------------------------|-----------------|
| 4-10 | ABA Midyear Meeting | San Antonio, TX |
| 5-6 | Deans' Workshop | San Antonio, TX |
| 7-8 | Council Meeting | San Antonio, TX |
| 21 | Site Evaluators Workshop | Chicago, IL |

APRIL 2004

| | | |
|-------|-------------------------------------|------------|
| 16-17 | Out-of-the-Box Committee Conference | Dallas, TX |
| 22-24 | Accreditation Committee Meeting | TBA |

MAY 2004

| | | |
|----|--|------------------|
| 19 | ABA Deans' Breakfast | Washington, D.C. |
| 19 | Standards Review Committee Hearing/Meeting | Washington, D.C. |

JUNE 2004

| | | |
|-------|---------------------------------|------------------|
| 11-13 | Council Meeting | Washington, D.C. |
| 25-26 | Accreditation Committee Meeting | TBA |

AUGUST 2004

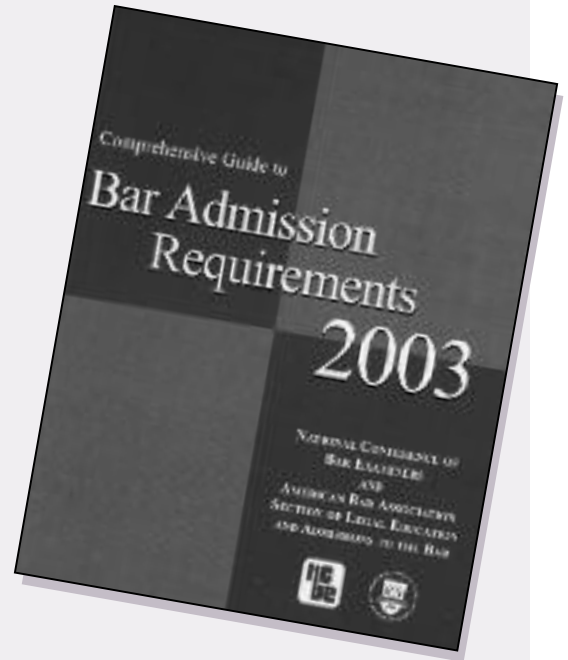
| | | |
|------|--------------------|-----------------|
| 5-10 | ABA Annual Meeting | San Antonio, TX |
|------|--------------------|-----------------|

Now Available

Comprehensive Guide to Bar Admission Requirements 2003 Edition

The National Conference of Bar Examiners and the ABA's Section of Legal Education and Admissions to the Bar publish the Comprehensive Guide to Bar Admission Requirements each year. It sets forth the rules and practices of all U.S. jurisdictions for admission to the bar by examination and on motion: legal education, character and fitness, bar examinations, special licenses, etc. Supplemental information follows each chart.

Request ABA product code: #5290087(03ED)



2004 Edition of the ABA-LSAC Official Guide to ABA-Approved Law Schools

The 2004 edition of the *Official Guide to Approved Law Schools* is now available for purchase. The publication is a result of much work and cooperation between the staff of the Consultant's Office on Legal Education and the Law School Admissions Council (LSAC).

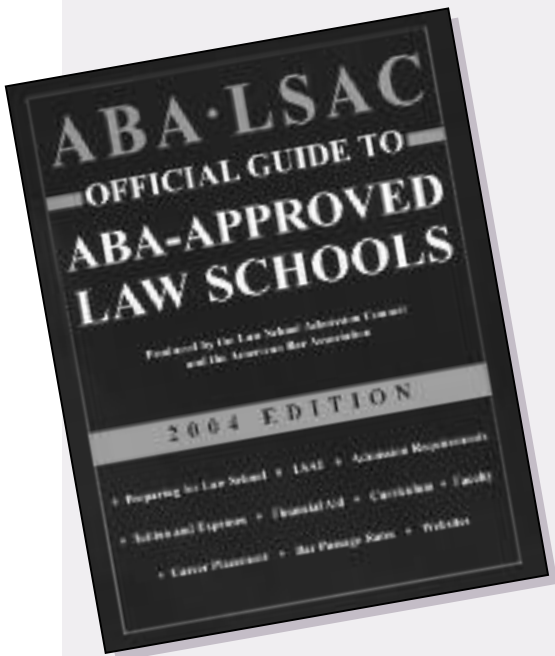
The book is published as a resource for law schools, prospective students, placement, and guidance personnel. The information contained in the *Official Guide* is the most timely and comprehensive data on American law schools. Standard 509, modeled after the Department of Education regulations, requires law schools to "publish basic consumer information in a fair and accurate manner reflective of actual practice."

The revised edition contains a wealth of information, including admission data, tuition, fees, library resources, financial aid, J.D. enrollment, bar passage rates, and other valuable data.

Request ABA product code: #5290085(04ED)

Publication Chapters

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- Law School Admissions Process
- Applying to Law School
- Choosing a Law School
- Opportunities in Law for Minority Men and Women
- Accreditation Process
- Financing Your Legal Education
- Admissions to the Bar
- Finding a Job
- Post. J.D. Programs
- Legal Education Statistics



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UPCOMING CONFERENCES

Law School Development Conference: Jackson Hole VII

The seventh annual conference for law school deans and senior development and alumni relations' officers is scheduled for May 27-30, 2003. The conference will take

place at the Jackson Lake Lodge in Grand Teton National Park, Wyoming. Dean Patrick Hobbs of Seton Hall University School of Law and Senior Associate Dean Martin Shell of Stanford University co-chair the planning committee.



ABA to Host Seminar for New Law School Deans

The 10th annual seminar for law school deans will take place on May 30-June 2, 2003, at the Jackson Lake Lodge in Jackson Hole, Wyoming, following the Law School Development Conference.

The invitational seminar helps new law school deans make a smooth transition into their positions. The program covers the day-in-the-life of a dean, relations with faculty, students, graduates, the university administration and the legal profession. Dean David E. Van Zandt of Northwestern University School of Law will chair the event.

Nominees Selected for Section Officers and Council of the Section

In April 2003, the Nominating Committee, consisting of Chairperson Diane C. Yu, Esq., Professor Margaret Martin Berry, Honorable Martha Craig Daughtrey, J. William Elwin, Jr., Esq., Professor Timothy J. Heinsz, Dean Mary Kay Kane, Dorothy S. Ridings, Honorable Randall T. Shepard, Honorable Gerald W. VandeWalle and Dean Robert K. Walsh selected the following list of individuals as nominees for Section Officers and

members of the Council of the Section. (Dean Kane did not participate in the Committee's decisions.)

All of the listed individuals have indicated their willingness to have their names placed in nomination. The election of officers and members of the Council will occur at the Section's Annual Business Meeting during the ABA Annual Meeting on Saturday, August 10, 2003, from 5:15 to 5:45 p.m. at the Pan Pacific Hotel in San Francisco, CA.

OFFICERS

Chairperson (automatic under the Bylaws)

Pauline A. Schneider, Esq.
Hunton & Williams, Washington, D.C.

Chairperson-Elect Nominee

Honorable Elizabeth B. Lacy
Supreme Court of Virginia, Richmond, VA.

Vice-Chairperson Nominee

Dean & President Steven R. Smith
California Western School of Law, San Diego, CA

Immediate Past Chairperson

(automatic under the Bylaws)
Professor and Dean Emeritus E. Thomas Sullivan
University of Minnesota School of Law
Minneapolis, MN

Secretary (Two-Year Term)

Honorable Solomon Oliver, Jr.
United States District Court
Cleveland, OH

Delegate to ABA House of Delegates (Non-voting one-year term)

Norman Redlich, Esq.
Wachtell, Lipton, Rosen & Katz
New York, NY

AT-LARGE COUNCIL MEMBER NOMINEES

Re-election to Three-Year Term:

Honorable Sidney S. Eagles, Jr.
North Carolina Court of Appeals, Raleigh, NC

Professor Randy A. Hertz

New York University Law School, New York, NY

Distinguished Professor & Dean Emeritus

Lizabeth A. Moody

Stetson University College of Law, St. Petersburg, FL

Associate Dean & Professor Peter A. Winograd

University of New Mexico School of Law

Albuquerque, NM

AT-LARGE COUNCIL MEMBERS

Election to New Three-Year Term

Hulett H. Askew, Esq.

Director, Office of Bar Admissions

Supreme Court of Georgia, Atlanta, GA

President John L. Lahey

Quinnipiac College, Hamden, CT

Honorable Ruth V. McGregor

Arizona Supreme Court, Phoenix, AZ

LAW STUDENT DIVISION MEMBER NOMINEE

Election to One-Year Term

Irving Freeman, Ph.D.

Duquesne University School of Law, Pittsburgh, PA

SYLLABUS

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American Bar Association
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