

SYLLABUS

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

Six Extraordinary Years

Message from the Consultant

By John A. Sebert

TRIBUTE

*This issue of Syllabus is dedicated to **John A. Sebert** for his six years of service as ABA Consultant on Legal Education.*

It was slightly over six years ago that I accepted the appointment as consultant-designate on legal education. I found myself instantly consumed with very immediate tasks, such as making final arrangements for the Section's new offices in Chicago and hiring the almost entirely new staff that would support the Section's work beginning in September 2000. The beginning was hectic, and the intervening six years have been, at various times, extraordinarily interesting, exciting, challenging, and rewarding.

Working together with the Council and our committees, and with many deans and law school faculty, I think we have achieved a lot. Here are a few of the more important accomplishments that stand out to me:

We have built an excellent staff in the Consultant's Office and expanded that staff by adding new people with valuable professional expertise who have

enabled us to do more, and do it more efficiently, in support of the important work of the Section. Nothing that we do can be accomplished without the fine work of this great staff.

We have made important improvements in the processes for evaluating law schools, in the training of site teams and their chairs, and in the efforts we make to prepare schools for site evaluations. We also have greatly increased the number and diversity of people involved in the site evaluation process as site team chairs and team members.

The financial structure of the Accreditation Project has been placed on solid footing by the institution of an annual fee system for fully approved schools and foreign programs. This system replaces the prior reliance on large fees assessed every seven years for sabbatical site evaluations that were difficult for schools to budget and that produced greatly varying revenue for the Accreditation Project depending on the number of site evaluations scheduled for a particular year.

With the leadership of the Standards Review Committee

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Deputy Consultant Self-Grades Work

By Stephen T. Yandle

As I prepare to leave the position of deputy consultant this summer, it seems appropriate given our educational orientation to grade the work that I have been involved with over the last two years. Self grading is a tricky exercise so I will try to incorporate external assessment to the extent that I can.

At the positive end of the grading scale there are a couple of entries. The site teams over the last two years have included more women, minorities and new members than ever before. We have received consistent feedback from the team chairs, the deans of law schools visited, and the Accreditation Committee that the quality of the individual and collective performance of the team members has been superb.

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From the CHAIRPERSON

By Dean Steven R. Smith

In some ways this is “the best of times” and “the worst of times” in legal education. In the midst of increasing quality and resources, legal education is experiencing troubling elements. Levels of dissatisfaction, student distress, and substance abuse are too high and some law schools are drifting from a commitment to basic principles, and are failing to focus on their mission.

I appreciate receiving the publications from most law schools and viewing their Web sites. They all look great. As much as the appearance has improved on the law schools’ marketing materials, however,



the content often seems murky. Perhaps we are saying more and communicating less. The “generic” publications of many law schools

look pretty much alike—“if it is hot, we got it.” Too many law schools are trying to be everything, at least everything measured by the rankings. This cynical pitchman’s trick is increasingly obvious to the profession and applicants. In truth, there are more wonderful differences among law schools than one can tell by reading their marketing literatures.

It makes it hard for applicants to discern from reading law schools’ materials what the legitimate differences are that would attract some students and not others. So, too often applicants

find it difficult to match their needs to those schools that would be especially good for them. Perhaps this is one of the reasons applicants rely too much on rankings and ratings. We do not give them enough good information to make solid decisions, so they turn to bad information.

The solution is essential but not easy: we all should take seriously our obligations to state a real mission, implement it effectively and tell the world accurately what we are about. Part of this process is for law schools to define their own success by answering the question (in measurable ways): “This law would be a success if it accomplished the following things” These are not easy questions, but they should be happy ones. The opportunity to think about success is a positive undertaking for an institution, even with the frustration of having to choose to focus on what the school can reasonably accomplish.

The cookie cutter definition of success does not fit well with many law schools’ special strengths, the basic needs of their students or the future of the legal profession. Law schools should define success in ways that are important to students and the profession, whether or not this influences the ratings or rankings.

A common element of the mission statements of many law schools is that the institutions seek to prepare students for successful entry into the legal profession. There are good reasons to believe that law schools are generally doing a better job of

education for the profession than ever before. Skills training programs, legal writing education, specialized courses taught in small sections, legal information delivery and universal professional responsibility instruction are good examples of the progress of the last two decades.

In other ways, however, law schools are not doing such a good job of preparing students for the profession. Schools have not, for example, done much to prepare students for the pressures and distress that lawyers commonly encounter. The need for such preparation is especially pressing in law. While there are many lawyers who have productive and satisfying careers, there are others with disastrous levels of dissatisfaction.

The levels of dissatisfaction and substance abuse among lawyers are high enough to warrant concern. Studies repeatedly show that the level of alcohol abuse may be twice as high among lawyers as among the general population. Levels of various forms of distress and psychopathology are generally found to be much higher among lawyers than the general population. There are surprisingly a number of attorneys who are simply dissatisfied with their professional lives.

Law schools have not focused students on what they should do to become lawyers with happy, rewarding careers. We can no longer ignore this part of our students’ education. We cannot eliminate the stress, anger, and tension from the practice of law. We can, however, do a better job of preparing our graduates to understand and deal with these realities.

Some law schools have taken steps to work with students in the areas of stress, time management and careful career planning. Some skills training programs now have

components that discuss these topics. Most schools, however, have not taken even these first steps. Here are a few things that law schools might consider to improve the professional lives students will have as attorneys.

Establish programs that deal directly with the stress attorneys experience and effective coping mechanisms. Time and anger management are skills all attorneys will need, but few law students are taught. Lawyers who set realistic goals for themselves that represent their own values, for example, are likely to be more satisfied than others, but that may not be obvious to law students. Most law students probably give little serious thought to setting their own goals. These programs might start with orientation, but cannot be a "one shot" effort. Law school itself, of course, creates a lot of stress. Perhaps law schools can use the stress students encounter as an opportunity to teach coping skills that will last throughout their professional careers.

Make career services directed more to helping students find the *right* place for them in the profession. The odds of a satisfying career, of course, are much higher if the attorney is in the "right" job. Law schools sometimes act as though the purpose of the career services office is to "place" students as high on a prestige ladder as their grades and interviewing skills will take them. In fact, the office's definition of its own success may depend on the number of students "placed" in prestigious firms. Students need much more sophisticated help in thinking about what they really want to do and will find satisfy-

ing. More schools should have a commitment to helping students think seriously about where they want to be in the profession.

Cooperate with the bar association, graduates and other lawyers to give students as many opportunities as possible to talk to lawyers about their careers, what is satisfying, what is stress producing and how to deal successfully with the stresses and strains of practice.

Help students know how to find help when they need it. There are a lot of services available to law students and lawyers who need help when they are moving toward trouble. Most law students know little about how to find the services that lawyer assistance programs can provide (even to law students) or other professional counseling.

Improve "bridge the gap" programs to include elements of stress and anger control, time management and lawyer assistance.

Treat students with respect, compassion and professionalism so they see in law schools the qualities that we would like to have them demonstrate as professionals.

Undertake better research concerning the elements and conditions that make for satisfied, productive lawyers. There is good research about the level of dissatisfaction, substance abuse and the like, but the research is not as good about ways of avoiding these dysfunctions.

Just as all of legal education is a professional lifetime continuum, so the efforts of our profession to reduce some of the pathology and increase satisfaction in the profession will be a lifetime process for lawyers. We can give them a good start on that road while they are in law school. 🏠

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Chairpersons' Reflections



Diane C. Yu, Esq.
(2000-2001)



Hon. Gerald W. VandeWalle
(2001-2002)



Provost E. Thomas Sullivan
(2002-2003)



Pauline A. Schneider, Esq.
(2003-2004)



Hon. Elizabeth B. Lacy
(2004-2005)



Dean Steven R. Smith
(2005-2006)

Diane C. Yu, Esq. (2000-2001)

I had the unique distinction of being the Chair who had the benefit of the advice and counsel of not just one, but two, consultants on legal education. It was John Sebert's initial year as Chair, but Jim White, his predecessor, was also available as a resource in a transition capacity. I had served on the search committee that nominated John to the post, and was pleased to work with him as he began his ABA consultant career.

We began the year with a bang in Denver in October of 2000 with the "Action and Accountability" conference on methods of increasing diversity in legal education. Our keynote speaker was Janet Reno, who laid out an ambitious charge to the assembled law school deans, faculty, and administrators from around the country who attended the conference. The success of the conference was due to an excellent planning team and great receptivity on the part of the participants to drill down and develop concrete proposals to move the dial forward.

John and I had also testified at a public hearing that led to our winning reaccreditation status for the Council of the Section of Legal Education and Admissions to the Bar as the official accrediting agency for U.S. law schools by the Department of Education that year. It was John's first (but not last) encounter with the DOE on behalf of the Section. 2000 was also the first year of the "Out-of-the-Box" Committee, which I had created after the extraordinary panel in London in July 2000, where distinguished educators and bar leaders from the United States and England (including past presidents of the ABA and chairs of the Council) responded to the challenges expressed in then-NYU Law School Dean John

Sexton's provocative paper on "Out-of-the-Box" Solutions for Legal Education. The "Out-of-the-Box" Committee began to forge a path of welcoming and articulating unconventional and innovative ideas to improve legal education and better prepare students for 21st century law practice demands. John was a member of the committee from the outset and continues to be very supportive of its mission.

I am grateful to John for his energy and desire to streamline the procedures of the Section and clarify our policies, and to help energize many of our Section committees. In his "honeymoon" year, he was consistently responsive and eager to delve into the large and complex portfolio of functions that the Consultant's office handles on a daily basis, and learned very quickly how to react to the occasional crisis that also came along!

During the year, I also attended many Section committee meetings and spoke at a host of law schools and bar association meetings on behalf of the Section. Chairing the Section was a wonderful source of inspiration and invigoration for me. I look back on it with nothing but great fondness.

Honorable Gerald W. VandeWalle (2001-2002)

Given the opportunity to write about John Sebert and my year as Chair caused me to sit back and examine the years John served as consultant. I use the term years because one cannot capture the essence of the man in a one-year interval. I do not intend to intrude on the other Chairs' prerogative to discuss their experience with John in their year as Chair but I must comment on John's work in the

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A TRIBUTE TO John A. Sebert

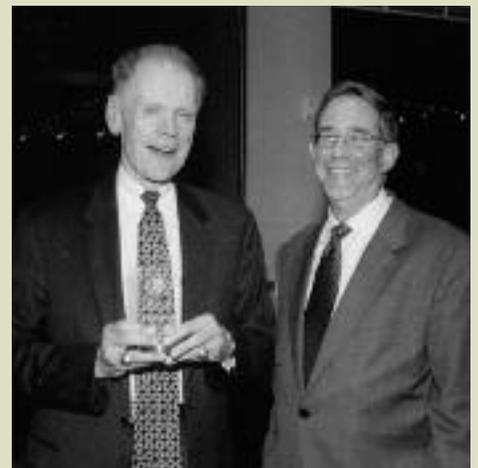


Section of Legal Education and Admissions to the Bar Staff

(seated, l-r) Consultant John A. Sebert; Deputy Consultant Stephen T. Yandle; (standing, l-r) Executive Assistant Maxine A. Klein; Data Specialist David E. Rosenlieb; Associate Consultant Camille deJorna; Accreditation Assistant Christina Williams; Director of Operations Carl A. Brambrink; Receptionist Beverly Holmes; Executive Assistant for Accreditation Cathy Schrage; Manager of Publications and Technology Joe Puskarz. Not pictured: Events and Meetings Manager Allison Lisle; Assistant to the Deputy and Associate Consultant Keisha L. Stewart.



Consultant John A. Sebert with 2000-01 Chairperson Diane C. Yu, Esq.



2001-02 Chairperson Honorable Gerald W. VandeWalle and Consultant John A. Sebert.



(l-r) Chairpersons: Provost E. Thomas Sullivan (2002-03); Dean Steven R. Smith (2005-06); Pauline A. Schneider, Esq. (2003-04); Honorable Elizabeth B. Lacy (2004-05).

Chairpersons' Reflections

Continued from page 4

transition of the Consultant's Office from Indianapolis to Chicago. As one who was skeptical, if not fearful, of the move, John quickly put my skepticism and fears to rest. It took more than one year to totally settle in, but that transition is, I believe, one of John's major accomplishments.

John's unique accomplishment may have been the fact that he survived the Medora, North Dakota, flood of 2002! Perhaps only those who were at that Council meeting will fully appreciate how wet one can get in an outdoor amphitheater in a North Dakota thunderstorm. John, soaking wet and worried about his charges, took the whole thing in good humor.

I remember John best for his organizational skills and his abil-

ity to handle multiple tasks. He kept this Chair and the Council on track while at the same time accommodating the various participants at the Council meetings and answering the many questions that necessarily arise. Behind the scenes of Council meetings, John made sure the goals of the many committees of the Council were being met. For example, he insisted on a continuing, systematic review of the Standards, recognizing that the Standards would be viable and credible only if they are reviewed and applied in a consistent manner. John raised the profile of the bar admissions function of the Council of Legal Education and Admissions to the Bar. As co-chair of the Bar Admissions Committee for several years before I became a member of the Council, I appreciated John's recognition that issues involving bar admissions were significant to the mission of the Council and

the American Bar Association.

I am grateful to John for his dedicated and untiring service to legal education and the bar-admission process during his tenure as the consultant.

Provost E. Thomas Sullivan (2002-2003)

I've had the privilege of knowing John Sebert for over 20 years. Both as a close friend and a colleague, we have worked together on many issues of legal education. My professional association with John covered largely the ten years that I had served as a member of the Council of the Section of Legal Education and the year 2002-03 in which I served as Chairperson of the Council.

There are few people in law school education today who know more about law schools than John Sebert. During the time I served as Chair of the Council, working closely with John, the Council was in the forefront of many important issues regarding legal education, including changing the ABA Accreditation Standard 503 on the use of standardized tests for admissions to law school. The purpose of that change was to encourage law schools and other educational entities to begin a serious discussion about the use and weight of the LSAT in the admissions process. It was a clarion call for serious research, study, and discussion on identifying new criteria and predictors for success in law school and in effective lawyering. Because American law schools are the gatekeepers of the legal profession and indeed society as a whole, we believed there was a need to revisit the weight and use given to the LSAT for the admission to law school.

In the same year, the Supreme

Court decided *Grutter v. Bollinger*, which in many respects is as historic as *Brown v. Board of Education*. John and I, and other members of the Section of Legal Education, worked on and submitted a brief on behalf of the ABA, arguing in *Grutter* that racial diversity in higher education is a compelling governmental interest and indeed a public good, particularly as higher education is a means to ensure that people of racial and ethnic backgrounds participate in the democratic experiment of this Republic. As Justice O'Connor noted in *Grutter*, with respect to the connection of law schools, "In order to cultivate a set of leaders with legitimacy in the eyes of the citizenry, it is necessary that the path to leadership be visibly open to talented and qualified individuals of every race and ethnicity."

In both of these efforts, in changing Standard 503 and in advancing the ABA's position in *Grutter*, John played a leadership role. Indeed, his list of accomplishments, while consultant to the Section of Legal Education, is legendary. There is no Standard, Rule, or Procedure that has not been reviewed and carefully considered during John's tenure as consultant. It is often said that legal education in the United States is the model and envy of all other countries. If that statement is true, much of the credit is due to John Sebert's leadership and to that of his predecessors. American legal education owes John a large debt of gratitude for his thoughtful, caring stewardship of the standards and practices by which our American law schools produce so many fine lawyers and leaders for our country.

On a personal note, I want to thank John and his dear wife, Abbie, for their personal friend-

ship throughout these many years. Each of us suffered personal family losses during this time and faced many challenges in life. John and Abbie always were present with their support and encouragement. Their friendship and counsel have been a great support to me and to many other people in legal education.

As John starts a new phase in his professional career, we salute him for his careful stewardship and his uncommon dedication to American legal education. He has left his imprint on legal education as a teacher, as a dean, and as consultant to the Section.

**Pauline A. Schneider, Esq.
(2003-2004)**

It is not easy to succeed a legend. It is even tougher when you inherit staff and volunteer committee members who worked with the "legend" for more than two decades, must relocate to new offices in a new city and try to make the transition in leadership and location minimally disruptive to services and as seamless as possible to the clients that must be served. When John Sebert became the third consultant on legal education, he managed this balancing act with dexterity and good humor and won the admiration of law deans and volunteers alike. For this he deserves our thanks.

Others have recounted in these pages recollections of John's contributions to legal education as consultant and I share in their views of some of John's successes. As a former Chair of the Section, working closely with John, it was easy to observe his careful and thorough understanding of the Standards, his rapport with deans, his concern for the quality of legal education being offered in ABA-approved law schools and his efforts to be

inclusive, to encourage active participation in Section activities and committees of individuals from a wide variety of law schools. He reached out to expand the pool of volunteers who performed services for the Section, either through membership on committees or through participation in site evaluation visits. He was thoughtful with respect to issues of diversity in matters of race, gender and points of view. He clearly was instrumental in expanding the views and vision of those who participated in and contributed to the accreditation and standards review process.

There are two areas in which John was particularly effective and which served the Section very well. First, even before he took office and in the early months of his term, he conducted a series of conversations with deans of law schools around the country. For John, these were primarily listening sessions, learning what was on the minds of the deans, hearing their concerns about the accreditation process and the regulation of legal education by the ABA. These efforts not only were an opportunity for John to become personally acquainted with the deans, but they also let the deans know that John had an open mind and would listen to their concerns. All viewpoints were welcome and while there was no guarantee that those viewpoints would prevail, they would be shared with the various committees and considered in the deliberations. At a time when discontent was brewing and new organizations of deans critical of the accreditation process were being formed, John was able to calm some concerns through personal contact and thoughtful listening. Reaching

out, becoming known personally and displaying an openness to the many voices in legal education contributed mightily to a smooth transition in leadership of the Office of the Consultant.

A second area where John was extremely effective was in the relationship developed with the senior managers and executive director of the ABA. In many ways, the former location of the Office of the Consultant in Indianapolis was an impediment to close working relationships within the ABA and to a certain extent fostered an “insider” versus “outsider” mentality. The move of the office to Chicago along side other ABA staff helped to create a better understanding about the role and responsibilities of the Consultant’s Office among senior staff. In addition, John’s personal interactions as a core member of the senior leadership team with members of the Board of Governors helped them better understand the Section’s role and needs. While there was, and still remain, tensions between being an integral part of the ABA family and need to be “separate and independent” from the ABA for purposes of the regulatory and accrediting functions, John was able to function in such a way as to enhance the value of the relationship while minimizing any negative impact on the Section.

As John wraps up his term as consultant and moves on to his next challenge, I offer my thanks and express my admiration for a job done with care, energy, enthusiasm and thoughtful consideration for the many voices of legal education.

Honorable Elizabeth B. Lacy (2004-2005)

John Sebert has made many contributions to legal education and the Section of Legal Education and Admissions to the Bar dur-

ing his tenure as consultant. These range from pushing the envelope with the Out-of-the-Box Committee and his own contributions to that legal education think-tank to ensuring that listservs and committee lists are complete and accurate.

John’s personal interactions as a core member of the senior leadership team with members of the Board of Governors helped them better understand the Section’s role and needs.

As a Council member and officer of the Section, I have been most impressed by and grateful to John for his boundless capacity for producing work whether it is the redraft of an action letter for circulation or providing a comprehensive review of the history and proposed changes in a Rules revision project. Furthermore, John’s ability to recall and recite the relevant fact, event, Standard, or Rule has provided valuable perspective in the decisions facing the Council and its committees.

John has served as the proverbial “glue” of the Consultant’s Office he has built in Chicago over the past six years. In building that office, John has recruited talented, quality staff whose work product equals that of a much larger office.

But John is not all work and no play. He and Abbie have embraced the Section as part of their family and we have enjoyed many events with them. They have been good sports from enduring drenching rain in Medora to collecting persons from emergency rooms in Chicago. They have left their mark on the Section and we are the better for it.

Dean Steven R. Smith (2005-2006)

Legal education is very fortunate to have people who are willing to

take time away from their scholarly duties to be our leaders for a while. John Sebert is one of these dedicated leaders.

John is a fine teacher and scholar with a terrific understanding of legal education and has developed over many years as a leader in our profession. It has been my pleasure to know John for more than 20 years, and a special honor to work with him closely during the past two years.

The professional life of the consultant is as demanding as one can imagine. John faced the daunting task of implementing the decision of the Board of Governors of the ABA to move the offices of the Section of Legal Education and Admissions to the Bar to Chicago from Indianapolis. That the transition went so well is a tribute to his extraordinary patience. John also developed a very important process during his first year of meeting regionally with deans, a mechanism of communication that served everyone. His long familiarity with the accreditation process gave him the special touch that was necessary to twice lead us through thorough reviews of the Standards, a new fee structure and the rerecognition by the Department of Education. John also brought us into closer contact with the rest of the ABA. His career-long contacts with the other organizations in legal education, including his work as deputy consultant of the AALS, served us well in helping to coordinate with these organizations.

The list of John’s accomplishments would go well beyond the number of words allowed me. Let me thank John so much for his service to legal education and for his friendship for so many of us. Thank you to John and Abbie for your support. Best wishes for all continued success. ■

Former Deputy Consultant Applauds Sebert's Six Years of Service

By Dean Barry A. Currier, Concord Law School

John Sebert became the Consultant on Legal Education as the millennium turned, a time of change and challenge for legal education. John poured his heart, energy, and considerable intellect into his new role. I join others in thanking John for his service and his leadership. Personally, I want to thank him for the invitation to come to Chicago to serve as the deputy consultant in 2000. I enjoyed the experience, learned a lot from it, and appreciated the opportunity to be of service to the legal education and bar admissions communities.

John had the daunting privilege of succeeding James P. White. Jim was not the first ABA consultant on legal education; but, for all practical purposes, he developed and defined that position as we know it, and he established it as one of (if not *the*) key leadership positions in legal edu-

cation. Further, John came on board as the Consultant's Office relocated to the ABA headquarters in Chicago from its former base in Indianapolis. John made that move work, including assembling a new staff to carry on the work of the Office. The Office quickly put down roots in Chicago and continued the work of the ABA accreditation process and the Section's other activities.

Legal education, bar admissions, and the accreditation process that is at the heart of the work of the Section and the Consultant's Office faced important issues as John settled into his role. Among them were: the cost of legal education, the debt that students are incurring to get it, and the spillover effects of their borrowing on their satisfaction with law school and their career choices; the need for reform of the financing of the ABA accreditation process on which both law schools and the bar admissions community so heavily rely; the need for more diversity in law schools and the profession; new forms for delivering legal education, including distance learning and branch/satellite campuses; concerns about the gatekeeper roles of the LSAT and the bar exam; questions about the role that the Standards should play in

providing and/or protecting job security for law school faculty and professional staffs; and the impact of technology and globalization on each and every aspect of legal education, including the functioning of the accreditation process and the Consultant's Office themselves.

All of these issues are not going to be tackled and resolved, nor will all the wonderful opportunities that legal education has to make a difference in the world be seen and seized in a short period of time. But, John gave it all that he had. Progress occurred on many fronts. No one can say that John had a small agenda and a narrow perspective. He enjoys identifying and broadening the scope of the conversation, opportunities and challenges, and that is to his great credit.

As Bucky Askew takes the reins from John, I hope that he will bring the same love of and commitment to legal education, from A to Z, from top to bottom, that John demonstrated in his work.

Again, many thanks to John Sebert for all that he accomplished for legal education and the legal profession as the consultant on legal education from 2000 through 2006. And best wishes to him, Abbie, and their family for a happy and healthy next chapter. ■

S E B E R T I N B R I E F

- 2000-2006** Consultant on Legal Education
- 1993-2000** Dean and Professor of Law at the University of Baltimore School of Law
- 1974-1993** Professor, Acting Dean, Associate Dean for Academic Affairs at the University of Tennessee College of Law
- 1970-1974** Associate Professor at the University of Minnesota Law School
- 1967** J.D. (magna cum laude) from the University of Michigan Law School
- 1964** Bachelor's degree from the University of Michigan

Reporting of Statistics Greatly Enhanced Over the Past Six Years

By David Rosenlieb, Data Specialist

Instead of focusing on legal education statistics, I will discuss the improvements to the gathering, archiving, and reporting of legal education statistics that have taken place during the past six years under the direct leadership of Consultant John A. Sebert.

While legal education data gathering has always been an integral part of the Section, John had taken an immediate leadership role in showing that detailed and accurate data would strengthen legal education in the United States.

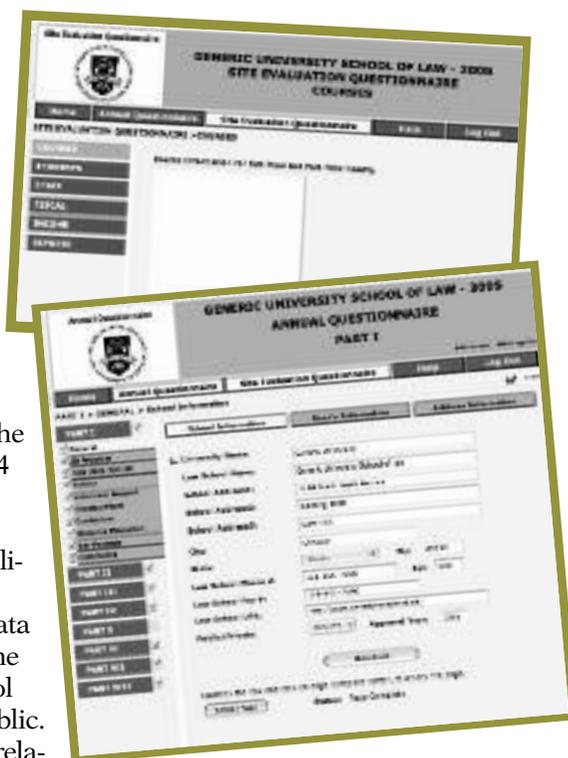
With John's high level of involvement with the questionnaire review process and his experience as a law school dean, the questionnaires have become highly focused on gathering more accurate and pertinent data due to expanded instructions and examples, elimination of redundant or obsolete questions, and increased detail in data regarding employment, admissions, attrition, distance education, diversity, personnel, student debt, endowment and reserve funds, information technology, and foreign study.

The most visible area of change that has taken place under John's leadership has been the increased use of more accessible technology for data gathering and reporting. During John's tenure as consultant, all of the major questionnaires (the Annual Questionnaire, Site Evaluation Questionnaire, and Foreign Summer Program

Annual Questionnaire) have been upgraded to Web-based applications. The new applications have made it easier for law schools to gather and share data internally, and to greatly assist site team members in their reviews of each of the law schools. The participation level, timeliness and quality of special committee projects have been improved due to use of the same technology, as seen in the Curriculum Committee's 2004 report on *A Survey of Law School Curricula*.

With the accuracy and timeliness of the data gathered have greatly improved, so has the data reporting to the law schools, the Section committees, law school applicants, and the general public. Due to John's strong working relationship with affiliate organizations, the *Official Guide to ABA-Approved Law Schools* became a joint venture with the Law School Admissions Council (LSAC) in 2002. The publication was expanded to allow more detailed and relevant consumer information. In addition, by putting the data on the Internet and making it searchable by law school applicants, consumer information is reaching a diverse audience.

The legal education community and the general public have also greatly benefited from John's strong interest in making the Section the leading archival source of data on legal education. The statistical information reported on the Section's Web site, in conjunction with data shared with legal scholars, members of the profession and the bench, affiliate organizations, and journalists, has increased the visibility and understanding of the importance of both domestic and international legal education.



Annual Questionnaire Web-based System.

On a more personal note, I would like to add that I greatly appreciate John's support, patience, and humor during my four years with the Section. Having no experience working in higher education accreditation, I was caught unawares by the complexity and variability. My learning curve was greatly reduced through the involvement of not only John, but also through Deputy Consultants Barry Currier and Stephen Yandle. John has also allowed me to implement new ideas and procedures. I really appreciate being able to work in an environment that allows and encourages continual improvement and increased service to the legal education community. I know that the Section will continue to build on the commitment to quality and service that have been a vital part of John's tenure as consultant. ■

Section's Annual Report Receives Creative Award

By Joe Puskarz, Editor

I am proud to announce that the Section's *Consultant on Legal Education to the American Bar Association 2004-05 Annual Report* ("Ingredients to Higher Education") was recently awarded the 2006 American Inhouse Design Award by the editors of *Graphic Design USA*.

The national design competition honors outstanding work in print, packaging, multimedia and interactive design. *Graphic Design USA* has sponsored competitions for four decades, and will feature the Section's *Annual Report* in its publication in summer 2006. The special double-sized issue will be seen by more than 100,000 professionals worldwide.

I would like to thank Sonya Taylor in ABA Publishing for her dedicated performance in working with me on mastering the book's new layout and design. But more importantly, I would also like to mention John Sebert's resounding efforts and leadership in enhancing the Section's publications over the past six years.

The most recent publication change was the *Annual Report* book. The *Report* had undergone a major change in 2003, featuring new section chapters, condensed copy format, and "themed" designs. The *Report* is delivered to Section members each November and offers detailed summarizations of the year's events.

Also under John's leadership, *Syllabus* was redesigned and com-

menced a new production schedule in 2002. In order to provide more effective communication with Section members, John implemented a revised production schedule so that our members would receive a significant Section publication once every quarter. The new schedule was designed around the schools' academic calendars and major Council/ABA meetings. *Syllabus* offers timely and substantive articles that reach legal educators at the beginning and end of each academic semester, and continues to provide enhanced features to its Section members.

John was instrumental in launching the new and redesigned *ABA/LSAC Official Guide to ABA-Approved Law Schools*. The Section and the Law School Admissions Council agreed to combine its data into one publication and had successfully launched the first book in winter 2002. Both the Section and LSAC teamed to present the book in searchable format on the ABA and LSAC Web sites. The *2007 Official Guide Book*

is currently available for purchase at www.abanet.org/legaled.

Another widely referenced Section publication is the annual *Comprehensive Guide to Bar Admission Requirements*, copublished with the National Conference of Bar Examiners. In 2002, the book had undergone major changes to clarify rules regarding foreign law school graduates; admission on motion; and reciprocity, comity and attorneys exam.

In addition, I would like to thank John for his enduring support and help in launching the Section's LEAP Intranet project that is in its first phase of housing information on the accreditation processes, law schools and committees. The internal system will greatly enhance the staff's future ability to search and store historical data on law schools and site evaluations. I am grateful to have worked with John over the past three-and-a-half years on commencing changes to both the Section's publications and technology initiatives. ■



Consultant on Legal Education to the American Bar Association 2004-05 Annual Report (*Ingredients to Higher Education*) received the 2006 American Inhouse Design Award by *Graphic Design USA*.

2006 ANNUAL MEETING

August 3–5 • Honolulu, HI

The Section's portion of the 128th ABA Annual Meeting will take place August 3–5, 2006, in Honolulu, Hawaii. Headquarters for the Section is the Moana Surfrider Hotel, 2365 Kalakaua Avenue, Honolulu, HI. For further information about the event and to register, visit www.abanet.org.

SECTION SCHEDULE AT-A-GLANCE



Thursday, August 3

- 7:00 a.m. – 5:00 p.m. Section Office
- 7:30 a.m. – 5:00 p.m. Council Meeting
- 6:00 p.m. – 9:30 p.m. Chairpersons' Dinner

Friday, August 4

- 7:00 a.m. – 5:00 p.m. Section Office
- 7:30 a.m. – 2:00 p.m. Council Meeting
- 5:30 p.m. – 7:00 p.m. Kutak Award Presentation and Reception

Saturday, August 5

- 7:00 a.m. – 6:00 p.m. Section Office
- 7:30 a.m. – 10:00 a.m. Deans' Breakfast
- 2:00 p.m. – 5:00 p.m. Section Program: *The Process of Bar Admissions*
- 5:15 p.m. – 5:45 p.m. Annual Section Business Meeting

SECTION PROGRAM: The Process of Bar Admissions

Saturday, August 5 • Moana Surfrider Hotel • 2 p.m. – 5 p.m.

Three panels will consider the present, future and long-term future of bar admissions. The first panel will consider the current status of the bar examination. The second panel will look at ways in which the bar examination might be changed. The third panel will explore broader perspectives concerning the examination process and alternatives to multiple-choice questions.

Panel I: The Present 2 p.m. – 2:50 p.m.

The first panel will focus on "Current Issues and Problems with the Bar Exam." Why are so many students failing the bar exam in some states, the number of subjects on the bar exam, the quality of questions and grading, improving the exam, the consequences on minority applicants of changes in the exam, the reasons for such wide variation among states in what is required to pass the exam, and the issue of a national cut score or national bar exam.

Panel II: The Future 3 p.m. – 3:50 p.m.

This panel will discuss the "Future of the Bar Exam" and focus on the following issues: revamping and restructuring the bar exam, the possibility of a national exam, international trade and the bar exam (as international trade assumes increasing importance), the relationship between law schools and law examiners and greater integration of skills into bar exams.

Panel III: A Broader Perspective 4 p.m. – 4:50 p.m.

The third panel will explore alternatives to multiple choice testing, both for law schools (LSATs) and for bar examiners. These will include the Wisconsin diploma privilege, the New York experiment with a clerkship alternative, and other alternatives to the bar examination. In a similar fashion, the panel will discuss legal education and the standardized test and if and how law schools could or should be decreasing use of LSATs through special programs and other considerations.

Approval of Law Schools

By Joe Puskarz, Editor

During the February Mid-Year Meeting in Chicago, the House of Delegates of the American Bar Association concurred with the action of the Council of the Section of Legal Education and Admissions to the Bar in granting provisional approvals to the University of LaVerne College of Law and Liberty University School of Law; The University of St. Thomas School of Law (Minnesota) received full approval.

The **University of LaVerne College of Law** is a nonprofit institution located in Ontario, CA, often referred to as the “Inland Empire” of Southern California. The college of law originally opened in 1970 under the name of LaVerne College Law Center. In 1977 the law center was renamed the University of LaVerne College of Law, and in 1983 the college of law acquired the San Fernando Valley College of Law in Woodland Hills, CA.

Dean Donald J. Dunn directs the college of 18 full-time faculty members and approximately 240 students enrolled in full- and part-time programs. LaVerne is the only accredited law school in inland southern California and offers only a Juris Doctor degree.

A self-study conducted in the early 1990s showed that California’s growing “Inland Empire” was one of the fastest growing regions in the nation and an ideal location for a law school. The City of Ontario offered a 60,000 square foot former county office building and seven acres of land adjacent to Ontario City Hall as the home for the college of law. The college moved into its new facilities in January 2001.

Liberty University School of Law is a private, religious orient-

ed institution located on a 4,400 acre campus in Lynchburg, VA. Bruce W. Green was appointed in fall 2002 to serve as the school’s founding dean.

Sixty students were inaugurated in August 2004, with six full-time faculty members, a library director and an associate dean for external affairs. Today, the school of law has an enrollment of 84 students and will graduate its first class in May 2007.

The school of law is located in an 880,000 square foot facility that was formerly a manufacturing plant. The law school occupies 122,000 square feet of technologically advanced classrooms featuring wireless access to the network and the Internet, as well as digital recording of lectures.

Liberty requires students to take six semesters of research and writing, in addition to Foundations of Law. The school of law has a strong practical component with an emphasis on lawyering skills and will roll out several legal clinics. One clinic will focus on Internet child solicitation and another on constitutional law cases that have national implications.

The **University of St. Thomas School of Law** in Minnesota has received full approval. The school received provisional approval in 2003. The school of law welcomed 120 students when it first opened in 2001, and currently enrolls 413 students. St. Thomas previously had a law school from 1923 to 1933, but it closed under the weight of the Great Depression.

During its provisional status, the school of law’s Mentor Externship Program in 2005 was awarded the E. Smythe Gambrell Professionalism Award by the American Bar Association Standing Committee on

Professionalism. St. Thomas also ranked second in the State of Minnesota, behind the University of Minnesota Law School, for the percentage of graduates who passed the bar exam.

St. Thomas School of Law is the fourth ABA-approved law school in the Twin Cities. Others include the University of Minnesota Law School, Hamline University School of Law and William Mitchell College of Law.

St. Thomas is part of the University of St. Thomas, a comprehensive coeducational Catholic university and the largest private higher education institution in Minnesota.

As of February 2006, a total of 193 institutions are approved by the American Bar Association to confer the first degree in law (the J.D. degree). Eight of the 193 law schools are provisionally approved: Appalachian School of Law, Barry University School of Law, Florida A&M University College of Law, Florida International College of Law, University of LaVerne College of Law, Liberty University School of Law, John Marshall Law School (Atlanta) and Western State University College of Law. 🏠

2005-06 APPROVALS

PROVISIONAL APPROVALS

University of LaVerne College of Law
(Winter 2006)

Liberty University School of Law
(Winter 2006)

FULL APPROVAL

Ave Maria School of Law
(Fall 2005)

University of the District of Columbia
David A. Clarke School of Law
(Fall 2005)

University of St. Thomas School of Law
(Winter 2006)

Law School Facilities Conference Wrap-up

By Carl Brambrink, Director of Operations



University of Washington School of Law Library

Three hundred and nine registrants attended the 2006 Bricks, Bytes and Continuous Renovation Conference on March 23-25 at the University of Washington and Seattle University law schools. The conference was sponsored by the American Bar Association's Section of Legal Education and Admissions to the Bar, and organized by members of the Section's Law School Facilities Committee.

The two-and-one-half-day conference featured three plenary sessions and a full schedule of informative programs designed for law school deans, faculty administrators, librarians, IT professionals and architects who have done a design or renovation of a law school facility space or those who will be doing one in the near future. Both law school buildings were built within the last seven years, and through continuous modifications to the buildings, each has incorporated the latest concepts in classroom design, space and technology.

Attendees heard from speakers and participated in discussions on topics that ranged from the faculty role in planning new facilities to designing parking structures. Conference attendees will be receiving a DVD complete with all recorded confer-

ence sessions and electronic presentations from each of the program sessions.

A special thanks to the members of the planning committee who did a superb job on coordinating the conference programs:

- Penny A. Hazelton, University of Washington School of Law (Chair)
- Richard Bird, Seattle University School of Law
- John Deliso, Suffolk University Law School
- Rudolph C. Hasl, Thomas Jefferson School of Law
- Theresa Knier, University of Washington School of Law
- Stephen G. Margeton, Catholic University of America, Columbus School of Law
- Pablo Molina, Georgetown University Law Center
- M. Kathleen Price, University of Florida College of Law
- Rayman L. Solomon, Rutgers University-Camden School of Law
- Jan Stiglitz, California Western School of Law
- Kellye Y. Testy, Seattle University School of Law 🏠

Sourcebook on Legal Writing Programs

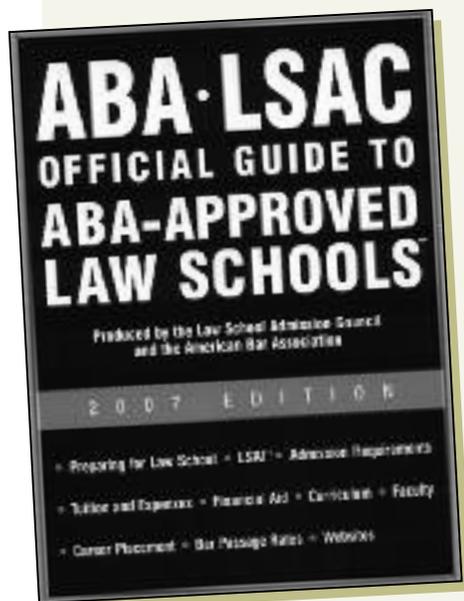
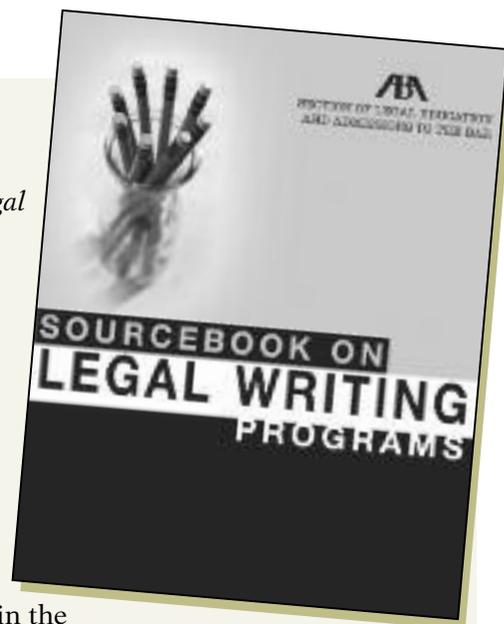
The Section will release the revised edition of the *Sourcebook on Legal Writing Programs* in June 2006. Like the original *Sourcebook*, published in 1997, the second edition is designed to help improve the overall quality of legal writing programs across the country, while increasing the consistency with which those programs are administered. The new edition is written for several constituencies:

- faculty committees charged with revamping all or part of a school's legal writing program,
- a newly hired legal writing program director,
- an experienced director seeking information about pedagogical and administrative alternatives, and
- a dean who wants information on legal writing programs.

The revised *Sourcebook* reflects the progress that has been made in the legal writing field: new ideas, new forms, new substance, and new importance in legal education.

Among the topics covered by the *Sourcebook* are the goals and content of legal writing programs, pedagogical methods, grading and academic credit, staffing models, hiring a director, administration and training, advanced courses and writing beyond the first year, politics and resources. The new edition also includes a brand new section on teaching students who speak English as a second language, and a comprehensive bibliography of scholarly and practical literature in the legal writing field.

The *Sourcebook* is the project of the Section's Communication Skills Committee; and all members of the committee, and other experienced legal writing faculty, have contributed to the project. Professor Eric Easton of the University of Baltimore School of Law, has served as general editor.



2007 Official Guide to ABA-Approved Law Schools

Applying to law school is stressful and difficult. Between taking tests, writing essays, obtaining financial aid and other responsibilities, prospective law students already have their fair share of things to worry about. Deciding which law schools to apply to should not be a decision that adds to applicants' anxiety.

The *2007 Official Guide to ABA-Approved Law Schools* can help. Produced by the American Bar Association Section of Legal Education and Admissions to the Bar and the Law School Admission Council, the *Official Guide* gives prospective law students the ability to compare all ABA-approved law schools based on the criteria that are most important to their individual interests and needs. Much more than rankings, which say little about whether a law school offers what an applicant wants from his or her legal education, the *Official Guide* presents comprehensive information that enables prospective students to analyze law schools' attributes.

The *Official Guide* provides statistics from all ABA-approved law schools on topics important to applicants, including admissions, tuition, financial aid, enrollment, graduation rates, composition and number of faculty, curricular offerings, library resources and bar passage rates. It also gives descriptions of programs, services and other information.

To order these publications, visit www.abanet.org/legaled

MESSAGE FROM THE CONSULTANT

Continued from page 1

and the Council, we have completed a comprehensive review of the *Standards for Approval of Law Schools*. In my view, most of the revisions adopted in recent years have been very positive. Many have resulted in giving law schools greater flexibility in structuring and delivering their J.D. programs, such as the elimination of the residency requirement, the expansion of the ability to use distance learning technology, and the continuation of the trend to permit schools greater flexibility in the content and format of law library collections. Other revisions have appropriately reinforced the proposition of Standard 301 that a law school's educational program shall prepare the school's students for "admission to the bar and effective and responsible participation in the legal profession."

I fully understand, however, that not everyone would applaud all of the recent changes in the Standards—and even I have my own list of least favorite Standards and least favorite revisions. The Standards themselves must and will continue to evolve, however, and thus there will continue to be opportunities to revisit some of them.

This leads me to emphasize the importance of the processes for considering and commenting on revisions to the Standards. Over the past few years, those processes have become even more open and inclusive. Some in the legal academy have understood the value of participating in the process of revising the Standards for many years, and their contributions to the process have been quite valuable. In the past few years, law school deans have been more willing to participate in that process than previously was the case. That is good for the law schools, good for the Council, and good for legal education. I very much hope that deans and others in legal academe will continue to engage the Council and our committees in constructive dialogue about the Standards and the accreditation process.

In addition to revising the Standards, the Council also recently completed and adopted the first comprehensive revision of the *Rules of Procedure for Approval of Law Schools* in over 15 years. The revision has significantly shortened and clarified the Rules, thus contributing to making the accreditation process more transparent.

Over the past six years, we also have expanded the programming and other services that the Section offers—such as the annual Deans' Workshop and New Deans' Seminar, the biannual Development and Associate Deans' Conferences, the recent Facilities Conference, the valuable Curriculum Survey and

Adjunct Faculty Manual—that are intended to assist law school deans, senior administrators, and faculty leaders in their efforts to improve legal education at their schools.

Enough about the past. I also would like to offer a few thoughts about some of the challenges and opportunities that legal education faces over the next few years—challenges that law schools, and the Council and the Section, will have to confront. My mantra has always been—and probably always will be—don't be resistant to change. The environment of legal education is changing significantly and rapidly, as the demographics of our country change, as the internationalization of law practice rapidly alters the environment in which law school graduates will practice, and as developing technology affects even more fundamentally how all of us work and learn. In such an environment, institutions—whether they be law schools, universities, or regulatory bodies—that are not evaluating themselves and revising their programs and priorities in light of those new realities necessarily will be falling behind.

I am sure each of you has your own lists of the challenges that legal education will face in the coming years, and the lists probably are long. In this forum, I want to mention only two:

One is the continual challenge of maintaining and improving diversity within our schools. In a recent *Chronicle of Higher Education* survey of university presidents, the difficulty of making progress on faculty and student diversity was listed as among the top five concerns of university presidents. As we all know, diversity is also a major concern in our law schools. I presented some of the data—the "good news and the bad news"—in the February 2006 issue of *Syllabus* and will repeat only the most troubling data here: While overall first year minority enrollment reached record levels in fall 2005 (10,460 minority first-year students, representing 21.7 percent of the first-year class), the first-year enrollment of African-American students continued to decline, to 2,897, representing only 6 percent of the first-year class. These data are in stark contrast to the fall of 1995, when there were 3,474 African-American first-year students, representing 8 percent of the first year class.

The challenge, of course, is to recruit, matriculate, *retain and graduate*—and prepare adequately for entry into the profession—a student body that will help improve the diversity of the legal profession. In order to do that, most schools will have to be willing to take some risks on some applicants, and then those schools will have to provide the nec-

essary programmatic support for those students so that they will have good prospects of actually graduating and passing the bar examination. I also believe that law schools must be willing to pay somewhat less attention to that magazine's ratings if they are going to make any significant improvement in student diversity in the next few years.

The second challenge is that of the cost and financing of legal education. Tuition and student loan debt continue to increase at a substantial rate, and loan debt is becoming more and more a factor that influences students' initial career choices and, for many who do not graduate into jobs carrying six-figure salaries, that creates a significant financial burden. For the 85 percent of 2004-05 graduates who borrowed something for their legal education, the average amount borrowed by public law school graduates was \$51,056; for private law school graduates, the average amount borrowed was \$78,763. At eight private law schools, the average amount borrowed exceeded \$100,000.

The Council must continue to examine the Standards in order to eliminate any regulatory requirements that unnecessarily contribute to increased cost and are not essential to ensuring high quality legal education. Law schools must be willing to reexamine their programs and policies to the same end, and to experiment with means of delivering a high quality program that prepares their students well for entry-level roles in the legal profession while doing so in a more cost-effective manner.

As I said at the beginning, the progress that has been made over the past six years resulted from the efforts of many. So I have a lot of thanks to offer:

- Thanks to the dedicated staff of the Consultant's Office, all of whose names appear in the masthead on page three. Their efforts on behalf of legal education are recognized too infrequently, and I want to thank each and every one of them (and those who joined the staff after we moved to Chicago but have since left for other opportunities) for their wonderful work and support over the years.
- Thanks to the dedicated volunteers of the Council and our many committees, who work without compensation (except for the occasional good meal and fine wine) for the betterment of legal education. I want in particular to recognize those who have served in the crucial role of Chair of the Council during my time as Consultant: Diane

Yu, Gerald VandeWalle, Tom Sullivan, Pauline Schneider, Liz Lacy, and Steve Smith.

- Thanks to the law school deans and faculty, who also work constantly in their own vineyards toward the same goals of improving legal education, many of whom also devote time and effort to assist us in the Section by serving as site team chairs and members, and by being on and leading our committees.
- Thanks to those whose primary positions are not in legal education but who nonetheless value legal education so highly that they are willing to devote time and energy to various Section activities, including serving on site evaluation teams and Section committees. Herein I speak of the many practicing attorneys, judges, bar examiners, university administrators, and public members whose perspectives greatly enhance the quality of our work.
- Thanks to the leaders of other organizations—especially the Association of American Law Schools, the Law School Admission Council, the National Association for Law Placement, the National Conference of Bar Examiners, and the Access Group—with whom we have collaborated so well over these six years.
- Thanks to the ABA senior managers, and especially to ABA Executive Director Bob Stein—whose unflagging support and quiet encouragement were key elements in making the move of the Section offices to Chicago and all of the other elements of the transition work as smoothly as they did, and who has continued to be a strong supporter of the work of the Section.
- And, finally, heartfelt thanks to my wife, Abbie Willard, who has been beside me through everything. Without her love and support, the last six years would not have been possible.

This is not goodbye or even adieu, for I look forward to continuing to work with the Section through this August. After that, I will observe the work of the Section from a distance but with great interest, and I hope that on occasion I will be able to aid in some of the Section's projects. I extend to my successor, Bucky Askew, my best wishes as he undertakes the responsibilities of being the Consultant on Legal Education, one of the most interesting, and potentially most satisfying, leadership positions in legal education. 🏠

DEPUTY CONSULTANT SELF-GRADES WORK

Continued from page 1

Not only have the schools visited during this period been well served, this cadre of evaluators is a resource that can be called upon for future service.

There has been a high success rate among law schools applying for provisional approval and among those law schools with provisional approval seeking full approval. The efforts of the Consultant's Office have been a key factor in these successes. We work closely with schools to make clear to them the requirements of the Standards that they will have to meet to obtain provisional and full approval, and to provide guidance for marshalling their efforts and resources to achieve a successful outcome. This gatekeeping function is our most important work. It is not our job to restrict new law schools from becoming accredited; it is our job to ensure that those law schools that achieve this status are providing a high quality education and have the capacity to continue to do so well into the future. No interest is served by having law schools seek approval and fail. We try to work closely with schools that are considering seeking approval to give them a candid and sobering picture of the challenges facing them and to provide constructive guidance along the way.

Unfortunately, the report card is not all positive. The accreditation process continues to impose greater cost on legal education than is necessary to ensure quality. This additional cost burden comes in two forms: the imposition of review process costs and the imposition of substantive compliance costs. On the process side we employ a resource intensive production and visitation model that makes no differentiation in compliance review burden among the most compliant or successful schools, and the least compliant or successful schools. We also have been

slow to use available technological tools to reduce the administrative burden of the process. On the substantive side we have elected a one-size-fits-all model, and the model that we have selected is an expensive one. We impose requirements that add compliance expense even when law schools are by objective measures quite successful without the imposition of these requirements. While these choices driven by a taste for consistency are certainly understandable, they should be tempered more by considerations of efficiency and efficacy.

Also, the process is not friendly to innovation. Restrictions on distance learning, branch and satellite operations, and obtaining variances from the Standards for experimentation retard the process of law schools finding better and less expensive ways to deliver quality legal education.

I view it as a personal failure that while in the key role of deputy consultant I have not been able to do more to be more creative and effective in preserving the good underlying goals of the Standards while lessening their costs and constraints.

In my first formal statement as deputy consultant, I marveled at the extraordinary volunteer resources that this office is able to tap to do its work. I was then, and continue to be, amazed by the willingness of so many to give so much of their time and talent. I end this last statement on the same chord because it is the most important factor to the work of the Section and the Accreditation Project, and it is the lasting memory that I will take with me. To each of you who have contributed so tirelessly and so well, thank you on behalf of legal education and the legal profession, and thank you from me personally. 🙏

Upcoming Conference ■■■

■ May 29-June 1, 2007

Law School Development Conference

Save the date for the Section's ninth conference on law school development. This event, designed specifically for law school deans and senior law school development and alumni relations officers, will take place on May 29-June 1, 2007, at the Omni Interlaken Hotel in Broomfield, Colorado. Additional information will be forthcoming on the Section's Web site:

www.abanet.org/legaled.

Calendar

JUNE 2006

- 2-3** Law School Development Planning Meeting • Broomfield, CO
- 8-11** Council Meeting • Cleveland, OH
- 8-11** Associate Deans' Conference Englewood, CO
- 13-16** New Deans' Seminar • Columbus, OH
- 22-24** Accreditation Committee Meeting Minneapolis, MN

AUGUST 2006

- 3-8** ABA Annual Meeting • Honolulu, HI
- 3-4** Council Meeting
- 3** Chairpersons Dinner
- 4** Kutak Reception
- 5** Deans' Breakfast, Section Programs, Section Annual Business Meeting

SEPTEMBER 2006

- 8** Site Team Chairs Workshop • Chicago, IL
- 11** Questionnaire Committee Meeting Chicago, IL
- 15-16** Standards Review Committee Meeting Chicago, IL
- 28-29** Accreditation Committee Orientation and Retreat • Chicago, IL
- 30** Joint Council/Accreditation Committee Retreat • Chicago, IL
- 30-** Council Retreat • Chicago, IL

OCT 1

OCTOBER 2006

- 14** Bar Admissions Committee Meeting Columbus, OH
- 25-28** Accreditation Meeting • TBA

NOVEMBER 2006

- 10-11** Standards Review Committee Meeting TBA

DECEMBER 2006

- 2-3** Council Meeting Naples, FL

JANUARY 2007

- 25-27** Accreditation Committee Meeting • TBA

FEBRUARY 2007

- 7-12** ABA Mid-Year Meeting • Miami, FL
- 8-9** Deans' Workshop • Miami, FL
- 10-11** Council Meeting • Miami, FL
- 17** Site Evaluation Workshop • Chicago, IL

MARCH 2007

- TBA** Bar Admissions Committee meeting TBA

APRIL 2007

- TBA** Questionnaire Committee Meeting Chicago, IL
- 19-21** Accreditation Committee Meeting Chicago, IL

MAY 2007

- 16** Deans' Breakfast • San Francisco, CA
- 16** Standards Review Committee Hearing and Meeting • San Francisco, CA
- 16** Mayflower I • San Francisco, CA
- 17** Mayflower II • San Francisco, CA
- 27-29** New Deans' Seminar • Broomfield, CO
- 29-** Development Conference
- June 1** Broomfield, CO

JUNE 2007

- 9-10** Council Meeting • Charlottesville, VA
- 21-23** Accreditation Committee Meeting TBA

AUGUST 2007

- 9-14** ABA Annual Meeting • San Francisco, CA

Nominees Selected for Section Officers and Council of the Section

The Nominating Committee, consisting of Chairperson Pauline A. Schneider, Esq., Professor Margaret Martin Barry, the Honorable Martha C. Daughtrey, President and Dean Thomas F. Guernsey, the Honorable Elizabeth B. Lacy, Dean Jeffrey E. Lewis, Gregory G. Murphy, Esq., Nancy M. Neuman, Provost E. Thomas Sullivan and Dean Barry Vickrey has concluded its work and forwarded its recommendation to Steven R. Smith, chair of the Section of Legal Education and Admissions to the Bar.

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 in Hawaii on Saturday, August 5, 2006, from 5:15 to 5:45 p.m. at the Moana Surfrider Hotel, 2365 Kalakaua Avenue, Honolulu, Hawaii.

OFFICERS

Chairperson (automatic under the bylaws)
William R. Rakes, Esq.
Gentry, Locke, Rakes & Moore, LLP

Chairperson-Elect Nominee
Honorable Ruth V. McGregor
Arizona Supreme Court

Vice-Chairperson Nominee
Professor Randy A. Hertz
New York University School of Law

Immediate Past-Chairperson (automatic)
Dean Steven R. Smith
California Western School of Law

SECTION DELEGATE TO ABA HOUSE OF DELEGATES NOMINEE

(Non-voting Three-Year Term)
Sidney S. Eagles, Jr., Esq., Smith Moore LLP

AT-LARGE COUNCIL MEMBER NOMINEES

Re-election to Three-Year Term
Honorable Christine M. Durham, Utah Supreme Court

Election to Two-Year Term
Professor Robert D. Dinerstein
American University Washington College of Law

Election to Three-Year Term
Joseph F. Baca, Esq., Santa Fe, New Mexico

Associate Dean Joan S. Howland
University of Minnesota Law School

Dean Dennis O. Lynch
University of Miami School of Law

Barry Sullivan, Esq., Jenner & Block LLP

LAW STUDENT DIVISION MEMBER NOMINEE

Election to One-Year Term
Cesley M. Hopper
Arizona State University College of Law

SYLLABUS

Section of Legal Education and Admissions to the Bar
American Bar Association
321 North Clark Street
Chicago, IL 60610



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