

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



OFFICE OF THE CONSULTANT ON LEGAL EDUCATION

The Suggested Format for an ABA Site Team Report

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## THE SUGGESTED FORMAT FOR AN ABA SITE VISIT TEAM REPORT

### **Introduction**

Law schools that are fully approved by the Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association undergo a review of their programs every seven years. Provisionally approved law schools are reviewed annually. A critical component of these reviews is the site visit. The site visit is also central to the process when a law school applies for provisional approval. The organization and process for a site visit is discussed in a companion memorandum, “Overview of the ABA Accreditation and Site Visit Process and the Conduct of the Site Visit.”

A site team is appointed by the Office of the Consultant on Legal Education to the American Bar Association. This team visits the law school and reviews materials submitted by the law school in advance of the visit. The team’s report is a factual narrative of what they observed on site and found in the submitted materials. It should not contain conclusions as to whether the school is in compliance with the Standards.

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

All of these decisions and determinations are based on the materials prepared and submitted by the law school and the report of the site visit team. Obviously, then, the site visit report is a critical part of the accreditation process. Members of site visit teams must keep in mind the role of the site visit and the report during their visit and in the preparation of the report. The site team is to find and reports facts related to the Standards and Interpretations. The Accreditation Committee and the Council take those facts and determine whether a school is operating in compliance with the Standards. If a site visit report suggests conclusions as to whether a school complies with the Standards or has an overly congratulatory or critical tone, then the work of the Accreditation Committee and the Council is made more difficult and misunderstandings on the part of the law school can arise. A full report of the facts found and observations made by the site team will communicate effectively the team’s overall impressions without interfering with the responsibility that rests with the Accreditation Committee or Council to conclude whether those facts establish compliance with the Standards. Members of a site team have a challenging task to stay within the role of fact-finders, but the team chairperson is an experienced site evaluator and will provide guidance and leadership on this issue.

To promote the efficiency and fairness, the Council and the Accreditation Committee ask that site evaluation reports follow a particular order. A suggested format and outline for the report is found at the end of this memorandum. This suggested format is not a mandate; in some cases the basic purposes of the accreditation process will be better served by another format. Experience suggests, however, that this format works well in all but the most unusual or distinctive cases. The Council, Accreditation Committee and the Consultant's Office strongly encourage you to follow this format unless it cannot result in a report that fairly and accurately relates what you found on site and in the materials that you received. If some sections do not apply (e.g., a law school is not currently offering distance education courses), it is helpful if the report notes that there are no programs to assure that the site team addressed all of the matters covered by the Standards.

The suggested page allocations will produce a report of approximately 60 single-spaced pages. It can be a challenge to keep the report within these suggested page limits. On the other hand, a much shorter report is likely to be too skeletal or not sufficient to cover all of the matters addressed by the Standards. In general, the report should be concise; not discuss extraneous matters; and just long enough to do its job of fully and accurately reporting the facts found by the team on site and in the materials that relate to matters covered in the Standards.

Please make the report complete in itself and avoid the incorporation by reference of material contained in an appendix. If the team acquires a document not in the site evaluation materials submitted by the Law School that it wants the Accreditation Committee to consider in its deliberations or that it believes should be in the school's official file, those should be transmitted separately to the Consultant's Office.

The issues that may be dealt with under each of the eleven major headings are suggested below. Much of the basic data on these topics will be supplied to the visiting team through the Site Evaluation Questionnaire completed by the school. The report should emphasize those aspects of the law school that are at the core of its program, may be of concern to the Accreditation Committee or the Council, and are otherwise noteworthy facts or circumstances found in the school materials or observed during the site visit. The report cannot (if it is to remain of reasonable length) discuss in detail facts related to every Standard and Interpretation. Nonetheless, members of the site team must remember that each Standard applies to the school and that if the report is silent on a particular matter covered by the Standards, then the Committee has no clear signal as to what the omission indicates. Often a brief sentence that indicates the matter was reviewed by the site visit team can eliminate confusion in the review of the school and save the school from having to report further information to the Committee to provide assurance that the school is operating in compliance with a Standard.

### **SUGGESTED FORMAT**

## **I. INTRODUCTION (2 pages)**

### Review of Site Visit [I 101-1; Rule 2(b)-(c)]

Provide a brief synopsis of the team's activities on site.

### History of the Law School and University

Provide a brief history of the university, its accreditation status, and a description of its current program (e.g., schools or colleges, total enrollment).

Provide a brief history of the law school.

### Prior Assurances

Briefly review the action letter and any report backs or follow-up correspondence between the law school and the ABA. If the law school or university made any assurances or commitments during or after that site visit and program review, describe whether and how these have been fulfilled.

## **II. SELF-STUDY (2-3 pages)**

### Describe the Self Study Process [S 202(a)]

Provide a description of the process the law school used to prepare the self study.

### Analysis of the Self Study

Please analyze the self study in terms of:

- The mission, goals and objectives of the school [S 202(a), (b); S 104; I 202-1]
- The strengths and weaknesses of the school [S 202(a)]
- The means of accomplishing the law school's unrealized goals [S 202(a)]

The self study should articulate a vision for the school, together with a statement of goals and a timetable for achieving the goals, including necessary additional resources or reallocation of existing resources. The report should also consider any separate planning documents that a school may have (e.g., a strategic plan) in light of these same criteria.

The report should describe whether the self study in fact contains a candid and rigorous self-assessment.

The report should describe how the self study considers whether the school's program of legal education is designed to qualify its graduates for admission to the bar, to

participate effectively in the legal profession, and to deal with current and anticipated legal problems. [S 202(b)]

For provisionally approved schools or schools seeking provisional approval, the report should provide a thorough review of the school's feasibility study and reliable plan for coming into full compliance with the Standards. It also should discuss the plan's projections for students (number and qualifications), financing the law school operation, and the relationship between the two.

### **III. PROGRAM OF LEGAL EDUCATION (10-12 pages)**

#### **J.D. Curriculum**

Requirements for the J.D. Degree; Academic Year [S 304]

Report the law school's requirements for a J.D. degree. Does the law school require a course of study in residence of not fewer than 58,000 minutes of instruction time? Does the law school require that at least 45,000 these minutes be by attendance in regularly scheduled class sessions as required? How does the school monitor these requirements for individual students? [S 304(b); I 304-3, -5]

Briefly report and describe the school's practices with respect to organizing its academic calendar and class schedule. [S 304(a), I 304-1, -2, -3, -4]

Requirement for quantity and period of instruction [S 304; I 304-1 to -7]

Report how the school's program of study meets the study and calendar requirements of Standard 304?

How does the school ensure that graduating students have met the residency requirements of Standard 304? Please report on:

Whether students complete a course of study of not less than 58,000 minutes, extending over not fewer 24 months and not longer than 84 months.

How does the school limit enrollment at any time to no more than 20 percent of the total coursework required by the school for graduation?

How the school assures that students enrolled in more than 12 class hours do not engage in employment for more than 20 hours per week.

How the school assures regular and punctual class attendance by students.

First Year and Core Curriculum [S 301, S 302(a), S 403]

Briefly describe and analyze the first year curriculum. In what ways, if any, does the curriculum differ from that traditionally offered in the first year? Are there any special programs? Does it offer small sections or group sessions of one or more courses? In what ways is the first year program innovative or unique?

Legal Writing, Analysis and Problem Solving [S 302 (a), I 302-1]

Briefly describe and analyze the first year and upper class programs in legal writing, analysis and problem solving. In what ways, if any, do they differ from that traditionally offered? What is the typical size of sections in the first year program? In what ways is the program innovative or unique?

Upper Division Curriculum (including seminars and small classes) [I 301-2: S 302(a), (b); S 403; I 509(5)]

Briefly describe and analyze the upper division curriculum at the law school. What courses or groupings of courses required or recommended? Does the educational program include J.D. certificate programs or otherwise emphasize certain aspects of the law or the legal profession? If so, discuss the enrollment patterns for these programs. What opportunities does the school offer for study in seminars, directed research, small classes, and collaborative work? If not part of the prior section, report on how the law school requires a rigorous writing experience in the upper division curriculum. In what ways is the upper division curriculum innovative? Does the school regularly offer all the upper division courses listed in the catalog or on the law school's website?

Professional Skills Instruction [S 302(b); I 302-2 to 5; S 403]

Briefly describe and analyze the program of professional skills instruction at the law school. What live client or other real-life practice experiences are available to the students? Does the professional skills curriculum emphasize certain areas of the law? In what ways is the professional skills program innovative? Provide information on enrollment patterns in the skills curriculum.

Study Outside the Classroom [S 305; I 305-2, to -5]

Please report on externship programs in light of each of the requirements of Interpretation 305-3. To the extent that externship opportunities are for four or more credit hours, please provide a full description of the program and the means to insure contemporaneous guided reflection [see S 305(e)].

Does the school allow students to receive credit for co-curricular activities; please describe. In what ways do the school's co-curricular activities enhance the academic programs offered by the school?

Does the school offer joint-degree or concurrent degree programs? If so, how does the school assure that students in these programs complete at least 45,000 minutes in courses in the law school? [I 304-3] How are such studies or activities approved and periodically reviewed?

#### Distance Education [S 306]

Briefly describe and analyze how the law school is using distance education and technology generally in its program of legal education.

Has the faculty approved the academic content, method of course delivery, and the method of evaluating student performance in accordance with the school's regular curriculum approval process? [S 306(a), I 306-7]

Describe the school's methods for assuring ample student/teacher and student/student interaction both inside and outside the formal structure of the course. Describe the school's methods for assuring ample monitoring of student effort and accomplishment as the course progresses. [S 306(c); I 306-4, -5, -6]

Does the school limit comply with the limitation on the awarding of credit for distance education courses (no credit in the first year, no more than 12 units, no more than 4 units/semester)? [S 306(d), (e)]

If the school offers more than an incidental amount of credit for distance education, is there an adopted written plan for distance education? [I 306-8]

#### Professional Responsibility Instruction [S 302(a)(5); I 302-6]

Briefly describe and analyze any courses and opportunities for instruction in professional responsibility. Is there required instruction in the history, goals, structure, duties, values, and responsibilities of the legal profession and its members? In what ways does the school involve members of the bench and bar in this instruction. In what ways are these courses or opportunities innovative?

#### Evaluation of Scholastic Achievements [S 303; I 301-1]

Describe and the examination process, grade distributions, rigor of exams; the quality of term papers and other written documents in courses such as moot court, legal writing and drafting, seminars and individual research projects; and the evaluation process in clinical and simulation courses.

Does the school continue the enrollment of students in such a way as to inculcate false hopes for success, constitute economic exploitation, or detrimentally affect the education of other students?

Are students evaluated from the beginning of the students' studies? Does the

school adhere to clearly defined academic standards for good standing and graduation?

How does the school fulfill the requirement that it provide students meaningful academic advising and appropriate academic support?

#### Part-time Programs and Scheduling Options [S 301(b)]

If the school has a part-time program or part-time scheduling options, how does the school ensure that its educational program, co-curricular activities, and other educational benefits are made available to all students? Briefly describe any limitations, constraints or deterrents to any group of students' access to the school's curriculum (courses and instructors). [S 301(b)]

How does the school insure equal access to opportunities for professional skills instruction for all students. Report enrollment data to indicate the extent to which these students are taking advantage of these opportunities. [S 301(b)]

How does the school insure equal opportunities for co-curricular and school enrichment events for all students. Report the extent to which these students are taking advantage of these opportunities. [S 301(b)]

#### Studies in Foreign Countries [S 307, Criteria for Approval of Semester Abroad Programs; Foreign Summer Programs, Student Study in a Foreign Country]

Briefly describe and report on any programs of foreign study, including semester abroad, foreign summer programs, cooperative programs of foreign study, and individual student study abroad; indicate the current ABA approval status of formal programs.

#### Degrees in Addition to the J.D. [S 308; I 308-1 & -2]

Briefly describe and report on any programs at the law school leading to degrees other than the J.D. degree (or certificate programs not related to the J.D. degree), and confirm that acquiescence has been granted for such programs. The report should include the following:

the full-time faculty member or administrator in charge of each program and an estimate of the percentage of that person's time devoted to the program;

student enrollment in each program;

concerns, if any, about whether the degree program interferes with the school's ability to support its J.D. program (e.g., too few faculty to conduct both J.D. and post-J.D. programs; lack of space to accommodate

both programs; lack of library and information resources to support both programs; or a J.D. curriculum that lacks diversity and richness in course offerings due, in part, to the support of the post-J.D. program).

#### **IV. FACULTY (8-10 pages)**

##### Qualifications and Size of Faculty [S 401; S 405(a)]

Report the size and composition of the faculty.

Describe the level of competence of the faculty with reference to its education and experience in both teaching and practice.

##### Student-Faculty Ratio [S 402; I 402-1 to -4; S 403(a), (b)]

Does the law school have a sufficient number of full-time faculty to meet the Standard's requirements taking into consideration the size of the student body and the nature and scope of its educational program? In making this assessment, the team should report whether full-time faculty members devote substantially all working time to teaching, legal scholarship, service, and governance. To what extent are faculty involved in outside active practice, consulting, or judicial administration? Is substantially all of the instruction in the first year of the full-time curriculum or the first two years of the part-time curriculum, and a major portion of total instruction provided by the full-time faculty? Report the student/faculty ratio in accordance with I 402-1 (20 percent of full-time faculty maximum addition to faculty count for other than full-time faculty)

##### Recruitment/Retention [I 201-2; S 209 (b), S 401; S 405 (a), (b); I 405 -1 to -5]

Describe the law school's ability to attract and retain a competent faculty. Please report on changes in the composition of the faculty in recent years and since the last sabbatical program review and site visit. As appropriate, report on offers for faculty positions in recent years and the success that the law school has had in faculty hiring.

The team should neither review nor report on levels of faculty compensation, including base salary, stipends and fringe benefits.

##### Nondiscrimination/Diversity [S 210, I 210-1 to -3, S 212, I 212-1 to -3]

Describe the school's non-discrimination policy and practices regarding faculty. Please report on initiatives and efforts by the law school to attract and retain a diverse faculty. Please report the composition of the faculty at the time of the site visit and how the composition of the faculty has changed since the prior site visit.

## Faculty Responsibilities [S 404]

Report the law school's established policies with respect to a full-time faculty member's responsibilities in teaching (including consultation with students and academic advising), scholarship, and service to the law school and university community, obligations to the profession, and obligations to the public (including participation in pro bono activities). [S 404a]

Report how the law school periodically evaluates how faculty discharge their responsibilities under S 404(a)? [S 404(b)]

## Teaching [S 401, S 404(a)(1)]

Review and report on the quality of faculty instruction observed.

Evaluate the teaching program, including instructional innovation and efforts to improve the quality of teaching, such as peer review and support for professional development. The team should report on class visitations, teaching materials, examinations, faculty evaluations, and individual discussions with faculty and students about the quality of instruction.

Briefly describe the steps taken by the law school to ensure the teaching effectiveness of its faculty.

## Research and Publications [S 401, S 404(a)(2)]

Review and report on the scholarly interests and productivity of the faculty.

Without reporting specific numbers or dollar amounts, describe the various programs at the law school to support faculty scholarship and professional development.

## Service Activities [S 404(a)(3)-(5)]

Review and report on the faculty's public service and pro bono activities.

## Governance [S 204(b), S 206, S 207; I 204-1 & -2]

Describe the faculty's role in formulating and developing the school's goals and objectives, the faculty committee structure and operation, faculty meetings, and the faculty's role in selection, promotion and tenure of faculty.

Identify any issues impacting faculty morale. Do not, however, report on compensation issues.

## Professional Environment [S 404, S 405]

Please review and report on the law school's academic freedom policies and practices. [S 405(b)]

Please discuss the law school's criteria for selection of faculty, and its policies and practices concerning promotion and award of tenure, including the weight given to teaching, scholarship, and service. [S 405(a) & (b); I 405-1 to -4]

Review and report on the employment status of the professional skills faculty. Do not review or report on compensation issues. If clinical faculty are on renewable long-term contracts, describe the basic terms of those contracts (length, conditions of renewability). Describe how the school satisfies the requirement that clinical faculty be provided with non-compensatory perquisites reasonably similar to those provided other full-time faculty members, including participation in governance activities at the law school. [S 405(c); I 405-6 to -8]

If the law school employs full-time legal writing instructors or directors, report on how the school provides conditions sufficient to attract and retain well-qualified individuals who can deliver a program of legal writing instruction that meets the requirements of Standard 302(a)(2). [S 403(b), S 405(d), I 405-9]

## Adjunct Faculty [S 403(c)]

Discuss the school's program for recruiting, orienting, monitoring and evaluating adjuncts.

## **V. STUDENTS (10-12 pages)**

### Admissions

Admissions Qualification and Evaluation of Recent Classes [S 501, S 502, S 503; I 501-1 & -2, I 502-1, 503-1 to -3]

Briefly describe the size, qualifications and characteristics of the applicants and the entering classes for the current and last two years (see Site Evaluation Questionnaire, chart 5). Report whether the school has admitted students who do not have bachelor's degrees from accredited institutions (if so, report whether they have completed at least three-fourths of the work for that degree), or any student who has not taken the LSAT. Indicate whether the school admits any applicants who do not appear capable of completing the program and being admitted to the bar.

Admission Policies and Law School Strategic Objectives and Resources [S 501; I 501-2]

Describe how the law school's admission policies and practices are consistent with its mission, the objectives of its educational program, and the resources available for implementing those objectives.

#### Admissions Process and Responsibility [S 204(b); I 204-2]

Indicate whether the dean and faculty formulate and administer the admissions program and policies of the school, and whether any student is admitted without the approval of the dean and faculty.

#### Readmission of Students [S 505; I 505-1 & -2]

Indicate whether the law school has admitted students from other law schools or readmitted its own students who have been previously disqualified for academic reasons. Describe the documentation and basis for determining that the students possess the ability to successfully complete law school studies.

#### Transfer of Students [S 506, S 507, S 508; I 507-1]

Describe the admission of students with advanced standing, paying special attention to applicants from state-accredited and foreign law schools. For transfer applicants from foreign law schools, describe how the law school has determined that the quality of the educational program at the foreign law school was at least equal to that required at an ABA approved school.

#### Character and Fitness [S 504]

Describe how the law school advises each applicant to secure information regarding the character and other qualifications for admission to the bar in the state in which the applicant intends to practice. Describe whether the law school makes a determination regarding the character and fitness regarding applicants for admission.

#### Student Services [S 511]

Describe the administration and delivery of student services at the law school.

Report on the provision of student services to other than full-time students.

Describe the administration and delivery of Career Services at the law school. [S 512]

#### Financial Aid [I 509-1(2); S 510; I 510-1 & -2]

Describe briefly the student financial aid program (both grants and loans) at the law school.

Describe the steps taken by the law school to minimize student loan defaults.

#### Evaluation of Outputs [S 301; I 301-1; S 512]

Report the law school's bar passage rates for the past several years; provide comparative data with other schools and state bar passage rates. Report both first-time passage rates and, if available, data on the success of repeat takers.

Report the law school's placement rates and types of employment for the past several years.

Report other output measures the school has adopted for itself.

#### Promoting Opportunities for Racial and Ethnic Minorities [S 210, I 210-1 to -4, S 211, I, 211-1 &-2]

Please describe the concrete action the school has taken to provide full opportunities for the study of law by racial and ethnic minorities and the current written plan for undertaking such action. Report how the law school fosters and maintains equality of opportunity in legal education without discrimination.

#### Individuals with Disabilities [S 212; I 212-1 to 3]

Describe how the law school provides full opportunities for the study of law and entry into the profession by qualified individuals with disabilities.

#### Pro Bono Opportunities [S 302(e)]

Describe how the law school encourages its students to participate in pro bono activities and provides opportunities for them to do so.

#### Review of Basic Consumer Information [S 509; I 509-1 to -5]

Describe any areas in which consumer information published by the law school is inaccurate or incomplete.

## **VI. LAW SCHOOL ADMINISTRATION (4-5 pages)**

### Place of the Law School in the University Structure

Describe how the law school fits within the university organization, (e.g. the

reporting lines within the university).

#### Institutional Context [S 208, S 209]

Indicate how the relationship with the University serves to enhance the law school's programs. Indicate whether the law school has adopted separate policies when general university policies (e.g. promotion and tenure requirements) do not facilitate recruitment and retention of law faculty. For independent law schools or those physically remote from the rest of the university, indicate how the law school provides the benefits that usually result from a university connection.

#### Law School Administrative Structure [S 203 - 207; I 203-1, I 205-1]

Describe the administrative structure of the law school including the authority of any governing board, advisory board, the dean, faculty and students. Describe the faculty and tenure status, duties and qualifications of the dean. If a dean has been appointed since the last site evaluation, please describe the process.

#### Adequacy of Administrative Services and Support (including technology) [S 201(b), S 205(b)]

Indicate whether the school is organized and administered so as to use efficiently and effectively the available resources to provide a sound educational program and accomplish the school's mission. Describe whether the school maintains all the records necessary for the efficient operation of its administrative and educational programs. Describe any external pressures that impact the governance or operation of the law school.

### **VII. INFORMATION RESOURCES (6-7 pages)**

#### Relation of Law Library to Educational Programs of the School [S 601(a); I 601-1]

Briefly describe how the law library is an active and responsive force in the educational life of the law school.

#### Law Library Collection and Access to Information [S 606; I 606-1 to -7]

Provide a brief, general description of the collection and information access and how they satisfy the demands of the law school curriculum; facilitate the education of students; and support the teaching, research and service interests of the faculty. Indicate whether the law library provides, through ownership or reliable access, a core collection. Describe how the library provides suitable space and adequate equipment to access and use all information in the collection. Indicate whether the library maintains a written plan for the development of the collection (S 606(c)). Indicate whether the library acquires additional copies or provides sufficient access to materials that are heavily used.

#### Law Library Services [S 605; I 605-1]

Briefly describe how the library provides the appropriate range and depth of reference, bibliographic, and other services to meet the needs of the law school's teaching, research, and service programs.

#### Law Library Administration and Autonomy [S 602; I 602-1]

Report on whether the law library has administrative autonomy sufficient to direct the growth and development of the law library and whether the budget of the law library is determined as part of the law school budget. Indicate whether the dean and director of the law library, in consultation with the faculty, determine library policy. Indicate whether the dean and the director are responsible for the selection and retention of personnel, provision of services and collection development.

#### Director and Other Library Personnel [S 603; I 603-1 to -4; S 604; I 604-1]

Briefly describe the duties, qualifications, rank/tenure or other contract status of the law library director. If the law library director is on a renewable long-term contract, describe the basic terms of the contract (length, conditions of renewability). Describe how the law school provides non-compensatory perquisites reasonably similar to those provided full-time faculty members, including participation in governance activities at the law school.

Indicate whether the law school determines selection and retention of the director. If a new director has been hired since the last sabbatical site visit and program review, please describe the selection process.

Describe whether the staff is adequate in number to provide suitable library services. Do not include biographical data on library personnel unless there is a significant reason for doing so.

#### Financial Support for the Law Library [S 601(b)]

Indicate whether the library has sufficient and consistent financial resources to support the school's teaching, research and service programs.

#### Computer Technology and Information Delivery [S 601(c), I 606 -7]

Indicate whether the law library adopts computer technology when appropriate, and whether it has sufficient equipment to make use of its electronic, microform and other non-print materials.

### **VIII. TECHNOLOGY RESOURCES (2-3 pages)**

Adequacy of Computer Technology and Information Resources in the Law Library [S 601(c), 704; I 606-7]

Please report on the resources and administration of information technology and information services in the law library.

Adequacy of Computer Technology and Information Resources for the Administration of the School and Its Programs [S 704]

Please report on the resources and administrative structure of information technology and services at the law school outside of the library.

Adequacy of Computer Technology and Information Resources for the School's Current and Anticipated Curricular and Research Programs [S 704]

Please report on the current and anticipated resources at the law school to support information technology and information services.

## **IX. FACILITIES (3-4 pages)**

Adequacy of Facilities [S 701; I 701-1]

Assess the overall adequacy of the physical facilities for the current and anticipated programs of the law school. Indicate how any inadequacies may affect the education students receive now or in the future.

Classroom and Seminar Space [I 701-2(1)]

Indicate whether the number, capacity and configuration of class and seminar rooms is suitable for the current and future programs of the law school.

Professional Skills Program Space [I 701-2(2)]

Indicate whether the spaces for clinical courses and programs are suitable.

Faculty and Part-Time Faculty Space [I 701-2(3)]

Indicate whether the office space for each full-time faculty member is adequate for study and conferences. Describe the office space for part-time faculty.

Co-Curricular Activity Space [I 701-2(4)]

Describe the spaces for co-curricular (as opposed to extra-curricular) activities.

#### Administrative Services Space [I 701-2(5)]

Indicate whether the space for staff, equipment and records is suitable, and appropriately located.

#### Law Library Facilities [S 702; I 702-1]

Indicate whether the law library facilities are in all respects sufficient to accommodate the school's students and faculty and all law library functions.

#### Research and Study Space [S 703]

Indicate whether sufficient quiet study, research and group study spaces are available for students and faculty. Indicate whether study seating is available for at least fifty-percent of the school's larger division enrollment and whether study seating meets user demand.

#### Control and Use of Law School Facilities [I 701-3 & 4]

Indicate whether the school's facilities are owned, leased, or subject to a mortgage. If the facilities are leased or subject to a mortgage, describe the provisions of the lease or mortgage that are most relevant to a determination of whether the facilities are adequate to carry out its program of legal education. Are the law school's facilities under the law school's exclusive control?

### **X. LAW SCHOOL FINANCES AND UNIVERSITY SUPPORT (5-7 pages)**

The financial stability and commitment of the law school and parent institution are important to insure the long-term viability of the institution and its ability to provide for an adequate educational program over a period of years. Where financial concerns are raised, it is important to have an indication of the ways in which this may affect the current or future educational programs of the school.

#### University Budget [S 209]

Report the university operating income and expenditures for the past two fiscal years and the budgeted amounts for the current year. Describe any concerns regarding the long-term viability of the institution or its ability to support the law school in accordance with the Standards.

#### Institutional Financial Commitment to the Law School [I 201-1, S 209 (a) – (c); I 209-1 & -2]

Indicate how the financial relationship with the University serves to enhance the law school's programs. Indicate whether resources generated by the law school are made available for its legal education programs. Describe how the university and the law

school determine that the resources generated by a law school that is part of a university be made available to the law school to maintain and enhance its program of legal education. [I 209-2] These resources include law school tuition and fees, endowment restricted to the law school, gifts to the law school, and income from grants, contracts, and property of the law school. Report any explanation provided to the law school by the university regarding the use of resources generated by the law school to support non-law school activities and central university services. Does the law school benefit on a reasonable basis in the allocation of university resources?

#### Budget Process [S 209(d)]

Briefly describe the budget process for the law school. Indicate whether the law school has a realistic opportunity to present recommendations on budgetary matters to the university.

#### Law School Budget [S 201(a); I 201-1; S 209(c) & (d)]

Report the law school's operating income and expenditures for the past two fiscal years and the budgeted amounts for the current year. Describe the extent to which the budget is enrollment derived and the consequences of changes in the size of the student body. Describe non-tuition revenue sources and the degree to which the law school benefits from such revenue.

#### Adequacy of Current and Anticipated Law School Resources (to sustain a sound program of legal education and accomplish its mission) [S 201(a), I 209-1]

Describe the overall consistency and adequacy of the financial resources available to the law school to support its current and anticipated programs and to accomplish its goals. Indicate any areas of concern regarding the adequacy of funding, and note with specificity any ways in which financial resource limitations are affecting the quality of the school's educational program.

### **XI. SUMMARY (2-3 pages)**

The summary should be prepared with the understanding that an approved law school must demonstrate that its program is consistent with sound educational policies and that it is being operated in accordance with the Standards for Approval of Law Schools. Summarize strengths and weaknesses of the school. Discuss areas of concern raised in the report, emphasizing how concerns relate to the educational programs of the law school. Do not state conclusions as to whether the school complies with specific Standards or the Standards in general.