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

VOLUME 42 ISSUE No. 2 | WINTER 2011

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ABA Unveils New Website

At the Midyear Meeting in February, the ABA launched a new website: www.americanbar.org.

The result of more than a year of work by ABA members and staff, the website features a fresh overall design as well as improved functionality for simpler navigation, better search capabilities, and enhanced interactive features.

The Section's new web address is:
www.americanbar.org/groups/legal_education.

For the Section staff's new email addresses, visit the [Contact Us](#) page on the website.

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The Standards Review Committee's Comprehensive Review of Accreditation Policy Moves Forward

Donald J. Polden

Dean, Santa Clara University School of Law
Chair, Standards Review Committee

In the Spring 2009 issue of *Syllabus*, I provided a detailed look at the comprehensive review of the Standards, Interpretation and Rules of Procedure by the Standards Review Committee (Committee). A periodic comprehensive review of the Section's accreditation policies is required by the United States Department of Education and by the policy of the Council. The current full review of the Standards was launched in 2008

In the following paragraphs, I will provide an update on the work of the Committee since the last report and encourage legal education's continuing involvement in the work of the Committee. Legal education is undergoing significant changes due to forces within and outside legal education and the practice of law. The comprehensive review will lead to accreditation standards that reflect the challenges and opportunities facing law schools while maintaining an overarching commitment to high-quality educational programs. I encourage interested readers to read the Committee's [Statement of Principles of Accreditation and Fundamental Goals of Legal Education](#).

An Open and Inclusive Process

Two years into the review process, the Committee has accomplished a great deal and anticipates concluding the first stage of the review process in summer 2011. Following the Committee's preparation of proposed revisions, the drafts will be submitted to the Council. The Council will circulate the proposed revisions for public comment and the Committee will conduct open and public meetings that invite comments, concerns and recommendations concerning the proposed revisions. The Committee then prepares a final set of recommendations, based in part on suggestions made in the public comment phase. The Council then discusses the proposed revisions and, if appropriate, adopts them, subject to a final opportunity for comment by the House of Delegates.

In addition to this process, which is provided for by Council [Internal Operating Practices](#), the Committee has solicited written comments and suggestions and to date has received well in excess of 125 written submissions. These memoranda and letters have identified helpful issues and made recommendations that led to improved drafts of the revisions. Moreover, all of the Committee's drafts and reports are published on the Committee's website prior to Committee discussion.

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As the Committee completes the first phase of the comprehensive review, it continues to seek written comments on drafts of revisions to the Standards, Interpretations and Rules of Procedure. Commentators can send their statements to me, dpolden@scu.edu, or to **JR Clark**, Paralegal, Section of Legal Education and Admissions to the Bar..

Student Learning Outcomes and Assessment

In the last report, I described the Committee's development of standards that would, if adopted, require approved law schools to articulate the skills, knowledge and ethical values that the schools expected their students to acquire during law school, provide a curriculum that permits the students to develop, acquire and demonstrate those acquired outcomes, and periodically assess the students' acquisition of those skills, knowledge and values. The draft standards have been thoroughly vetted by many thoughtful leaders in legal education and the recent set of standards will be acted upon by the Committee in spring 2011. The proposed new policies provide law schools with considerable flexibility in the design and implementation of assessment programs—clearly eschewing a "one size fits all" approach—and the Committee will recommend a fairly lengthy period of time to permit compliance by schools if ultimately adopted by the Council.

Controversial Provisions Concerning Law Schools' Curriculum Policies

At its January 2011 meeting, the Committee took up a series of proposed changes to some longstanding, but controversial, standards and interpretations dealing with law schools' curricula and student policies. Some of these controversial provisions include those requiring approved law schools to have policies, among others, concerning student class attendance, constraining the receipt of compensation and academic credit in externships, and limiting student employment to 20 or fewer hours per week. The Committee will be addressing these issues and other possible changes that will give law schools greater curricular and programmatic flexibility in distance education initiatives.

Requirement of a Valid and Reliable Entrance Examination

Standard 503 currently requires all applicants to approved law schools to have a score on a valid and reliable entrance examination (to date, the LSAT remains the only examination that has been determined to be valid and reliable in predicting first-year performance). The Committee will propose that this requirement be removed as a requirement for schools. The Committee concluded that schools should have greater flexibility in designing their admission strategies and that the current requirement may hamper schools' programs to attract a more diverse entering class. The Committee also noted that the growth in variances from Standard 503 by the Accreditation Committee suggested that schools should have greater flexibility in determining the composition of their entering classes.

Revisions to the Provisions Dealing with Faculty Employment Terms and Conditions

The Committee has considered drafts of possible changes to several current provisions mandating that deans have tenure as members of their law faculties (206), that library directors have "security of position" (603) and that some groups of full-time instructional faculty (i.e., clinic and legal writing faculty) have some form of security of position on the faculties they serve (405). The Committee has taken a very different look at the accreditation policies applicable to employment terms and conditions. In part, the Committee's draft draws heavily from the Report of the Special Committee on Security of Position, which was referred to the Committee by the Council in 2008. The new draft of Committee provisions will provide law schools with greater flexibility in the employment relationships they form with their full-time faculty while strengthening the duty of law schools to protect their faculty members' academic freedom and enhancing the burden on approved schools to

demonstrate their ability to attract and retain a qualified faculty in all positions. Finally, the new draft adds a provision that will, if approved, require law schools to demonstrate that all full-time faculty members have appropriately designed rights to participate in governance of the law school. The provisions proposing changes to the terms and conditions of employment of clinical and legal writing faculty have generated considerable discussion and concern. Ultimately, of course, the Council will determine whether a new approach to the accreditation policies that require law schools to attract and retain a qualified faculty, protect their academic freedom, and govern the law school is appropriate for contemporary legal education at this time.

Revisiting Policy on Bar Examination Pass Rates

The Committee was informed by several constituencies that Interpretation 301-6, which was passed only a few years ago and established certain minimum thresholds for bar examination results, was inadequate and needed to be revisited. According to those sources, the current bar examination pass rates are not rigorous enough and, further, that it is not clear whether schools that meet the minimum pass standards also must meet other standards dealing with the quality of the curriculum or the quality of admitted students (i.e., that they are likely to be successful in law school and pass the bar examination). The question here is whether a minimally acceptable bar pass will "trump" demonstrated deficiencies in other aspects of a school's program.

Adequacy of Certain Consumer Information

In recent months, a lot of public concern—by law students, by bar leaders, and by practicing lawyers—has been expressed about the clarity and adequacy of public information about employment results for law school graduates. This is a complicated matter because there are at least three sources of published information about employment statistics for law school graduates: NALP, ABA and *U.S. News & World Report*. Moreover, all the reported statistics are based on self-reported information provided by graduates and are nuanced (i.e., they do not discern types of legal employment or underemployment, or whether there is a legal employment at all). In 2010-2011, the Committee will consider changes to Standards 509 (Consumer Information) regarding the reporting of employment information.

Concluding Thoughts

In closing, I want to note that the foregoing paragraphs describe only some of the important work that the Committee is doing to improve the Standards and the process of gaining and maintaining approved status. The Committee is thoroughly reviewing all the current standards and interpretations to improve their clarity, transparency and pertinence to contemporary legal education. We encourage your comments and suggestions on the drafts and reports that our Committee is producing and, in the near future, we encourage your attendance and participation in the public comment phase of the comprehensive review.

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Invited for Section Council

The Section's Nominating Committee invites suggestions for nominations to the Council of the Section of Legal Education and Admissions to the Bar. The Nominating Committee will be nominating one person to fill an academic slot, one for a judge slot, and one for a practitioner slot. The slate of Section officers and Council members will be presented for election at the Section's August meeting in Toronto. **The deadline for nominations is April 15, 2011.**

Nominations should be submitted through the online [2011 Council and Committee Nominations](#) process.

2010-2011 Nominating Committee

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Nominations Sought for Section Committees

Much of the Section's wide range of services to legal education and the profession emanates from the work of the committees of the Section. Nominees are sought from the three components of Section membership: legal educators, practicing lawyers, and judges. Committee appointments are to begin in 2011-2012 with terms of two to three years. The deadline for submitting nominations is April 15, 2011.

Nominations MUST be submitted through the online [2011 Council and Committee Nominations](#) process.

Candidates can self-nominate or they can be nominated by another Section member. If a person is being recommended for more than one committee, a separate form must be completed for each committee. When nominating someone for more than one committee, each form should be customized to highlight experience relevant to the particular committee. Candidates who self-nominate for more than one committee are asked to rank their preferences, i.e., first, second, or third choice.

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The Case for Pretrial Practice's Inclusion in All Law School Curricula

By Hope Eckert

Research Professor of Law
University of New Mexico School of Law

“Honestly, this was probably the most valuable class I have ever taken in law school. . . . This is a *must* for any student!” “Fantastic, practical experience.”

These comments from students in last spring's Pretrial Practice class validate the vision I had when I asked to teach the course for the University of New Mexico School of Law.¹ My desire to teach this course arose from my own experiences as a law student in the late 1990s, feeling there was a gap in that education. Although I appreciated traditional theory classes and their importance, I was constantly seeking opportunities to “practice” law through externships and other “real world” experiences. But when those opportunities arose, I found I lacked basic knowledge and skills, from an understanding of the progression of a case to how to approach components of cases such as writing a complaint, preparing and responding to motions, and how to go about getting a case resolved. I wished there had been a class to teach me these steps so that I did not have to scramble to figure them out in real cases. What I was wishing for was Pretrial Practice.

Background

Effective Practices for Legal Education

Following the *MacCrata Report*,² a new focus on teaching practical skills has emerged in law schools and legal education scholarship. This effort was furthered in 2007 with the publication of *Best Practices for Legal Education*³ and its focus on placing the teaching of practice at the center of legal education. *Best Practices* is very direct in concluding that not only is it the responsibility of law schools to prepare students for the practice of law, but that they are falling short in this duty.⁴

The integration of Pretrial Practice into law school curricula is a logical and effective response to the findings and recommendations of these studies.

Law Schools' Current Approach

Law schools have heard the call for a more practice-oriented approach to legal education. One response, clinical education, is a popular and arguably effective way of teaching lawyering skills, though insufficient on its own. While 83.5% of law schools report offering some form of “live client clinical opportunities,” in 2002⁵ only 30% of law schools required a “skills, simulation or clinical externship” course.⁶ The reality that clinical experiences are not

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available (or mandated) for all students, coupled with the limitations inherent in such experience, further speaks to the need for Pretrial Practice to be incorporated in law school curricula. Although effective for some, “clinical programs are able to teach only a few students at a time and require significant dedication of ongoing resources,” necessitating other means to teach the fundamental skills.⁷ Even those students who have the benefit of a clinical experience may not be trained in such a way that facilitates the transfer of skills beyond that experience, due to clinics' use of the “case-centered” approach.⁸ Skills may not be transferable for a variety of reasons, including that students may not engage in the same tasks, do not always receive immediate feedback, and do not spend an adequate amount of time practicing complex tasks.⁹ Therefore, the realities of the assigned cases may limit the extent of the pretrial process to which students are actually exposed.¹⁰ Pretrial Practice offers an unparalleled opportunity to fill the gap where clinical education is unavailable, or to act as a supplement or preparatory bridge to clinical practice.

Trial advocacy courses are another popular response to the call for skills-centered education. Almost all schools offer an upper-division course in trial advocacy.¹¹ These classes do teach practical skills and apply them to simulated “real-world” experiences. However, these classes alone do not create the bridge that is needed. A majority of civil cases are resolved by settlement; only about 3% are actually resolved through a trial.¹² Therefore, trial advocacy classes, while teaching important skills, are theoretically only preparing students for 3% of the cases they will handle in their clinical experience or in their future practice as lawyers. As pretrial practice exists in every case, regardless of how it is ultimately resolved, Pretrial Practice is a more effective means of teaching the skills required for all of the students' very real future cases. Since pretrial procedures apply to every case, it makes no sense that Trial Practice is universally taught while Pretrial Practice is not.¹³

The Role of Pretrial Practice

What Pretrial Practice Is

Pretrial Practice is a simulation, skills-based course that walks students through a civil case. The students take a case all the way from its initial acceptance through a pre-trial settlement conference. Students play the role of the plaintiff's attorney or the defendant's attorney, or both, depending on the make-up of the class. In either scenario, all students learn to draft both a Complaint and Answer and to see their case(s) through mediation. There are several Pretrial Practice course books available; the best provide a variety of mock cases with factual and documentary evidence to help students fully “work” the cases.

I began teaching Pretrial Practice at the University of New Mexico School of Law in 2003. From 2003 to 2007 the class was only offered once every other year (2003, 2005, 2007). The class was always full,¹⁴ with not all students wanting the course being able to take it. In 2008, the course started on a yearly schedule, offered once in the spring semester.¹⁵ Practicing attorneys serving as adjuncts teach the course, which has been offered as either a two-credit hour or three-credit hour class. In the two-hour class, only one mock case is used, in the three-hour class two are utilized. In both cases the class proceeds as follows: 1) students discuss the case-selection process, including client interviewing, fact investigation and witness interviews; 2) students then work on developing their case and draft a Complaint, considering issues such as which parties and claims to include and jurisdictional and venue choices; 3) students exchange Complaints with classmates and draft Answers to the Complaint received, including affirmative defenses and the consideration of dispositive motions; 4) after Answers are completed, students begin the discovery process, learning to draft interrogatories, requests for admissions,

and requests for production; the class also touches on other discovery methods such as independent medical examinations (IMEs) and subpoenas; 5) students prepare to both take and defend a deposition; 6) students draft appropriate motions and argue those motions at a mock hearing; 7) students prepare for a mediation of their case and draft a position statement for the mediator; and 8) students participate in mediations and discuss the results with the class.¹⁶ Throughout the course, the professor can add factual and ethical issues not part of the text, in simulation of real-life circumstances beyond counsel's control.¹⁷

At each step in this process, students not only receive timely feedback, but are also engaged in self-reflection and constructive reflections on fellow-students' performance. In the case of live experiences, such as witness interviews and settlement conferences, the professor asks students for a self-evaluation, then provides them with his or her evaluation. With written activities, such as drafting pleadings, the professor strives to provide written feedback no later than the next class meeting. Through student exchange of pleadings, such as complaints to which other students will prepare answers, students receive indirect written feedback from their classmates as well. Both the instruction and the feedback provided by the instructor focus on the technical aspects of the skill being learned, relevant legal theory and strategic considerations. Pretrial practice integrates theory and practice in an interactive setting.

How Pretrial Practice Addresses Identified Educational Needs

The need to teach practice skills, and to teach these skills in a way that promotes learning, are accepted realities at this stage in legal education's development. Pretrial Practice addresses every one of the practical skills identified by the *MacCrate Report*. Problem solving, legal analysis and reasoning, legal research, factual investigation, communication, counseling, negotiation, litigation and alternative dispute resolution procedures, organization and management of legal work, and recognizing and resolving ethical dilemmas are all skills developed in Pretrial Practice.

Pretrial Practice is also one of the experiential courses, specifically the simulation-based classes, discussed in *Best Practices*.¹⁸ *Best Practices* describes why experiential learning is such a powerful educational tool. In addition to learning through performing skills, learning is strengthened in this setting through feedback and reflection.¹⁹ *Best Practices* concludes that the best experiential learning occurs when there is "a continuous, circular four stage sequence of experience, reflection, theory, and application."²⁰ That method closely matches students' own assessment of how they learn in the Law School Survey of Student Engagement (LSSSE).²¹ Pretrial Practice can provide this type of ideal experiential learning.

The Need for Integrating Pretrial Practice into Law School Curricula

In 2002, approximately two-thirds of the 151 law schools included in the *Survey of Law School Curricula* regularly offered Pretrial Advocacy.²² Although this is a marked increase from the 1992 survey, it shows that approximately one-third of accredited law schools did not have a Pretrial Practice class. Furthermore, the precise make-up of the Pretrial curriculum was not detailed, so it is unclear whether the law schools reporting this course cover all of the pretrial practice areas necessary to provide the best learning experience to students. If the goal of legal education is to prepare students for the actual practice of law, Pretrial Practice is a necessary component in a complete education.

Because Pretrial Practice is an economical and easily taught class, there is no reason for this gap in legal education. Law schools can look to practicing attorney adjuncts or others already in their faculty to add this course to their curricula. Excellent teaching materials already exist, and the lead time to add such a course is minimal. Such an addition would be an asset to any

curriculum--and the students will thank you.

1. At the time I thought I was proposing a totally new course but learned that Pretrial Practice had occasionally been offered, though not during my tenure as a student and definitely not on a regular basis. [return to article](#)
2. Am. Bar Ass'n, Section of Legal Educ. & Admissions to the Bar, Legal Education and Professional Development—An Educational Continuum, *Report of the Task Force on Law Schools and the Profession: Narrowing the Gap* (1992) [hereinafter *MacCrate Report*]. For a history of attempts to “more intimately connect[] theoretical understanding with practical competence,” see William M. Sullivan et al., *Educating Lawyers* 12 (2007). [return to article](#)
3. Roy Stuckey et al., *Best Practices for Legal Education* (2007) [hereinafter *Best Practices*]. [return to article](#)
4. *Id.* at 16–17. [return to article](#)
5. Am. Bar Ass'n, Section of Legal Educ. & Admissions to the Bar, *A Survey of Law School Curricula 1992–2002*, at 34 (2004) [hereinafter *Law School Curricula*]. [return to article](#)
6. *Id.* at 20. [return to article](#)
7. Arturo Lopez Torres, *MacCrate Goes to Law School: An Annotated Biography of Methods for Teaching Lawyering Skills in the Classroom*, 77 Neb. L. Rev. 132, 133 (1998). [return to article](#)
8. David A. Binder & Paul Bergman, *Taking Lawyering Skills Training Seriously* 10 Clinical L. Rev. 191, 202 (2003). [return to article](#)
9. *Id.* [return to article](#)
10. Loyd B. Snyder, *Teaching Students How to Practice Law: A Simulation Course in Pretrial Practice*, 45 J. Legal Educ. 513, 514 (1995). [return to article](#)
11. LAW SCHOOL CURRICULA, *supra* note 5, at 34. [return to article](#)
12. Robert A. Weninger, *Amended Federal Rule of Evidence 408: Trapping the Unwary*, 26 Rev. Litig. 401, 406 n.6 (2007). [return to article](#)
13. Although Civil Procedure teaches procedural rules and jurisdictional issues, it in no way addresses the skills taught in Pretrial Practice. [return to article](#)
14. Depending on whether there were one or two instructors, the class was limited to either 12 or 16 students. [return to article](#)
15. Since 2007 the class has been taught collaboratively with, or solely by, Scott D. Gordon, director and chairman of the litigation department for the Rodey Law Firm, Albuquerque, New Mexico. [return to article](#)
16. *See* Snyder, *supra* note 10, at 514 (providing a more extensive look at the actual workings of one Pretrial Practice class model). [return to article](#)
17. “Twists” have included having a plaintiff leave the state for a better-paying job in an employment discrimination case and having a key witness die before mediation. [return to article](#)
18. *Best Practices*, *supra* note 3, at 166. [return to article](#)
19. *Id.* [return to article](#)
20. *Id.* [return to article](#)
21. Indiana Univ., Ctr. for Postsecondary Research, *Annual Survey Results 2006: Law School Survey of Student Engagement*, 2 (2006) (concluding that students learn best and are most satisfied when actively engaged in the educational process). [return to article](#)
22. LAW SCHOOL CURRICULA, *supra* note 5, at 34. [return to article](#)

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ABA Membership Updates

The Section's newly-formed Membership Committee has been busy putting together plans for Section membership recruitment and retention efforts for 2011. Shortly, the committee will be sending out a survey to all Section members, in order to gauge your participation in and satisfaction with the benefits currently offered by the Section. The feedback received on this survey will directly impact the benefits offerings implemented by the committee, and enjoyed by Section membership, so please be sure to complete the survey when you receive it.

The committee is always interested in your feedback as members. If there is something you'd like to see offered as a benefit of your Section membership, don't be shy! Please send any comments or questions to [Lindsay Clark](#), Membership & Marketing Specialist, 312.988.5566.

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Member News

Phoebe Haddon, dean of the University of Maryland School of Law, received the 2011 Great Teacher Award from the Society of American Law Teachers (SALT).

Dr. John L. Lahey, president of Quinnipiac University and a former member of both the Section's Council and Accreditation Committee, has been named the 2011 Irish American of the Year by *Irish American* magazine in honor of his work to promote collegiate study of Ireland's Great Hunger.

Frederic White, dean of Texas Wesleyan University School of Law, has published a murder mystery called *Tenure Blues, a Soap Opera*.

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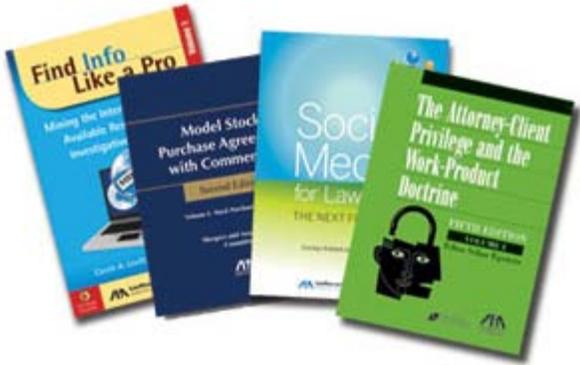


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VOLUME 42 ISSUE No. 2 | WINTER 2011

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Introducing New Section Staff

JR Clark

Paralegal

JR.Clark@americanbar.org

312.988.6750

Previously, JR worked as the events coordinator and assistant to the president for the Kalamazoo Regional Chamber of Commerce. While employed at the Chamber, he managed volunteers, coordinated all major events, supported the president's daily activities and initiatives, and addressed member requests. In his new position, JR supports the accreditation project, addressing issues pertaining to the criteria for foreign programs; assisting with several committees, including Standards Review, Foreign Programs, International Legal Education, and Bar Admissions; and providing support to Becky Stretch, Assistant Consultant. JR graduated with a degree in organizational communication from Western Michigan University, although his primary scholarship interests are media studies and distribution of power among social groups.

Marsha Factor

Paralegal

Marsha.Factor@americanbar.org

312.988.6747

Prior to joining the ABA, Marsha was a legal secretary working at Seyfarth Shaw, one of the largest Chicago-based law firms. At Seyfarth Shaw, Marsha supported senior real estate and healthcare partners and their associates. As a paralegal in the Section, she assists Cathy Schrage, Executive Assistant for Accreditation, in working with the Council, the Accreditation Committee, and law schools involved in the accreditation project.

Donna Mosher

Executive Assistant to the Consultant

Donna.Mosher@americanbar.org

312.988.6476

Donna came to the Section after six years with the ABA's Meetings and Travel division, where she managed registration and housing functions for the Midyear and Annual Meetings. In her current position, Donna provides general administrative and clerical support to Bucky Askew, the Consultant on Legal Education to the ABA, and to the officers and members of the Section's Council. She is also primary point of contact for communication between the Consultant's Office and other entities involved in legal education. Donna is the mother of two adult children, Lindsay and Matt, both of whom are married.

Adrienne Tucker

Senior Meeting Planner

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Adrienne.Tucker@americanbar.org

312.988.6749

Adrienne has been with the ABA since 2002 working as an administrative assistant and membership/conference coordinator for the Standing Committee on the Delivery of Legal Services. As the Section's meeting planner, Adrienne plans and coordinates the logistical details for Section meetings and conferences, including meal functions and housing.

After studying at Texas Southern University for two years, Adrienne earned a bachelor's degree in criminal justice from Loyola University-Chicago. She also holds a paralegal certificate with a concentration in real estate.

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Applications Invited for Deputy Consultant on Legal Education

Applications are invited for appointment to the position of Deputy Consultant on Legal Education to the American Bar Association. The Office of the Consultant on Legal Education to the American Bar Association is located at the ABA headquarters in Chicago, Illinois.

The Consultant on Legal Education and staff are responsible, under direction of the Officers and the Council of the Section of Legal Education and Admissions to the Bar, for the law school accreditation process of the American Bar Association; the coordination of Council and Section Committee matters; the undertaking and dissemination of a variety of special projects regarding legal education; the official collection and distribution of statistics relating to American legal education; the preparation of certain publications; and coordination with other entities within the American Bar Association.

The Section also works in cooperation with the Association of American Law Schools and the Law School Admission Council, providing, with them, liaison among the principal organizations dealing with American legal education. This cooperative effort includes representation at meetings of various legal and higher education organizations and the provision of information and counsel to law schools.

The Deputy Consultant's responsibilities with regard to the accreditation of law schools relate directly to every Section committee and activity. The Deputy Consultant and staff look for opportunities to serve the interests of approved law schools, their faculties and students, and legal education more generally. They also develop programs and materials which assist law schools in the accreditation process and help recruit and train persons to serve in the site evaluation process.

The Deputy Consultant position might be described as comparable to that of a law school dean or associate dean on a national scale. Reporting to the Consultant, the Deputy Consultant will participate with, and act on behalf of, the Consultant in all matters relating to the law school accreditation process and the work of the ABA Section of Legal Education and Admissions to the Bar.

The Section, its Council and the Consultant's Office face several interesting and challenging issues over the next five years. The outcomes of these issues have the potential to affect legal education for many years in the future. Among these are:

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- Increasing globalization of the profession and the concomitant effect on legal education (and accreditation). Some challenges are already facing the Section:
 - ABA-approved schools continuing to develop and expand foreign programs for U.S. students
 - Foreign law schools seeking accreditation
 - In-bound lawyers seeking admission to practice
 - Outbound lawyers seeking reciprocity in foreign countries
 - Other countries seeking to model their accreditation systems on the U.S. model and non-U.S. schools seeking to replicate the U.S. legal education model
- Changes in legal education driven by increased costs, increased competition and economic uncertainty
- The comprehensive review of the Standards, to be completed in 2012â€2013
 - What will be the final outcome?
 - How will the legal education community adapt to the changes?
 - How will the accreditation process be affected by the new Standards?
- Growth in the number and location of law schools
- The desire of the Section to offer more to its members in the way of conferences, publications and other services
- The need to constantly improve the technology utilized by the Section in carrying out its accreditation responsibilities

The Deputy Consultant will be directly and fully involved in developing Section policies and programs to address these and other issues.

Responsibilities of Deputy Consultant:

Plan and coordinate the ABA site visit process, including composition of site teams, coordination of on-site dates and training of volunteers to accomplish ABA-conducted law school site visits.

Provide consultation to, and answer inquiries from, law school deans, faculty and university administrators concerning the accreditation process, the application of accreditation Standards and other matters.

Monitor the periodic review of foreign programs and programs of cooperative foreign study conducted by ABA-approved law schools, including individual review of program applications.

Plan and coordinate seminars, workshops and conferences related to the accreditation process or legal education in general.

Work with various Section committees (particularly Accreditation, Standards Review, Questionnaire and the Council), attend meetings and coordinate projects, including the drafting and refinement of documents both before and after committee meetings.

Represent the Consultant and the Section at various meetings of related organizations.

Prepare or assist in the preparation of reports to the US Department of Education.

Assist the Consultant with budget preparation and long-range planning.

Supervise Associate Consultant and other office staff.

Minimum Qualifications: The Deputy Consultant must hold a law degree from an ABA-approved law school and must have a minimum of 15 years experience in law school administration and/or teaching experience and must

have demonstrated familiarity with the accreditation process.

Compensation: The salary is competitive.

Terms of Appointment: The Deputy Consultant position is a full-time appointment. The position will be available in August of 2011.

Applications: Please send applications, including a statement of interest and a resume, to:

donna.mosher@americanbar.org

or

Hulett H. Askew,
Consultant on Legal Education to American Bar Association
c/o Donna Mosher
321 N. Clark Street
Chicago, IL 60654-7598

Applications must be received by March 28, 2011

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