

The background features a stylized, semi-transparent city skyline. In the center, the Statue of Liberty is depicted within a large, light-colored circular frame. To the left, the Golden Gate Bridge is visible, and to the right, a large domed building, likely the California State Capitol, is shown. The overall color palette is muted, consisting of light blues, greys, and browns.

Welcome to the 2021 AALS Site Evaluation Workshop

Welcome and Introduction

SUSAN DUNCAN | UNIVERSITY OF MISSISSIPPI SCHOOL OF LAW
CHAIR, AALS MEMBERSHIP REVIEW COMMITTEE



Quick Overview

Advancing Excellence in Legal Education

Programs for Faculty

The Membership Review Process

- ABA Accreditation v. AALS Membership Review
- Regulatory Review v. Peer Review
- List of Requirements v. Adherence to Core Values.



AALS Core Values

Scholarship and Teaching

Diversity and Nondiscrimination

Self-Governance

Academic Freedom

Honesty and Integrity

AALS Bylaw Article 6. Requirements of Membership

- a. The obligations of membership imposed by this Article and the Executive Committee Regulations are intended to reflect the Association's core values and distinctive role as a membership association, while according appropriate respect for the autonomy of its member schools.
- b. The Association values and expects its member schools to value:
 - (i) a faculty composed primarily of full-time teacher-scholars who constitute a self-governing intellectual community engaged in the creation and dissemination of knowledge about law, legal processes, and legal systems, and who are devoted to fostering justice and public service;
 - (ii) academic freedom;
 - (iii) diversity of viewpoints;
 - (iv) excellent scholarship;
 - (v) excellent teaching;
 - (vi) a rigorous academic program in the context of a dynamic curriculum that is both broad and deep;
 - (vii) a diverse faculty hired, promoted, and retained based on meeting and supporting high standards of teaching and scholarship and in accordance with principles of nondiscrimination;
 - (viii) competent and professional staff to support the mission of the law school;
 - (ix) selection of students based upon intellectual ability and personal potential for success in the study and practice of law, through a fair and nondiscriminatory process designed to produce a diverse student body and a broadly representative legal profession; and
 - (x) honesty, integrity, and professionalism in dealing with students, faculty, staff, the public, and the Association.



A Renewed Focus

An Emphasis on Peer Review and Mutual Support

Presumption that member schools desire to adhere to core values

Peer Review, including:

- Peer Counsel when member school appears to be struggling.
- Report backs when there are serious shortcomings involving core values.
- Praise for innovation

Recognition that schools can be different while pursuing core values

Process remains confidential

Overview of the AALS Process

JUDITH AREEN | AALS EXECUTIVE DIRECTOR



Membership Review Process

- ❑ **Member Schools** – reviewed every ten years
 - Bylaw 6 standards; Regulations and Policy
- ❑ **Change of Operation**
 - Significant – major programmatic, locational or institutional change (such as merger, new entity, new degree, new division, new branch, affiliation, closure)

AALS Membership Review Process

School Visit

- AALS Questionnaire
- ABA Materials

AALS Report

- Sent to member school
- Any response by member school

Membership Review Committee

- Reads AALS Report, AALS Questionnaire, ABA materials, school responses
- Recommendation to Executive Committee

Executive Committee Decides

- Letter to the School

Membership Review Committee

☐ Who?

- Law school faculty
- Law school deans

☐ What?

- Relies primarily on AALS reporter to be fact finder

☐ When?

- Meets in April and October



Executive Committee

□ Who?

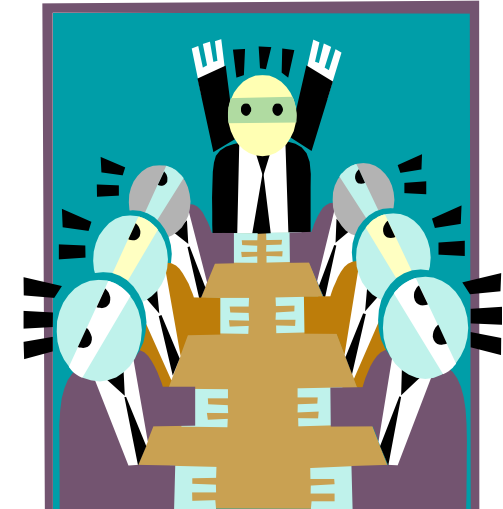
- Law school faculty and deans
- Elected by member schools

□ What?

- Determines compliance with AALS Bylaws and
 - Executive Committee Regulations
- Interprets and Implements AALS requirements

□ When?

- May and November



Executive Committee Letter to Member School

Peer Advice

- Strengths and achievements; suggestions for improvement

More Information

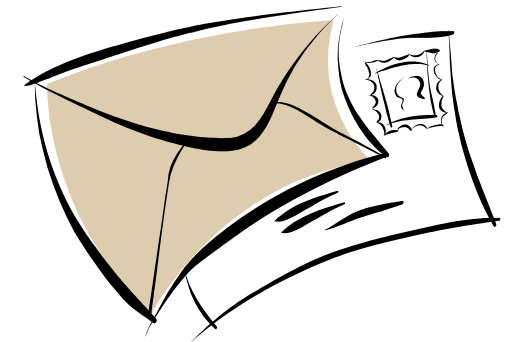
- Cannot determine compliance with membership requirements

Progress Report

- Concern about compliance with requirements

Sanction

- Material failure to comply with membership requirements



AALS Materials and Support for the AALS Reporter

CARA MCQUITTY | AALS MEMBERSHIP REVIEW MANAGER



Workshop Handout Contents

- AALS Process and Role of the AALS Reporter
- Site Visit Timeline
- Reporter Appointment Letter
 - Enclosed: Instructions to the AALS Reporter
- Classroom Visit Form
- Discussion with Dean
- AALS Questionnaire
- Format of the Report
- EC Letter to School
- AALS Bylaw and EC Regulations



Association of American Law Schools

Advancing Excellence in Legal Education

2021 AALS Site Evaluation Workshop

January 6, 2021, 11:00 am – 12:15 pm Eastern

AALS Core Values¹

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¹ <http://www.aals.org/member-schools/membership-requirements/>



AALS Reporter Materials

☐ Dropbox invitation sent via email

☐ Included materials:

- AALS Membership Requirements
- Memo to Dean
- AALS Questionnaire
- Report Format Outline
- Reporter Instruction Memo
- ABA Conduct Memo
- ABA Site Report Template
- Classroom Visit Form
- Confidentiality



Changes to the AALS Membership Review Process

AALS Questionnaire

Communications with AALS Reporters

- “Know Before You Go” emails
- “Now That You're Back” emails
- Reporter Survey
- Thank you letter to reporter’s dean

Annual Report sent to Member Schools and Reporters

Law School Name _____ Date _____

Name and Position of Person Completing Questionnaire _____

Email _____ Phone _____

This questionnaire seeks information relevant to the core values of the AALS that will assist the AALS reporter, Membership Review Committee, and Executive Committee in the membership review process. The AALS membership review process is meant to complement, and not duplicate, the ABA's accreditation process. Our questionnaire, therefore, focuses on the core values of AALS. This questionnaire is formatted as a word document to make it accessible to variations in response to our questions. Most answers will be included in separate appendices. If you want to add an explanation or expand on information in the questionnaire, please do not change the question itself.

At least twenty (20) days before the site visit, please send the AALS reporter your completed questionnaire. In addition, the AALS office would like to receive an electronic version of this completed questionnaire on a flash drive. Include each appendix separately on the flash drive. Do not include them as one large document. Your school is also preparing a Self Study for the ABA Section; the AALS would also like to receive an electronic version of the ABA Self Study (Parts I and II) and all supplemental materials. (Do not send a paper copy of the AALS questionnaire or the ABA Self Study to AALS.) Please mail a flash drive containing all files to: AALS Membership Review, 1614 20th Street, NW, Washington, DC 20009.

If you have any questions, please contact Barbara Studenmund, AALS Director of Membership Review, at membershipreview@aals.org.

I. Faculty and Scholarship

1. Please indicate the number of current full-time tenured or tenure-track faculty _____ as well as the number of other full-time faculty who are expected to produce scholarship _____. AALS asks for the current number of full-time faculty, which we understand may differ from the numbers submitted on the ABA SEQ. Please complete the following chart for the preceding three academic years.

Types of scholarly publications	Number of full-time faculty publishing each type during the 3 preceding years	Number of each type of publication published by full-time faculty during the 3 preceding years
Law review articles		
Books		
Book chapters		
Other scholarly publications		

The AALS Questionnaire

Faculty and Scholarship

Teaching

- AALS Quest Supplement re Teaching

Improvements Since the Last Site Visit

- Emphasis on positive changes

Nondiscrimination and Diversity

- AALS Bylaw 6-3b updated in January 2016
- Addition of ABA 509 report

Faculty Profile



The AALS Reporter

BARBARA J. COX | CALIFORNIA WESTERN SCHOOL OF LAW

AALS MEMBERSHIP REVIEW CONSULTANT



What have I gotten myself into?



The AALS Reporter 101

- ❑ Represents the AALS
- ❑ Independent of ABA/different focus
 - Faculty Governance
 - Faculty Scholarship
 - Faculty and Student Diversity
 - Nondiscrimination
- ❑ Fact-finder
- ❑ You're it

The AALS Reporter

Preparing for the visit

The Visit

Writing the Report



Preparing for the Visit

- ☐ Coordinate with key people
 - Team chair
 - Team members (class/office visits)
 - The dean*
 - On-site point persons
 - Faculty chairs, staff

Preparing for the Visit

Review key documents

- AALS Site Questionnaire & Prior Report
- ABA documents: Site Evaluation Questionnaire and Self Assessment
- The School's website

Preparing for the Visit

- ❑ Review suggested format of the AALS Report
- ❑ Follow suggested AALS Format for the Report
- ❑ When surveyed, Reporters are split on whether to write a draft before the visit (and confirm data during visit) or wait until after the visit. Either way, the focus is to be thorough and accurate.

Preparing for the Visit

- ❑ Meet alone with Dean
 - By phone before the visit
 - In person early in the visit
- ❑ Communicate the AALS role
- ❑ What is the School doing right?

The Visit

- ❑ First meeting with the team
- ❑ At the school
 - The dean and president (in and out)
 - Meet with key people
 - Class and office visits (team effort)
 - Due Diligence (trust but verify)
- ❑ Fill in the blanks

Writing the Report

- Make sure **all** the needed information is included
- But **limit** your report to 7-10 pages single-spaced
- Ask chair for team members' drafts once received
- Incorporate ABA Report by reference
- Conform final ABA draft to your draft
- Be factual; avoid using adjectives
- No judgments or conclusions
- No names
- Polish/edit

Submit Your Report to the AALS Office

- Expect to hear from me with any questions or suggested changes
- Please respond to my email as soon as possible with your comments
- Finalize the report



It's done!



Overview of the ABA Process



WILLIAM ADAMS

MANAGING DIRECTOR, ACCREDITATION AND LEGAL EDUCATION ABA SECTION
OF LEGAL EDUCATION AND ADMISSIONS TO THE BAR

Planning for the Visit at the School

Sabbatical Review of Fully Approved School
Every Ten Years

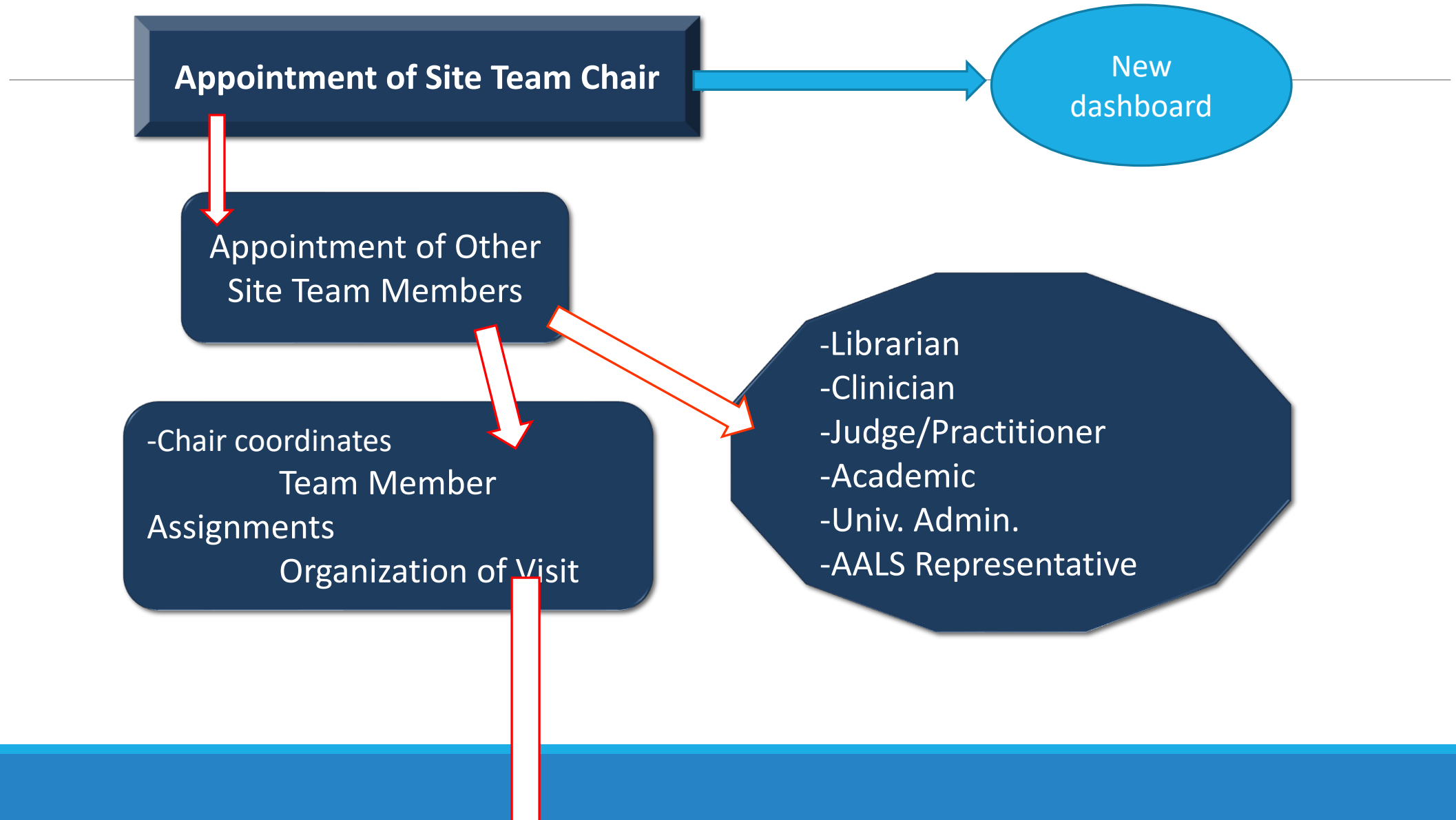


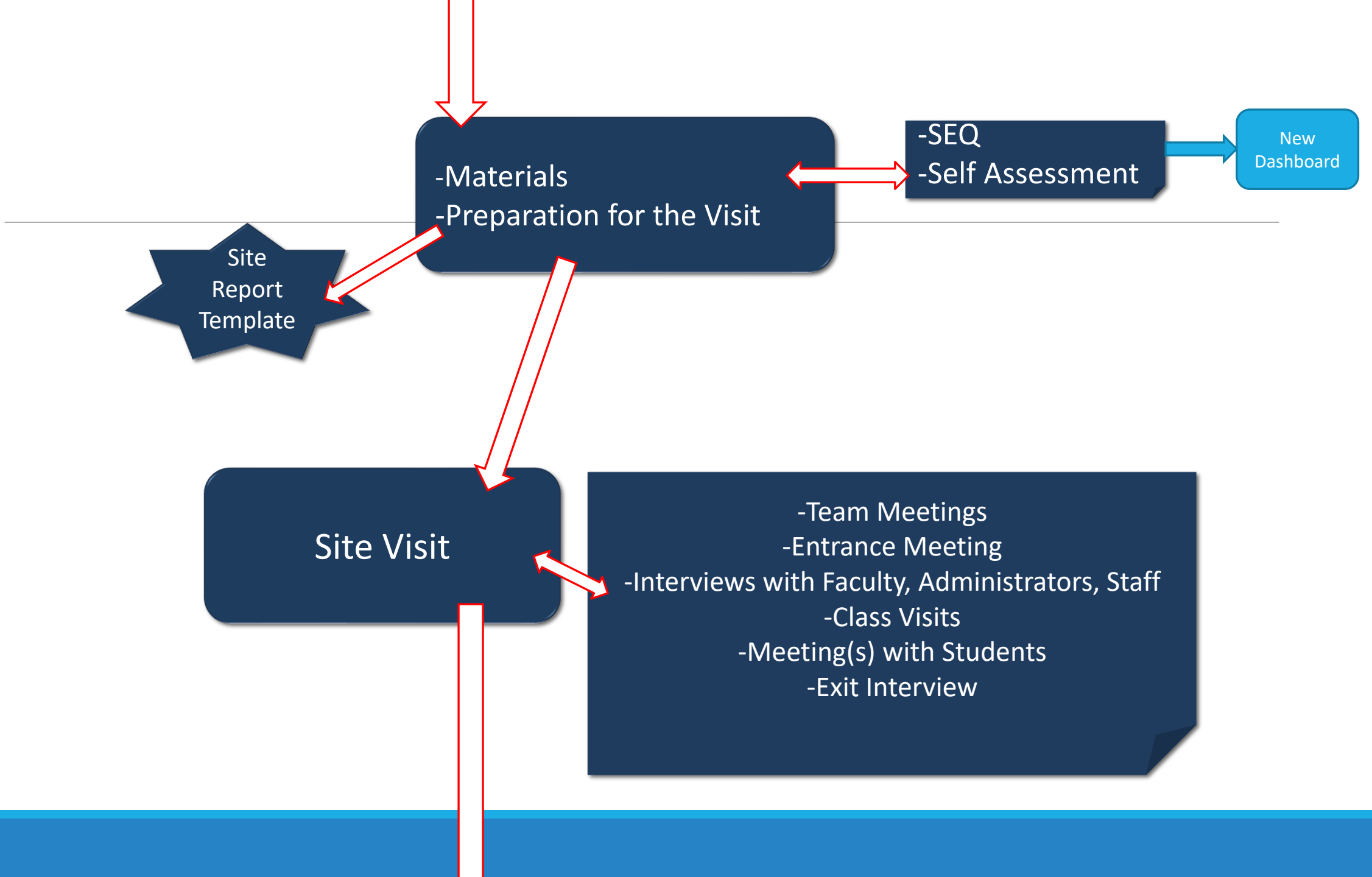
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graph TD; A[Sabbatical Review of Fully Approved School Every Ten Years] --> B[Self Study]; B --> C["-Site Evaluation Questionnaire (SEQ)  
No more data entry  
-Self-Assessment  
-Respond to Standard 204 (b)"]; style A fill:#1a3d54,color:#fff; style B fill:#1a3d54,color:#fff; style C fill:#1a3d54,color:#fff;
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Self Study

-Site Evaluation Questionnaire (SEQ)
No more data entry
-Self-Assessment
-Respond to Standard 204 (b)

The Site Visit Process







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graph TD; A[ ] --> B[Post-Visit Preparation of Site Report]; B --> C[Office Review]; C --> D[Review of Site Report and Response by School]; B --> E[Site Report Template];
```

Post-Visit Preparation of Site Report

Site
Report
Template

Office Review

Review of Site Report and Response by School

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graph TD; A[ ] --> B[Evaluation of Site Team]; B --> C[Consideration of Site Report by Council/Decision Letter]; C --> D["-RFI<br/>-11(a)(2)<br/>-11(a)(3)"]; B --> E["-by Dean<br/>-by Chair<br/>-by Team Members<br/>-by Report Reviewer<br/>-by Council Monitor"]; style A fill:none,stroke:none; style E fill:none,stroke:none;
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Evaluation of Site Team

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

Consideration of Site Report by
Council/Decision Letter

- RFI
- 11(a)(2)
- 11(a)(3)

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graph TD; A[Report Back by School on Any RFI's, 11(b)'s] --> B[11(a)(4)]; B --> C[Rule 13 Hearing]; C --> D[Rule 15 Sanction]; A --> E["School Remains on List of Approved Law Schools"];
```

Report Back by School on Any RFI's,
11(b)'s

11(a)(4)

Rule 13
Hearing

Rule 15
Sanction

“School Remains on List of Approved Law Schools”

Virtual Visit

- During the Pandemic, virtual visits being conducted
 - When safe to travel, follow-up visit by smaller team will take place
 - New process
 - Staff review of SEQ, provides feedback and direction
 - Likely to continue after the pandemic
 - May continue after the pandemic (process may be hybrid)



**Thank you for attending the 2021
AALS Site Evaluation Workshop**

Questions?