I. History of the Law School and University

Attachments:

General:
1. The completed Annual Questionnaire for the current and past two years

Supplementary: none

On-Site: none

1. Provide:

(a) A brief history of the law school.

(b) For a law school that is associated with a college or university, a brief statement of the history and legal status of the college or university, including accreditation status.

Chartered in 1912, Loyola University New Orleans has roots dating back to higher educational efforts begun in 1847 by the Society of Jesus (Jesuits) of the New Orleans Province. The university is a not-for-profit corporation governed by a two-tiered structure: a Board of Trustees and a Corporation. The Board of Trustees, comprised of a maximum of thirty-five members, is the policy-making body. The Corporation elects the Jesuit members of the Board. Under the Charter, at least one-third of the Trustees must be Jesuit priests or brothers. The members of the Corporation are Jesuits currently holding full-time or part-time positions at Loyola. The full Board elects the non-Jesuit Trustees. Other responsibilities of the Corporation include amending the Charter and dissolving the Corporation.

The School of Law was established in 1914 with evening classes held at the College of the Immaculate Conception. Classes were soon moved to the university campus. The first issue of the Loyola Law Journal (predecessor to the Loyola Law Review) was published in 1920, and the first day classes were held in 1925. The law school was first accredited by the American Bar Association in 1931, and joined the Association of American Law Schools in 1934.

The law school moved into its own building in 1942. With an increase in enrollment, the start of a common law program, and the launching of a law clinic, the law school moved again in 1974 and then further expanded into the renovated and larger facilities on Loyola’s Broadway campus, half a mile from the main campus, in 1985. In 2006 the School of Law was renamed the College of Law and in 2007 the College of Law completed the construction of the Wendell H. and Anne B. Gauthier Family Wing (“Gauthier Wing”), which significantly increased the law school’s classroom and office space.
Loyola admitted its first woman student to the law school in 1918. African-American students were first admitted here in 1952. Today it ranks as one of the most diverse law schools in the nation. Its educational opportunities reflect the global dimensions of the study and practice of law. As it nears the centennial of its birth, the College of Law continues to grow in size and stature.

Hurricane Katrina

On August 29, 2005, after only a week of the law school’s fall semester classes, Hurricane Katrina struck the Gulf Coast near the Mississippi-Louisiana border and caused damage across an area of the region equal in size to the United Kingdom. Multiple failures of the flood control system that surrounds New Orleans allowed Katrina’s storm surge to flood eighty percent of the city to depths of up to twelve feet; it took weeks to drain the floodwaters, months passed before power and other services were restored to many areas of the city, and after two years only minimal remediation has been accomplished in parts of the most damaged neighborhoods. For the scale of destruction of a major, modern U.S. city, the post-Katrina flooding of New Orleans is second only to the 1906 San Francisco earthquake and fire. Katrina and the continuing struggle of New Orleans’ long-term recovery have irrevocably changed the city and the lives of its residents, many of whom still want, but are unable, to return.

As Katrina threatened, Loyola put its Hurricane Emergency Plan into effect. But what was originally planned to be a three-day suspension of classes turned into an entire lost semester for the university. After Katrina hit and the extent of the destruction was apparent, the law school’s 818 students, scattered all over the country, began to inquire at other schools about taking classes and continuing their legal education. Over 350 upper-class students were able to enroll elsewhere for the semester, but most law schools would not accept first-year students. Faced with a possible devastating decrease in enrollment and the severe financial harm that such a decrease would entail, Dean Bromberger accepted an offer from the University of Houston Law Center (“UHLC”) to host a satellite program of the law school there, with Loyola law faculty teaching Loyola law students.

Planning for the Houston semester began without knowing how many students would enroll, how many classes would be needed, and whether enough faculty could participate. The original emphasis was on the first-year curriculum, but as interest among the students increased and as more faculty agreed to participate, a significant number of upper-class courses were added. Staff from the administrative units of the law school who were able to help also came to Houston, and the admissions office staff committed themselves to continuing their scheduled participation in law school recruiting events around the country: their work was particularly important, given the valid fear that

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1 In 2006 the law school was ranked 22nd in the nation in the number of first professional law degrees granted to African-Americans. *The Top 100: Interpreting the Data*, Diverse: Issues in Higher Education, July 13, 2006, at 99.
Katrina would severely curtail the law school’s admissions pool for the 2006-2007 academic year. Throughout the difficult preparations, Dean Bromberger and all the law school personnel in Houston focused on the singular goal of providing as many of the students as possible with a fall semester taught by their own faculty. And the entire endeavor would have been impossible without the opportunity and assistance provided by the UHLC faculty, staff, and students. Their offer was a lifeline to the law school in its darkest hour and we are forever grateful to them for the chance to make full use of their generosity.

On October 3, 2005, five weeks to the day after Katrina hit, the law school began its semester at the UHLC. Twenty-seven faculty taught over forty classes, in both the civil and common law curricula, to 317 students, 176 of whom were 1Ls. Some of the faculty commuted from around the country for the two or three days a week they taught, and many other logistical hurdles and difficulties had to be surmounted to make the semester a success.

Classes ended in mid-December and exams for the Houston program were given in New Orleans when the law school reopened in January. The start of the spring semester was pushed back two weeks, and, by tightening up the schedule, graduation was held only one week later than originally planned. When the Fall 2006 semester began, the law school had only sustained a net loss of eight students, the entering first-year class had only twelve fewer students than the previous year’s, and the new 1Ls had an average LSAT score only one point lower, and an average GPA less than a tenth of a point lower, than the previous year’s class.

When the law school relocated to Houston for the fall 2005 semester, the law clinic shifted to a new model. With over 100,000 people from New Orleans relocated to Houston, the clinic switched from being a litigation-driven clinic to become a Katrina legal advice clinic, partnering with the UHLC, Lone Star Legal Aid, and the Houston Volunteer Lawyers Program to help meet the many legal needs of evacuees in Houston. Clinic students attended clinic classes, researched Katrina-related legal issues, and worked in shifts six days a week assisting New Orleans evacuees at the Greater Houston Disaster Recovery Center. The students interviewed and assisted over a thousand people, both face to face in the recovery center and in telephone interviews at the hotline centers. The clinic assisted Katrina victims with landlord/tenant law, creditor disputes, bankruptcy law, obtaining public benefits, dealing with FEMA and Red Cross services, health care-related issues, flood and homeowners’ insurance, and immigration, criminal, and family law issues. Some clinical faculty and staff members remained in Louisiana to work on legal concerns of criminal defendants and homeless people, and to assist the Louisiana State Bar Association in setting up, training, and staffing a statewide hotline for Katrina-related legal questions.

No other law school has ever relocated its entire operations in the face of a disaster. The success of the semester in Houston is a testament to the resilience and dedication of the law school’s faculty, staff, and administration. Providing the law school students, especially the 1Ls, with a full fall semester of classes taught by their own
faculty helped assure the survival of the law school and saved it from suffering the same financial consequences that the rest of the university, and many other institutions of higher learning in the city and region, are still facing today.

A discussion of the post-Katrina changes that the university and the law school has made in their emergency planning is found in the section on the law school administration at page 64 of the Law School’s Self Study.

2. From the law school’s last ABA accreditation review, list any matters on which the law school was required to report back to or provide further information to the Accreditation Committee, and any matters to which the law school’s attention was directed. Explain the assurances, commitments, or changes that were made to respond to each of them to bring the school into compliance.

In the 2001 ABA accreditation review, there were four matters on which Loyola was required to furnish additional information to the Accreditation Committee, and two matters to which the law school’s attention was directed. Each is summarized below.

I. MATTERS ON WHICH LOYOLA WAS REQUIRED TO FURNISH ADDITIONAL INFORMATION TO THE ACCREDITATION COMMITTEE

*Standard 211 – Non-Discrimination and Equality of Opportunity*

The ABA Accreditation Committee concluded in its November 2001 Action Letter that Loyola had not established compliance with Standard 211 and Interpretation 211-2 regarding the requirement of a written plan describing the law school’s current program and the efforts it intends to undertake regarding the law school’s commitment to provide full opportunities for qualified members of racial and minority groups (relating to compliance with Standard 211).

The law school responded in a letter dated September 13, 2002, furnishing the university’s Affirmative Action Plan (which had been inadvertently omitted from the 2001 Self-Study Report), along with the plan’s implementation documents. The school also furnished additional evidence of the law school’s success in achieving diversity.

In November 2002 the ABA Accreditation Committee concluded again that Loyola was not in compliance with this standard because it had no written plan describing its current program and the efforts the school intended to undertake relating to compliance. In a letter dated September 12, 2003, the law school furnished three documents: first, the university’s Affirmative Action Plan finalized after *Grutter v. Bollinger*, 539 U.S. 306 (June 23, 2003); second, a statement of the law school’s existing admission policies; and third, the diversity statement of the law school’s Office of Career Services. The ABA Accreditation Committee in November 2003 concluded that the information furnished by the law school was sufficient to demonstrate compliance with Standard 211.
In its November 2001 Action Letter, the ABA Accreditation Committee noted that the law school had recently adopted standards for evaluating faculty performance in the areas of teaching, research and scholarship, and service, but nonetheless expressed two concerns: first, that despite the standards there had not been production of substantial scholarly work by all faculty members; and second, that many faculty members were not available to meet with students for consultation outside of class and did not participate in law school activities outside the classroom. Concluding that it had insufficient information, the ABA committee requested evidence of compliance with Standards 401(a) and 404(b).

The law school responded in a letter dated September 13, 2002, setting forth additional information demonstrating compliance with these standards. First, the law school explained changes in the composition of the faculty and in financial incentives that would improve faculty scholarship. Second, regarding faculty availability and participation in law school activities, the law school furnished additional information demonstrating compliance, consisting of the relevant portion of the Faculty Standards (inadvertently omitted from the 2001 Site Evaluation Questionnaire), a list documenting faculty participation in law school activities, and survey results evidencing student satisfaction with faculty availability. In November 2002 the ABA Accreditation Committee concluded that the information furnished by the law school was sufficient to demonstrate compliance with these standards.

This standard requires that a law school afford to full-time clinical faculty members an opportunity to participate in law school governance in a manner reasonably similar to other full-time faculty members. Concluding that it had insufficient information, the ABA Accreditation Committee requested information on action by the recently appointed “Committee on the Status and Selection of Clinical Faculty,” which was studying the role of the clinical faculty. The law school responded in a letter dated September 13, 2002, describing the work of the special ad hoc committee, which included: first, conducting surveys to find out practices at other law schools with regard to clinical governance rights and second, presenting its committee report at the September 2001 faculty meeting. The law school also reported that a day-long retreat on this matter was scheduled for November 16, 2002.

In November 2002 the ABA Accreditation Committee concluded again that it lacked sufficient information to determine compliance with this standard, “[i]n light of the pending consideration by the faculty of a significant change in Clinical Faculty status and governance.” The law school responded in a letter dated September 12, 2003, describing additional activities at the law school with respect to clinical faculty status. In the letter the law school described deliberations occurring at the November 16, 2003 day-
long retreat and at subsequent faculty meetings. Although no final vote had yet been taken on clinician status and governance, it was noted that the clinical faculty had been extended voting rights on all law school committees effective August 2003. It was also noted that under the existing structure clinical faculty exercised “a form of self-governing authority over the operations of the Law Clinic which parallels that exercised by the ordinary faculty over the regular academic curriculum.” In November 2003 the ABA committee concluded that the additional information furnished by the law school, including the change in the status of the clinical faculty to include voting rights on all law school committees, was sufficient to demonstrate compliance with this standard.

**Standard 403(b) – Instructional Role of Faculty (use of adjuncts)**

Standard 403(b) requires that the full-time faculty provide students with a major portion of their total instruction. The ABA committee determined in November 2001 that it had insufficient information to determine compliance with this standard, and requested information regarding the number of credit hours taught by adjunct faculty in the day and evening programs for Spring 2001, Fall 2001, and Spring 2002. The law school furnished the requested information in a letter dated September 13, 2002. In November 2002 the ABA Accreditation Committee concluded that the information furnished by the law school was sufficient to demonstrate compliance with this standard.

**II. MATTERS TO WHICH THE LAW SCHOOL’S ATTENTION WAS DIRECTED**

**Standard 209 (c) – Law School-University Relationship**

The ABA Accreditation Committee recommended that the president and the dean carefully consider the law school’s financial arrangement with the university. The 1998 Memorandum of Understanding was effective only through July 31, 2002, and the university had not yet stated whether it would be renewed. No further information was requested.

**Standard 302 – Curriculum**

The ABA Committee noted that the high student/faculty ratio in the first-year legal research and writing program could be affecting the overall educational experience for some students and the school was advised to carefully consider this issue. No further information was requested.
II. Self Study and Strategic Planning

Attachments:

General:
1. Law school’s Self-Study
2. Law school’s strategic plan (if not included as part of the Self-Study)

Supplementary: none

On-Site: none

1. Describe the process that was used to generate and adopt the law school’s Self-Study. Include the following:

(a) when the self-study process began and ended;

The self-study process began in the fall of 2006 with the appointment of Professor Dian Tooley-Knoblett as chair of the project. The self-study committee was appointed by the dean shortly after he and the chair attended the February 2007 ABA site inspection workshop. The committee met regularly during spring 2007 and early fall of 2007. In mid-October 2007 the committee circulated a draft report to the law school faculty and administration. Five special meetings were held to consider the draft, during which the report was reviewed page-by-page by the ordinary, clinical and library faculty. In late-November 2007, a revised draft was circulated, and on December 4, 2007 the ordinary faculty approved the draft, which was then forwarded to the university administration for its review.

(b) composition of the Self-Study committee and how the members were selected;

The committee was appointed by the dean and consisted of fifteen members: seven ordinary faculty (Dian Tooley-Knoblett, Dane Ciolino, Jim Klebba, Blaine Lecesne, Leslie Lunney, Pat Hugg, and Jeanne Woods), one clinical faculty (Cheryl Buchert), one library faculty (Brian Huddleston), the law school Budget Director (Andrew Piacun), the Associate Dean for Students (Stephanie Jumonville), the Assistant Dean of Admissions and Minority Student Affairs (Michele Allison-Davis), three students (SBA President Eric Carter, BLSA President Michelle Augustine, and night 3L SBA representative Laurin Jacobsen), and the Chair of the Law School Visiting Committee (David Bienvenu).

(c) the mechanisms, such as surveys or other means, which were utilized to gather input from faculty, students, alumni and others;

Surveys were conducted to gather input from students and faculty. The student survey was designed to gauge student opinion on the law school’s curriculum, facilities, services and other concerns. To ensure the participation of a broad cross-section of the
student body, the survey was given during class in large sections of first-year courses and in several upper-level required courses. The last fifteen minutes of each class was set aside for students to fill out the survey; almost all of the students complied and turned in surveys that were substantially complete.

Two brief faculty surveys were utilized to gather input from faculty. The first was conducted to ascertain ordinary faculty involvement in service activities. The second survey was conducted among ordinary, clinical and library faculty on the issue of faculty governance. Both surveys were administered through third-party websites so that faculty could respond anonymously.

In addition, information was gathered from faculty and from all law school administrators by email, and by face-to-face or telephone interviews.

(d) a description of the dean’s and faculty’s involvement in the process, including how the final report was considered or approved by the faculty.

The dean’s involvement in the process was minimal. Although he appointed the committee, he did not attend (and was not invited to attend) any of the regular committee meetings. The only committee meeting the dean attended was a special meeting called by the chair to discuss strategic planning and long-range goals. The dean was invited (and did attend) the five special faculty meetings at which the draft was reviewed. These faculty meetings were conducted by the chair of the self-study committee, and the dean participated as a member of the ordinary faculty.

The faculty’s involvement in the process was immense. There were seven ordinary faculty members, one clinical faculty member and one library faculty member on the committee. There were five special meetings for the ordinary, clinical and library faculty to review the draft. The meetings lasted one to two hours, and averaged ninety minutes in length. The faculty considered the draft page-by-page, and made innumerable suggestions, which were implemented. In the course of the self study process, the faculty scrutinized all aspects of the law school program, reflecting upon the last seven years and optimistically contemplating the years ahead.

The committee’s draft report was presented to the members of the College of Law faculties for their input and comments at five special meetings held in the fall of 2007. After its approval by the ordinary faculty, the Self-Study Report was then sent to the university administration for its review.

2. Describe the process by which the law school regularly engages in strategic planning and assessment. [Standard 203] Include how the law school:

   (a) identifies specific goals for improving the law school’s program;
Strategic planning and assessment is the role of the law faculty, with input from the dean and administration. One of the standing faculty committees is the Budget and Strategic Planning Committee, which consists of five faculty members elected by majority vote and the Budget Director who serves as a nonvoting ex officio committee member. The Budget and Strategic Planning Committee is the appropriate committee to identify specific goals that will improve the law school program. In addition, suggestions for improving the law school program are periodically made by members of the faculty and administration and are considered by the faculty at regular or special faculty meetings.

(b) identifies means to achieve the established goals;

Identifying the means to achieve established goals is the collaborative effort of the faculty and administration. In addition, ad hoc committees are sometimes formed to study the feasibility of specific programs or goals. For example, one specific goal recently adopted by the faculty is to satisfy the criteria and procedures required to establish a chapter of the Order of the Coif. A special ad hoc Coif committee is the appropriate body to undertake this specific goal. It will be the responsibility of the Coif committee to identify the means to achieve this goal. If law school resources are required to attain Coif, as they likely are, the law school administration assistance will be requested.

(c) assesses its success in realizing the established goals; and

Assessment of the law school’s success in realizing its established goals is the collaborative effort of the faculty and administration. The faculty assesses its success in realizing its established goals at faculty meetings during which goals are reviewed. In addition, the law dean submits a strategic plan to the provost annually. This report assesses the law school’s progress in meeting specified goals, and identifies goals to be achieved in one, three, and five years.

(d) periodically re-examines and appropriately revises its established goals.

Obviously, the faculty re-examines and appropriately revises its established goals every seven years as part of accreditation self-study process. In addition, as the faculty and administration engages in assessment of the law school’s success in realizing its established goals, re-examination and appropriate revision of established goals naturally occurs. The appropriate entity to re-examine and revise goals on a more basis is the faculty through the Budget and Strategic Planning Committee.
III. Program of Legal Education

Attachments:

General:
1. Current law school catalogue or equivalent
2. Major reports from the Curriculum Committee since the last site visit
3. If grade distribution reports are routinely prepared at the end of the term, copies of these reports for the current and preceding year
4. Distance Education plan, if any (Not applicable)
5. Class schedule for the current and preceding year

Supplementary: [Materials should be sent to team member reviewing clinical course of study]
1. All materials given to students enrolled in clinical courses that describe the courses, rules and regulations
2. All materials given to students enrolled in externship courses that describe the courses, rules and regulations

All externship materials are posted on the Clinical Externship web site: http://law.loyno.edu/extern/

On-Site:
1. Any manuals or instructions developed for the training of part-time faculty members involved with professional skills courses

The Loyola Skills Curriculum faculty members are, by the majority, trained by the National Institute for Trial Advocacy (NITA) through live training programs and, also, NITA texts. A sample list of texts follows.

<table>
<thead>
<tr>
<th>No.</th>
<th>Title</th>
<th>Author(s)</th>
<th>Year</th>
<th>Pages</th>
</tr>
</thead>
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<td>1</td>
<td>Advanced negotiation and mediation theory and practice : a realistic integrated approach</td>
<td>Thomas F.</td>
<td>c2005</td>
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<tr>
<td>2</td>
<td>Arbitration advocacy / by John W. Cooley and Steven Lubet</td>
<td></td>
<td>1997</td>
<td>1</td>
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<td>3</td>
<td>Arbitration advocacy / John W. Cooley with Steven Lubet</td>
<td></td>
<td>c2003</td>
<td>1</td>
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<tr>
<td>4</td>
<td>Doyle v. Nita Power and Light Company and Northern Electric Company / by Joseph J. Kalo,</td>
<td></td>
<td>1982</td>
<td>1</td>
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<tr>
<td></td>
<td>James Bohan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The effective deposition : techniques and strategies that work / David M. Malone,</td>
<td></td>
<td>c1996</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Peter T. Hoffman</td>
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<td></td>
<td>Peter T. Hoffman</td>
<td></td>
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<td>7</td>
<td>Effective expert testimony / David M. Malone, Paul J. Zwier</td>
<td></td>
<td>c2000</td>
<td>1</td>
</tr>
</tbody>
</table>
Loyola New Orleans College of Law has hosted the Gulf South Regional NITA Trial Skills seminar over the past twenty (20) years and, also, Loyola hosts the Deposition Skills training program. Because of this close association, Loyola receives a wealth of training materials through the NITA organization. NITA also provides the problems for the Loyola Trial Advocacy group who participate in trial competitions each semester.

2. Any manuals or instructions developed for the training of field instructors involved with field placement programs

Not applicable.

**J.D. Program**

1. State the requirements that must be met by the law school’s students to earn the J.D. degree, including courses required, credit hours of those courses, total number of credit hours required, minimum GPA required, and any other requirements the law school’s students must fulfill to earn the J.D. degree.
GRADUATION REQUIREMENTS

All law students must complete the following requirements to graduate:

- All required courses as listed below
- The writing requirement
- One perspective course
- The law and poverty requirement
- Eight skills credits

A description of each of these requirements follows below.

Required courses for full-time

**First Year**

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Hours</th>
<th>Spring Semester</th>
<th>Hours</th>
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<tr>
<td><em>LCIV L702—Common Law Contracts for Civil Law Students or LCOM L700—Contracts I</em></td>
<td>3</td>
<td><em>LCIV L710—Conventional Obligations or LCOM L701—Contracts II</em></td>
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<tr>
<td>LAW L705—Torts I</td>
<td>3</td>
<td>LAW L710—Torts II</td>
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<td>LAW L725—Civil Procedure I</td>
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<td>LAW L730—Civil Procedure II</td>
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<td><em>LCIV L706—Civil Law Property I or LCOM L705—Common Law Property I</em></td>
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<td><em>LCIV L707—Civil Law Property II or LCOM L710—Common Law Property II</em></td>
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<tr>
<td>LAW L735—Criminal Law</td>
<td>2</td>
<td>LAW L765—Moot Court</td>
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<tr>
<td>LAW L715—Legal Research and Writing</td>
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<td>LAW L770—The Legal Profession</td>
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<td><strong>Total Hours</strong></td>
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<td><strong>Total Hours</strong></td>
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**Second Year**

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<th></th>
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<td>LAW L750—Constitutional Law</td>
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<td>LAW L740—Administration of Criminal Justice I</td>
<td>3</td>
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<tr>
<td><em>LCIV L715—Successions or LCOM L715—Trusts and Estates</em></td>
<td>3</td>
<td>LAW L745—Business Organizations</td>
<td>4</td>
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<tr>
<td>LAW L760—Evidence</td>
<td>3</td>
<td><em>LCIV L725—Sales and Leases</em></td>
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<td>Elective or Civil Law “Pool” Courses</td>
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<td>Electives or Civil Law “Pool” Courses</td>
<td>5 or 6</td>
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<tr>
<td><strong>Total Hours</strong></td>
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<td><strong>Total Hours</strong></td>
<td>15 or 16</td>
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**Third Year**

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<tr>
<td>LAW L781—Law and Poverty</td>
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<tr>
<td>Electives or Civil Law “Pool” Courses</td>
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</tr>
<tr>
<td>Electives</td>
<td>16</td>
</tr>
</tbody>
</table>
Total Hours

Civil law students must also take at least two of the four “pool” courses listed below. These are:

LCIV L900—Civil Law of Persons 3
LCIV L920—Louisiana Donations and Trusts 3
LCIV L930—Community Property 3
LCIV L940—Security Rights 3

As a matter of sequencing, we recommend that Civil Law of Persons and/or Louisiana Donations and Trusts be taken in the second year and that Community Property and/or Security Rights be taken in the third year.

In addition to the required and “pool” courses listed above, students must take one of six courses emphasizing philosophical or historical perspectives on law and a course satisfying the writing requirement. These courses and the courses that satisfy the writing requirement are set forth in section on Writing Requirement. Furthermore, students must satisfy the requirements of the skills training program in order to graduate. All freshman students are required to schedule and complete the full academic load listed for their respective curricula during the first year of study.

Students are cautioned to register for required courses in the years and semesters listed on this and the following page. Failing to do so may create a scheduling conflict in a subsequent semester which could delay graduation.

Required courses for part-time

First Year

<table>
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<tr>
<th>Fall Semester</th>
<th>Hours</th>
<th>Spring Semester</th>
<th>Hours</th>
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<tr>
<td>LCIV L702—Common Law Contracts for Civil Law Students</td>
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<td>LCIV L710—Conventional Obligations</td>
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<td>LAW L705—Torts I</td>
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<tr>
<td>LCIV L706—Civil Law Property I</td>
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<td>LAW L765—Moot Court</td>
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<tr>
<td>LAW L715—Legal Research and Writing</td>
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<td>LCIV L707—Civil Law Property II</td>
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<tr>
<td>Total Hours</td>
<td>11</td>
<td>Total Hours</td>
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Second and Third Year 2008-2009

<table>
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<th>Fall Semester</th>
<th>Hours</th>
<th>Spring Semester</th>
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<tr>
<td>LAW L750—Constitutional Law</td>
<td>4</td>
<td>LAW L740—Administration of Criminal Justice I</td>
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<td>LCIV L715—Successions</td>
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<td>LCIV L725—Sales and Leases</td>
<td>3</td>
</tr>
<tr>
<td>LAW L735—Criminal Law</td>
<td>2</td>
<td>Electives or Civil Law</td>
<td>4 or 5</td>
</tr>
</tbody>
</table>
"Pool" Courses

LAW L770—The Legal Profession (Second Year) or

Elective (Third Year)

Total Hours 11

Second and Third Year 2007-2008

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW L760—Evidence</td>
<td>3</td>
</tr>
<tr>
<td>LAW L725—Civil Procedure I</td>
<td>3</td>
</tr>
<tr>
<td>LAW L770—The Legal Profession</td>
<td>2</td>
</tr>
<tr>
<td>Elective</td>
<td>3 or 4</td>
</tr>
</tbody>
</table>

Total Hours 11 or 12

*LAW L770, The Legal Profession, offered each year, must be taken by second-year students. The other second-year courses alternate from one year to the next.

Fourth Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electives or Civil Law “Pool” Courses</td>
<td>11</td>
</tr>
<tr>
<td>LAW L781—Law and Poverty</td>
<td>2</td>
</tr>
<tr>
<td>Electives or Civil Law “Pool” Courses</td>
<td>9</td>
</tr>
</tbody>
</table>

Total Hours 11

To earn the 90 credit hours required for graduation, students in the part-time curriculum must earn additional hours by attending summer sessions or by obtaining permission to schedule more than 12 hours during fall or spring semesters.

Civil law students must also take at least two of the four “pool” courses listed below. These are:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCIV L900—</td>
<td>3</td>
</tr>
<tr>
<td>Civil Law of Persons</td>
<td></td>
</tr>
<tr>
<td>LCIV L920—</td>
<td>3</td>
</tr>
<tr>
<td>Louisiana Donations and Trusts</td>
<td></td>
</tr>
<tr>
<td>LCIV L930—</td>
<td>3</td>
</tr>
<tr>
<td>Community Property</td>
<td></td>
</tr>
<tr>
<td>LCIV L940—</td>
<td>3</td>
</tr>
<tr>
<td>Security Rights</td>
<td></td>
</tr>
</tbody>
</table>
As a matter of sequencing, we recommend that Civil Law of Persons and/or Louisiana Donations and Trusts be taken in the second year and that Community Property and/or Security Rights be taken in the third year.

**In addition to the required and “pool” courses** listed above, students must take one of six courses emphasizing philosophical or historical perspectives on law and a course satisfying the writing requirement. These courses and the courses that satisfy the writing requirement are found below. Furthermore, students must satisfy the requirements of the skills training program in order to graduate. All freshman students are required to schedule and complete the full academic load listed for their respective curricula during the first year of study.

**Students are cautioned to register for required courses in the years and semesters listed in this bulletin.** Failing to do so may create a scheduling conflict in a subsequent semester which could delay graduation.

**WRITING REQUIREMENT**

The faculty has established a requirement that a student demonstrate writing ability by the successful completion (as evidenced by a grade of C or higher) of one of the following:

- LAW L782 - Law and Poverty Seminar
- LAW L802 - Law and Education Seminar
- LAW L809 - American Legal History Seminar
- LAW L813 - Evidence/Procedure Seminar
- LAW L816 - Comparative Law Seminar (2- or 3-hour credit assignment)
- LAW L819 - Construction Industry Law Seminar
- LAW L822 - Capital Punishment and the Constitution
- LAW L826 - Advanced Torts Seminar
- LAW L827 - Contracts/Commercial Law Seminar
- LAW L831 - European Union Law Seminar
- LAW L834 - Environmental Justice Seminar
- LAW L846 - Seminar in Scholarly Writing
- LAW L853 - Family Law Seminar
- LAW L855 - Child Advocacy Seminar
- LAW L859 - Regulation of Sports Industry Seminar
- LAW L862 - Criminal Law Seminar
- LAW L865 - Juvenile Law Seminar
- LAW L867 - Business Planning Seminar
- LAW L877 - Constitutional Law Seminar
- LAW L883 - Dialogues in Law and Ethics
- LAW L884 - International Law Seminar
- LAW L885 - Sex Discrimination Law Seminar
- LAW L886 - Environmental Law Seminar
- LAW L887 - Federal Taxation Seminar
- LAW L890 - Regulation of Entertainment Industries Seminar
- LAW L892 - Law Review Seminar
LAW L893 - Public Interest Law Journal Honors Tutorial (only for comment)
LAW L894 - Public Interest Law Journal Seminar
LAW L898 - Legal Research (2-hour credit assignment)
LAW L910 - Law and Religion Seminar

Students may also demonstrate writing ability by the successful completion of any new seminar, course, or existing course in which a paper of suitable length and quality is either required or offered by the instructor as an option.

Students will receive writing requirement credit after a paper written for one of the above courses is graded and the professor indicates to Law Records (by form or e-mail) the paper satisfies the writing requirement.

PERSPECTIVE COURSE REQUIREMENT

The faculty has also established a requirement that students take one of the following courses which give a philosophical or historical perspective on law: Jurisprudence, Western Legal Tradition, Comparative Law, Comparative Law Seminar (when taught for three hours of credit), American Legal History Seminar, or Law of European Union I. Other courses from time to time may be added to this list. Only Western Legal Tradition and Comparative Law fulfill the perspective requirement for Civil Law and Common Law certificates.

LAW AND POVERTY REQUIREMENT

Students may satisfy the Law and Poverty requirement by fulfilling any one of the following options: take the Law and Poverty course (LAW L781); take the Law and Poverty Seminar (LAW L782); take Street Law (LAW L833); Environmental Justice Seminar (LAW L834); represent low income people in the Clinical Seminar (LAW L897); or perform 50 hours or volunteer pro bono legal services to the poor in one academic year in a setting approved in advance by the coordinator of the pro bono program. Students do not receive academic hours of credit for performing the pro bono services.

SKILLS CURRICULUM AND REQUIREMENTS

The Loyola skills curriculum offers courses that teach the practical lawyering skills that students will need to effectively do the work of their lifetime. Skills curriculum courses are completed in one to four class meetings and are scheduled each semester. Practicing attorneys and judges teach the courses which are designed to provide an overview of specific areas of the law.

History

The skills curriculum was approved by the College of Law faculty and instituted during the 1985 – 86 academic year. In 1992, the American Bar Association published the Report of the Task Force on Law Schools and the Profession: Narrowing the Gap, also known as the MacCrate Report, which outlines and analyzes the fundamental lawyering skills that students must learn to do the work of their lifetime. Over the years,
the Loyola skills curriculum has been referred to as a model for structuring law skills instruction. During the 1998 – 99 academic year, skills advisory boards have reviewed and revised the curriculum so that categories and courses meet the recommendations made in the MacCrate Report.

Requirements

Each student is required to earn eight skills credits to be certified for graduation by the skills curriculum office. Among the eight required skills credits, the students are required to take “The Professional in Practice” course in Category IV of the Skills Curriculum. The required eight skills credits should be distributed with two courses in each of the first four categories for a total of eight credits.

Categories I through V are:

Category I—Factual Investigation and Counseling
Category II—Trial Practice Skills
Category III—Communication and Negotiation
Category IV—Administrative Boards and Law Office Management
Category V is an elective category which will not be credited to the required eight courses, but which will be recorded on the official academic transcript.

2. State the law school’s standards for good standing, advancement, academic probation, academic dismissal, and readmission. [Standard 303]

ACADEMIC STANDARDS

A student is expected to do satisfactory work and, therefore, to maintain a minimum average of 2.0 at all times.

A student who has failed a required course must repeat that course. A student who fails an elective course may repeat that course but in any event must make up the credit hours for the failed course. A student who has earned a grade of less than C may repeat the course for credit. In such cases, both grades will be posted on the student’s transcript. A student may not repeat a course in which the grade received was a C or above.

In the case of repeated courses, both grades are used to compute the cumulative grade point average but only the earned hours from the original course are used in the calculation of Loyola cumulative earned hours, except where the original grade was an F.

ACADEMIC PROBATION

A student will be on academic probation at any time the overall average is less than 2.0. Students on academic probation may not hold office or otherwise participate in formal extracurricular activities of the College of Law.
EXCLUSIONS
A student will be automatically excluded from the College of Law if:

1. at the end of the first fall and spring semesters of College of Law work the student’s overall average is less than 2.0;

2. at any time thereafter the overall average of a full-time or part-time student is less than 2.0, providing the student has been on academic probation for the semester immediately preceding exclusion.

READMISSION
An excluded Loyola student may petition the Faculty Committee on Readmission for readmission to the College of Law. This request for readmission should be delivered to the assistant dean of admissions. Such a petition for readmission may be granted only if, in the judgment of the faculty, the academic record earned by the student in one or more semesters while enrolled in the College of Law was not indicative of the student’s ability to complete satisfactorily the requirements leading to a juris doctor degree. In addressing such a petition to the faculty, the student should specifically explain any hardships or other explanations which account for the deficient performance, and explain why those circumstances will not reoccur.

A student whose petition for readmission to the College of Law has been denied by the committee may not petition again for readmission until two years have passed since his or her last enrollment or petition for readmission. Any petition for readmission made at that time will be for admission as a beginning student with no academic credit for prior work attempted. Exceptions to the two-year requirement may be made by the committee for students who have completed more than the first year of law school study, and such students, at the discretion of the committee, may be readmitted to continue with advanced standing.

3. List all courses that are included in the law school’s course offerings, however published, but which have not been offered during the past two academic years and are not being offered in the current academic year. [Interpretation 509-6]

COURSES NOT OFFERED IN PAST TWO YEARS OR THIS ACADEMIC YEAR

LAW L807 Federal Appellate Advocacy--02S
LAW L820 Employment Discrimination--04S
LAW L830 Consumer Law--05S
LAW L847 Legislation--99F2
LAW L856 State and Local Government--04M
LAW L857 Employee Remedies--04F

2 A similar course, LAW L841 Legislative and Administrative Advocacy, is taught every year.
4. Describe how the law school assures that students complete their course of study for the J.D. degree no earlier than 24 months and no later than 84 months after commencing law study at the law school or at a law school from which the school has accepted transfer credit? [Standard 304(c)]

**JURIS DOCTOR DEGREE REQUIREMENTS**

To be eligible for graduation, a student must earn 90 credit hours, have a minimum grade point average of 2.0 on all work attempted, complete the required courses, complete the period of resident study extending over a minimum of three academic years, and complete at least eight skills credits.

Students must complete their requirements in five calendar years. For example, if you begin your program in the fall of 2004, you must complete your program before the start of the fall of 2009.

Loyola will not award to a student, even if the student has completed all requirements, until the completion of three academic years. Although Loyola’s requirement is completion within five years, the Associate Dean for Academic Affairs monitors on a case-by-case basis those students who have been enrolled for longer than five years.

5. Describe how the law school assures that a student is not permitted to enroll at any time in coursework that, if successfully completed, would exceed 20 percent of the total coursework required by that school for graduation (or a proportionate number for schools on other academic schedules, such as a quarter system). [Standard 304(e)]

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3 Much of the content is taught in LAW L855 Child Advocacy Seminar.

4 Much of the content is taught in LAW L855 Child Advocacy Seminar

5 Adjunct declined to teach the course in 07F because only seven students enrolled.

6 A seminar version, LCIV L861 Louisiana Probate Seminar, has been taught regularly.
The automated registration system, LORA, limits students to sixteen credit hours in the full-time division and twelve credit hours in the part-time division. Students wishing to exceed these limits must receive the approval of the Associate Dean for Academic Affairs. The absolute limit is eighteen credit hours (20% of 90 credit hours).

6. Describe how the law school assures successful completion of not fewer than 58,000 minutes of instruction time, and not fewer than 45,000 minutes of instruction time through attendance in regularly scheduled class sessions as defined by Interpretation 304-3. [Standard 304(b)]

Loyola requires 90 credit hours (63,000 minutes) for graduation. Students are limited to 6 credit hours (4200 minutes) of Legal Research, Independent Study and Clinical Externships. There is a separate but overlapping limit on hours from editorial board service and Legal Research. In other words, any graduate easily exceeds the 45,000 minute minimum.

The Law Bulletin expresses these prohibitions in the following language:

*Under no circumstances can a student elect any combination of course numbers LAW L814, L846, L891, L892, L893, L894, L898, or L901 that would result in more than six hours. Also, under no circumstances may a student elect any combination of course numbers L898, L899, and L900 that would result in more than six hours.

7. Does the law school offer a bar examination preparation course? If so, does the law school grant credit for the course? Does the law school require it as a condition for graduation? [Interpretation 302-7]

As an experiment, in spring 2007 Loyola offered an elective bar preparation course, LCIVL950 Louisiana Law Seminar. This option was offered to Civil Law students in the bottom quartile of the class. Fourteen students accepted the offer, only eleven of whom graduated in May, 2007 and sat for the July, 2007 Louisiana bar exam. Six of the eleven passed; a pass rate of 54.5%. This compares with 23 total students in the bottom quartile who sat for the July, 2007 Louisiana Bar Exam with a total of 7 passing (including those who took the bar preparation course); an overall pass rate of 30.4%.

In comparison, the pass rate for the bottom quartile taking the July, 2006 Louisiana bar exam was 50%, with 11 of 22 graduates passing without the benefit of the bar preparation course option.

8. Describe how the law school assures that each student receives substantial instruction in the substantive law, generally regarded as necessary to effective and responsible participation in the legal profession. [Standard 302(a)(1)]
SITE EVALUATION QUESTIONNAIRE 2007

All students, full-time and part-time, must take the following required courses: Contracts I, Torts I, Civil Procedure I, Criminal Law, Torts II, Civil Procedure II, Legal Profession, Constitutional Law, Evidence, Administration of Criminal Justice I (basic Criminal Procedure), Business Organizations and Law & Poverty. In addition Civil Law students must take: Civil Law Property I, Civil Law Property II, Obligations, Successions, Sales and Leases and two additional Civil Law courses. Common Law students must take: Contracts II, Common Law Property I, Common Law Property II, Trusts and Estates.

9. Describe how the law school assures that each student receives substantial instruction in legal analysis and reasoning, legal research, problem solving, and oral communication. [Standard 302(a)(2)]

All first-year students are required to attend a week-long orientation program that focuses on legal method and legal analysis which is held in early August before regular classes begin. All first-year students are required to enroll in LAW L715 Legal Research and Writing. It is a two-hour course that focuses on legal reasoning and legal research. Students write two short memos and one long memo. In the second semester, all first-year students are required to enroll in LAW L765 Moot Court. It is a two-hour course that focuses on brief writing and oral argumentation.

10. Describe how the law school assures that each student receives substantial instruction in writing in a legal context, including at least one rigorous writing experience in the first year and at least one additional writing experience after the first year. [Standard 302(a)(3); Interpretation 302-1]

Loyola has a mandatory upper division writing requirement. Students must enroll in a two-hour seminar or Legal Research. In either instance, the student is expected to produce a substantial paper of legal research. The most common minimum length is thirty pages.

11. Describe how the law school assures that each student receives substantial instruction in the history, goals, structure, values, rules, and responsibilities of the legal profession and its members. [Standard 302(a)(5); Interpretation 302-6]

As part of orientation, the Louisiana Bar Association presents a day-long program in professionalism to all incoming first-year students. In addition, all day first-year students and evening second-year students must enroll in LAW L770, The Legal Profession. The following is a description of the course taken from the Law Bulletin:

This course concerns the professional and ethical activities and duties of the lawyer. The course includes a study of the history and traditions of the legal profession, including the concept of self-discipline and the model rules of professional responsibility. It also examines the impact of ethics and tradition on the practice of the lawyer.
12. Describe how the law school offers substantial opportunities for small group work through seminars, directed research, small classes or collaborative work. [Standard 302(b)(3)]

    Loyola’s Legal Research and Writing Program is designed to provide a small group experience for students. The faculty consists of six Westerfield Fellows who are supervised by two tenured members of the ordinary faculty. Fellows are responsible for teaching legal reasoning, legal research and writing and appellate oral advocacy skills to first-year law students in small group sections. Fellows also have a student teaching assistant to assist them with their courses. Each fellow teaches two small sections, yielding an average faculty-student ratio in each LRW class of 1:26. In the spring semester, when their workload is lighter, fellows are permitted (but not required) to teach seminars in subjects they are researching.

13. Describe how the law school assures that there will be periodic review of the curriculum to ensure that it prepares the school’s graduates to participate effectively and responsibly in the legal profession. [Interpretation 302-3]

    The best way to demonstrate the faculty’s commitment to the curriculum is by its striving to attain the goal set forth in the 2001 Self Study; Goal 11. Continue to review and revise the curriculum to meet the law school’s pedagogical needs.

    Since the 2001 site inspection there have been no significant changes to the curriculum. As noted in section II-M-3, at page 16 of the Self Study, we established a Certificate in Environmental Law in 2006 and just recently in 2008 we established a Certificate in Tax Law.

    The law school has had a long-standing commitment to the civil law tradition and in particular to Louisiana's civil law heritage. This commitment is reflected in the civil law curriculum that is available in the law school's full- and part-time programs, and in the civil law certificate that is available to students in the common law curriculum (discussed in section II-M-1, at page 16 of the Self Study).

    As stated in the Self Study page 113, specific Goal 3 we plan to continue to establish centers within the law school. The law school presently has two centers: the Gillis Long Poverty Law Center and the Center for Environmental Law and Land Use, described in section II-I-1, at pages 12-13. The establishment of additional centers would expand the law school's curriculum and its commitment to its students and the community it serves. The law school's third specific goal is to continue to establish centers. Two areas of concentration that are feasible are medical law and entertainment and sports law. To achieve this goal, additional faculty must be hired, and office space and secretarial support must be provided. The law school has initiated steps to accomplish these goals. Additional centers should be considered that will enhance the law school's service to its students and community, such as an immigration center.

    The Curriculum Committee regularly receives proposals about the curriculum. In spring 2008 the Committee will begin a review of the entire curriculum.
14. List all courses that are part of the professional skills curriculum. [Standard 302(c)(1)]

V. SKILLS CURRICULUM

Category I—Factual Investigation and Counseling
- Pretrial Practice Skills
- Developing Deposition Skills
- Advanced Legal Research Skills
- Creative Problem Solving
- Documents Drafting
- Foreign and International Legal Research
- Advocacy and Strategy in Government
- Regulatory Affairs
- Construction Law: Handling Cases Under the LA Private Works Act
- Using the Internet for Legal Research
- Pleadings Drafting
- Computer Fundamentals for Computer Assisted Legal Research
- How to Write a Will
- Assisted Legal Research
- Representing Controversial Clients
- Drafting Corporate Documents
- Dual Skills and Academic Credit
- Volunteer Income Tax Assistance—VITA

Category II—Trial Practice Skills
- Quantum Theory—Valuing the Case
- Developing the Theory of the Case
- Handling the Criminal Case
- The Expert Witness in Court
- Demonstrative Evidence
- Demonstrative Evidence II
- Using Evidence at Trial
- Motion Practice
- Appellate Practice
- Lawyers in the Great Tradition
- The Argument of an Appeal
- The Courts in Action
- Intensive Trial Training Workshop
- Family Law I
- Family Law II
- Products’ Liability in Louisiana
- Dual Skills and Academic Credit
- Trial Advocacy I—same as LAW L861

Category III—Communication and Negotiation
- Courtroom Communication Skills
- Courtroom Performance Workshop
- Negotiation Techniques Workshop
- Entertainment Law Negotiation
- Arbitration Skills Workshop
- Mediation Skills Workshop
- Handling Employee Benefits Claims
- Real Estate Transaction Workshop
- Guerrilla Negotiations
- Dual Skills and Academic Credit
- Mediation and Arbitration—LAW L817
- Law Clinic

Category IV—Administrative Board and Office Management
- Handling Bankruptcy Claims
- Handling the Social Security Case
- Handling the Title VII Case
- Handling Claims Under the ADA
- Handling the Medical Malpractice Case
- Handling the Longshore Case
- Practice and Procedures Before Administrative Boards
- The Professional in Practice
- Law Office Management
- Technology and the Law Office: Beyond Word Processing
- Screen the Medical Malpractice Case
- Dual Skills and Academic Credit
- Law Clinic

Category V—Skills Electives
- How to Write for the Bar Exam
- Duty Risk in Louisiana Tort Law

15. Describe how the law school assures that each student receives substantial instruction in other professional skills generally regarded as necessary for effective and responsible participation in the legal profession. [Standard 302(a)(4); Interpretation 302-2; Interpretation 302-3; Interpretation 302-9]
Loyola University College of Law requires that each law student earn eight (8) Skills credits before graduation. These courses are offered in four (4) categories. (See question 14). The four (4) categories are:

- Factual Investigation & Counseling
- Trial Practice
- Effective Communication & Negotiation
- Administrative Boards / Office Management

Students earn two (2) credits from each category for a total of eight (8) credits. Students may enroll in more than the required eight (8) Skills courses and many students take advantage of the opportunity to participate in the practical lawyering workshops offered through the Skills Curriculum. There is no additional tuition charged for Skills courses which are taught by practicing attorneys and judges. The Professional in Practice Skills course, which is required for graduation, offers an overview of ethics and professionalism from local attorneys, the Chief Disciplinary Counsel of the Louisiana State Bar Association, and a panel of judges.

The Loyola Skills Curriculum offers courses that teach the practical lawyering skills that students will need to effectively do the work of their lifetime. The courses are designed to provide an overview of specific areas of the law and to introduce basic hands-on training to all Loyola law students.

16. Describe how the law school offers substantial opportunities for live-client or other real-life practice experiences appropriately supervised and designed to encourage reflection by students on their experiences and on the values and responsibilities of the legal profession, and the development of one’s ability to assess his or her performance and level of competence. [Standard 302(b)(1); Interpretation 302-5]

**Center for Environmental Law and Land Use**

Inaugurated on the anniversary of Hurricane Katrina, Loyola’s Center for Environmental Law and Land Use, seeks to become a leader in legal environmental education and service in the Gulf Region.

As part of this mission, the Center supports Loyola’s Certificate in Environmental Law Program. Under this program, law students concentrate their studies in the areas of natural resources, pollution control, and land use, and receive a certificate upon graduation along with their degree.

The Center also organizes and hosts a variety of conferences, workshops, and lectures designed to educate the public and to spark collaborative efforts in research and service among academics and students. Much of its activity now centers on environmental and land-use issues associated with Hurricane Katrina and the rebuilding of the Gulf Coast.

**Gillis Long Student Pro Bono Program**

In accordance with the Jesuit tradition of social justice advocacy and the promotion of Gospel values, students enrolled at the Loyola University College of Law must satisfy the law and poverty requirement by enrolling in the Law and Poverty course,
the Law Clinic Program, the Street Law Program, or the Gillis Long Student Pro Bono Program. Each of these programs stresses the professional obligation of each student, as a future lawyer, to work for the common good. The Gillis Long Student Pro Bono Program allows students to provide legal services to indigent clients in the greater metropolitan area. Students enrolled in the program gain practical legal experience and provide legal assistance to those who are unable to afford it. The pro bono program places students in various fields of law, both civil and criminal, where students are asked to complete a minimum of 50 hours of legal work under the supervision of licensed attorneys. No grade is received for the work, nor are credit hours given. However, students successfully completing the pro bono program do fulfill the law and poverty requirement needed for graduation.

Mediation Clinic

The goal of the Mediation Clinic is to provide individuals in the Greater New Orleans community direct access to mediation services regardless of their ability to pay. The Mediation Clinic is part of an effort to help rebuild the City of New Orleans and the State of Louisiana in the wake of Hurricane Katrina. The program is designed to provide high quality mediation services to the parties whose disputes are mediated as well as to provide students of Loyola University New Orleans College of Law skills in the context of mediation that will help them learn generic listening, questioning, persuasion, and problem-solving skills that are fundamental to the practice of law. The Mediation Clinic will also help those students who may want to make mediation part of their professional lives to get off to a good start in terms of both skills and ethics. Students participating in the Mediation Clinic are eligible to receive hours towards fulfilling the Law and Poverty Requirement.

Loyola Law Clinic

The Loyola Law Clinic provides senior law students an opportunity to gain practical experience in criminal, civil, and administrative law in a live clinical environment. Participating students receive a total of six hours credit for two semesters of work in the program. Working under the supervision of attorneys, students investigate, prepare, negotiate, and try civil and criminal cases. A limited number of openings are available with the local district attorneys. Preference is given to students who have demonstrated an interest in exploring ways to expand the delivery of legal services to those in society who do not have the resources to secure competent legal representation.

Describe each field placement program in detail. [Standard 305(d) & (e); Interpretations 305-2--305-4] Include information about the following:

(a) a statement of the educational objectives and methods, including how those are communicated to students and field-placement supervisors

The educational objectives of the Extern Program are to strengthen the skills of the law student in order to enhance his or her competence upon initiating the practice of
In connection with that objective, the law student is expected to work on his or her ability to analyze and solve legal problems, evaluate legal arguments, communicate effectively in written and oral forms, set deadlines and meet them, implement a coherent and effective research strategy, and know and be able to use fundamental legal research tools. Further, the extern experience also has as an objective to reinforce and amplify the law student’s knowledge of procedural and substantive areas of law, and the nature of legal rules and judicial institutions. Last, but not least, externs are expected to know and be able to identify ethical issues in the work they perform.

In order to carry out the educational objectives of the Extern Program, law students are required to keep detailed time sheets of all externship activities, participate in a regularly scheduled class of one hour duration, and keep weekly journals. Journals must include summaries of assignments/cases observed (no identifying information, such as case numbers or litigant names, should be used); discussion of any meeting had with the supervisors, including discussion of how feedback is sought and whether or not the feedback is adequate; discussion of any ethical issues encountered; discussion of observations of the judge with whom the law student works and of the attorneys practicing in his or her court, with particular attention to describing those attributes which the law student believes, based on their experience, are necessary and desirable to a good lawyer and judge; critical evaluation of the judicial decision-making process as observed by the law student; ethical issues and critical evaluation of their own work and progress. Additionally, writing samples are provided, as appropriate, by the placement supervisors to the faculty member at the end of each semester.

The clinical externship, a pass/fail course, is a two semester outplacement with two credit hours allowed per semester. Summer participation is permitted but arrangements must be made with the faculty in charge at the end of the spring semester preceding the anticipated summer externship. Such arrangements, in addition to the regular application process, include a letter of invitation from the proposed placement. A law student is restricted to electing no more than six hours of course number L900 while enrolled in law school.

These goals are communicated through our web site www.law.loyno.edu/extern. Additionally, the faculty member in charge personally communicates with each student interested in the extern placement, ensuring that the student understands the goals of the externship. Field placements are invited to visit the web site, but additionally, the stated goals form part of the discussions with applicants seeking field placement status. Approval of an applicant as a field placement carries with it the understanding by the field placement that they understand and will abide by the goals of the program.

(b) the name(s) of the full-time faculty member(s) who are supervising the program

Luz M. Molina, Clinical Professor

(c) a list of all current field-placement supervisors with addresses and phone numbers
United States District for the Eastern: 500 Poydras Street, New Orleans, LA 70130

Extern Program Administrator: Dianne Morgan, Law Clerk, 504/589-7515


United States Bankruptcy Trustee:
Contact: Mary Langston, Esq.: Assistant United States Trustee, (504) 589-4093
Address: 400 Poydras Street, Suite 2110, New Orleans, Louisiana 70130

National Labor Relations Board
Ms. S.L. Hightower, NLRB Attorney and M. Kathleen McKinney, Deputy Regional Attorney, 504-589-6363
Address: 1515 Poydras Street, Suite 610, New Orleans, Louisiana 70112

Offices of the Administrative Law Judges for the United States Department of Labor
Lee J. Romero, Jr. ALJ, 985-809-5173
Address: 428 E. Boston Street, Covington, LA 70433

United States Coast Guard:
Contact: Lt. Dimitrius Cheeks, 504/671-2031 [In charge: Commander Ronald Bald]
Address: 500 Poydras Street, Suite 1311, New Orleans, LA 70130

Louisiana Supreme Court
Louisiana Supreme Court, Attention: Mr. Jeffrey Gregoire, 504/568-5720
Address: 410 Royal Street, New Orleans, LA 70130

Civil District Court-Family
Hon. Judge Tiffany Chase, 504-592-9200
Address: 421 Loyola Avenue, New Orleans, LA 70112

Office of the Judicial Administrator, Children and Family Division
Contact: S. Mark Harris, Esq., Court Improvement Coordinator 504-568-7324
Address: 1555 Poydras Street, Suite 1550, New Orleans, LA 701312
(d) the qualifications and training of field-placement supervisors

    All supervisors are judges in the federal and state judiciary or members in good standing of the Louisiana State Bar

(e) the methods of selection and evaluation of field-placement supervisors

    All field-placement supervisors are members/employees of the field placement. Special care is taken in selecting field placements which agree to provide an educational experience consistent with the goals of the Loyola College of Law. Agencies interested in becoming field placements must submit a letter of interest detailing their proposed extern program including their supervisory structure in handling extern placements.

(f) the process or schedule for any on-site visits by the full-time faculty supervisor

    Field placements are contacted regularly by telephone when students are actively engaged in such a placement. Although there is no set schedule for on-site visits, sites are visited at least once a semester where a student is placed. Student participation in externships varies from year to year and not all field placements available will have externs placed in a given year.

(g) the prerequisites for student participation

    Law students in their second and third year are eligible to participate and are placed according to the requests of the field placements. For example, federal court will only allow third year students to participate, while the Louisiana Attorney Disciplinary Board will accept second and third year students. Students must be in the fifty-percentile of the class. They must provide a letter of interest detailing why they want to participate and provide a resume and a writing sample. They are required to participate for two semesters, fall and spring, and must attend a seminar designed to complement the field experience.
(h) the number of hours of credit given

Law students are given two credits per semester and are expected to work 60 hours per credit, or 120 hours per semester. The two semester requirement ensures a fuller experience for the student.

(i) the numbers of students participating in each placement

Most field placements will accept between one and two placements, with the exception of federal court where there is greater capacity for student placement. The program currently has 11 available field placements with a capacity to place between 15 and 25 externs. However, participation has been low in the last two years, partially because of the problems resulting from Hurricane Katrina. The program is currently exploring ways to encourage students to participate more fully.

(j) any classroom components

There is a classroom component every two weeks. A syllabus is provided to the students. The syllabus is available to all students through the law school website.

(k) how student work is evaluated

Student work is primarily evaluated by the field placement at the end of the semester. However, as noted below, students are required to keep and turn in a weekly journal. The journal provides the pedagogical tool to the faculty supervisor to open discussions in class as well as privately with students regarding their work. Private discussions are triggered to address situations which may require further attention. In those instances, the student is counseled and encouraged to correct the situation. In addition to class and journals, there is frequent e-mail communication between students and faculty supervisor, as well as an “open door” policy to discuss their experience whenever desirable and/or necessary. Students are also required to keep time, which they do through our web-based time keeping.

(l) how and when students are provided an opportunity to reflect on their field-placement experience

Students are required to write a weekly journal reflecting on their experience. Additionally, students are required to make an oral presentation regarding their experience in class, once during the year.

(m) how the program is reviewed or evaluated to determine whether its goals are being achieved.
Our web-based program allows a review of how the time is spent by the student. Further review is performed through the field placement evaluations of the students, student journals, and discussions with the field supervisors. We are currently in the process of re-designing our web-based program to better capture information necessary to evaluate the program on a regular basis.

18. Respond to the following questions about distance education at the law school. [Standard 306; Interpretation 306-3].

(a) If the law school allows credit for distance education courses, how are those courses reviewed and considered by the faculty? If the process for reviewing distance education courses differs from the process used for reviewing other courses, explain the difference.

Not applicable

(b) List any courses in which distance education comprised one-third or less of the class hours required for the course (and thus are not reported as Distance Education courses).

Not applicable

(c) Describe the law school’s technological capacity, staff, information resources, and facilities to support instructors and students involved in distance education.

Not applicable

(d) How does the law school assure that instructors who use distance education and students who participate in distance education have the skills and access to technology necessary to enable them to participate effectively in those courses?

This is not applicable in ordinary circumstances, but since the devastation of Hurricane Katrina on August 29, 2005 and its aftermath, the University’s Department of Information Technology has made several changes that will help facilitate communication in any future long-term evacuation. Back-up web and email servers are in place that should enable these services to be restored within hours, rather than days. And the university’s on-line course management system, Blackboard, is now hosted on that company’s web server and faculty will also be able to communicate with their students through Blackboard.

The “Academic Affairs Plan for Emergency Preparedness and Recovery” states that in case of a long-term evacuation (defined as one that lasts more than two or three days) “course instruction will begin within 48 hours of an evacuation through distance education” i.e., via Blackboard. The capacity of the law school to comply with this requirement has not been fully determined, but given that the law school was the only component of the university to hold classes in the aftermath of Katrina during the Fall
2005 semester, the university will again probably give the law school wide leeway to conduct its own affairs in any future emergency.

Does the law school have a grade distribution policy (mandatory or otherwise)? If so, describe the policy. [Standard 303]

GRADING GUIDELINES

The faculty of the College of Law has adopted suggested grading guidelines for all first-year courses. These became effective in the fall of 1999. Faculty who deviate from these guidelines must provide justification to the dean’s office. The grading guidelines are:

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<tr>
<th>Grade</th>
<th>At Least</th>
<th>But Not More Than</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>5%</td>
<td>15%</td>
</tr>
<tr>
<td>B+</td>
<td>5%</td>
<td>15%</td>
</tr>
<tr>
<td>B</td>
<td>10%</td>
<td>30%</td>
</tr>
<tr>
<td>C+</td>
<td>10%</td>
<td>30%</td>
</tr>
<tr>
<td>C</td>
<td>10%</td>
<td>30%</td>
</tr>
<tr>
<td>below C</td>
<td>5%</td>
<td>20%</td>
</tr>
</tbody>
</table>

20. Describe how the law school ensures that the scholastic achievement of students is evaluated by examinations of suitable length and complexity, papers, projects, or by assessment of performance of students in the role of lawyers. [Interpretation 303-1]

Periodically the dean reviews all examinations. The associate dean regularly counsels faculty about the appropriate length for papers.

21. Describe the academic support services provided to students, including program content, goals, staffing, selection process, and evaluation methods. [Interpretation 303-3; Interpretation 501-3]

The law school recently revamped its academic support program, and has hired a director (Marie Tufts) to help students achieve academic success. The new academic success program will complement the law school curriculum by providing presentations, workshops, skills seminars, and one-on-one tutorials to enhance studying, analysis, comprehension and writing. The program, which is open to all students, is not geared exclusively to improving bar passage rates, but it is anticipated that this initiative will enable students to identify and correct weaknesses, so they can achieve academic success as well as improve their performance on the bar exam. One lesson learned from the experimental for-credit bar review course is that assistance for the weaker students must
be provided prior to the last semester of law school, for at that point it is practically too late for most students in the bottom quartile to identify and correct weaknesses.

Other avenues through which the bar results continue to be addressed are the universal writing requirement and an upper-level elective writing course. These can play an important role in the bar exam results, as writing competence is an area bar examiners consistently criticize. With respect to the general writing requirement, the faculty has established a program in which a student must demonstrate writing ability through the successful completion (as evidenced by a grade of C or higher) in one of a number of seminars. Each seminar includes a paper of suitable length and quality to meet the writing requirement. Also, as previously noted, the course in advanced legal writing builds on the analytical and writing skills developed in the Legal Research and Writing and Moot Court courses and provides students with opportunities to sharpen their legal analysis skills through various types of documents, including a trial memorandum, a judicial opinion, a client opinion letter, and a short scholarly piece. Students examine the types of legal arguments and study the conventions and expectations unique to each of the documents they create. They are expected to use this knowledge as they analyze hypothetical cases.

22. (a) Describe how the law school assures regular and punctual class attendance.
   [Standard 304(d)]

Per the Law Bulletin 2007-2008

Regular and punctual attendance is required. No student will be given credit for work done in any course in which he or she has failed to attend at least 80 percent of the scheduled classes. Each professor determines the effect of canceled classes on the total number of classes for the course. Excessive absences will result in a grade of UW. The student has the primary responsibility to keep a record of absences. This attendance requirement is a “no fault rule”—that is, the professor shall not take account of any medical or other excuses in computing the number of absences that any student may have accumulated in the course. Upon a showing of compelling hardship and in exceptional circumstances, however, the petitions committee may relieve a student of the attendance requirement. Petitions for this purpose must be submitted in a timely manner—ordinarily within three days of notification of excessive absences. The committee may permit the student to take the examination or give no relief, in its discretion. In addition, ABA Accreditation Standard 304(d) requires “regular and punctual class attendance.”

While the Law Bulletin describes our attendance policy, in reality each professor is responsible for keeping track of attendance in class.

(b) Describe how the law school assures that students are not employed more than 20 hours per week in any week in which they are enrolled in more than twelve class hours.
   [Standard 304(f)]

All students, full-time and part-time, are made aware of the ABA Accreditation Standard 304(f) which provides: “A student may not be employed more than 20 hours per week in any week in which the student is enrolled in more than twelve class hours.”
Upon admission to Loyola, students sign the Student Agreement of Adhere to ABA Law School Standards. A copy of this agreement is kept in the students’ permanent files in the Law Records Department.

23. If academic credit is given for participation in the school’s law review(s), moot court program(s), and any other competition(s), indicate the extent of faculty involvement in each program for which academic credit is given, the general nature of each program and the number of students involved in each program. [Standard 305]

For the 2007-08 academic year, the Loyola Moot Court program will sponsor ten appellate moot court teams and each team consists of 2 or 3 team members and a coach. Each member of the team and the coach can receive 2 academic credit hours for their participation on the team. The faculty participates in an advisory role, as formal advisors traveling with the team, mooting the teams as they prepare for oral arguments, and reviewing briefs.

The Loyola Law Review, the Loyola Journal of Public Interest Law, the Maritime Law Journal and the Law and Technology Annual are student-run organizations that publish articles, comments and case notes and organize guest lecturers and symposiums. The Loyola Law Review accepts roughly 25 candidates each year, the Loyola Journal of Public Interest Law accepts roughly 20 candidates each year, the Maritime Law Journal accepts roughly 15 candidates each year, and the Law and Technology Annual accepts roughly 12 candidates each year. A faculty advisor is appointed to each journal to advise it on publication and governance matters. A faculty member teaches the Law Review Practicum and Seminar in Scholarly Writing to members of the Loyola Law Review. Candidates of each journal are also required to have a faculty advisor for their case notes and comments.

24. Describe how the law school offers substantial opportunities for student participation in pro bono activities. [Standard 302(b)(2)]

Pro Bono Program

From the fall, 2006 semester through the fall, 2007 semester, 123 students applied to work in the Pro Bono program which requires the completion of 50 hours of supervised community service. This program is overseen by a full-time staff attorney at the School of Law, R. Judson Mitchell. No credit hours are allowed for participating in the Pro Bono program, but this participation permits waiver of the required course in Law and Poverty so that students in the Pro Bono program have an extra two hours of electives.

Students in the Pro Bono program are supervised by licensed attorneys at the placement site. All host agencies agree as a condition to their participation in the program that 1) adequate supervision will be given to students, 2) that students will be employed with legal, rather than clerical work and 3) that students will be monitored so as to avoid the unauthorized practice of law. The work done by each volunteer student differs according to the needs of the host agency, but generally students will engage in
legal research and writing, client interview, and fact investigation. When the student has completed his or her volunteer work, the attorney supervisor is asked to complete an evaluation of the student's performance and return it to the Pro Bono Coordinator. A satisfactory evaluation is required in order for the student to satisfy the Law and Poverty requirement. Students are also required to complete their own evaluation of the placement. These evaluations are used to assess the suitability of the placement for future students.

The following is a list of the "standard" placements which the Pro Bono program offers. Students are, however, permitted to seek placements at other public interest agencies with the approval of the Pro Bono Coordinator. Students also have the option of volunteering for 50 hours in Loyola’s Volunteer Income Tax Assistance Program (VITA) which is offered each spring, during tax season. The VITA Program was originated by and is overseen by Loyola Tax Law Professor William Neilson. Loyola College of Law Budget Director Andrew Piacun oversees the VITA Program as VITA Site Administrator.

Southeast Louisiana Legal Services  
P.O. Drawer 2867  
Hammond, LA 70404  
504-345-2130  
Contact: Brian Lenard, Esq.

St. Thomas Community Law Center  
916 St. Andrew Street  
New Orleans, LA 70130  
588-2601  
Contact: Bart Stapert

Legal Aid Bureau  
1001 Howard Avenue, Suite 2204  
New Orleans, LA 70113  
525-2996  
Contact: Kim Dugas-Glass  
CASA, Inc.

Orleans Parish Juvenile Court  
421 Loyola Avenue  
New Orleans, LA 70112  
522-1962  
Contact: Patsy Green

Federal Public Defender- Eastern District of Louisiana  
501 Magazine Street #318  
New Orleans, LA 70130  
589-7930  
Contact: Virginia Schlueter, Esq.
YWCA Battered Women's/Rape Crisis Program
483-9922
Contact: Connie Lavigne

New Orleans Legal Assistance Corporation
144 Elk Place, Suite 1000
New Orleans, LA 70112-2635
529-1000
Contact: Mark Moreau

The Pro Bono Project
601 St. Charles Avenue
New Orleans, LA 70130
581-4043
Contact: Rachel Piercey

AIDSLaw of Louisiana, Inc.
144 Elk Place, Suite 1530
New Orleans, LA 70112
568-1631
Contact: Linton Carney

Equal Access To Justice
7100 St. Charles Avenue
New Orleans, LA 70118
864-0702
Contact: Nick Trenticosta

Greater New Orleans Fair Housing Action Center, Inc.
938 Lafayette Street, Suite 413
New Orleans, LA 70113
596-2100
Contact: Stacey Seicshnaydre
Catholic Charities Immigration and Refugee Services
1001 Howard Avenue, Suite 613
New Orleans, LA 70113
523-3755 x 2606
Contact: Sue Weishar

Jefferson Parish Juvenile Court
1546 Gretna Blvd
P.O. Box 1900
Harvey, LA 70059
367-3500
Contact: Scott Griffith
If the law school has more than one enrollment option (e.g., day, evening, weekend, spring or summer start) for students, respond to the following for each enrollment option [Standard 301(b); Interpretation 301-5]:

(a) Describe any differences in curricular requirements for students in alternative enrollment options.

The curriculum is the same; the full-time day curriculum may be completed in three years while the part-time evening program may be completed in four years.

(b) How does the law school provide students, in each enrollment option, with a realistic opportunity to benefit from skills training programs and elective courses?

During the fall 2007 semester, the Law Skills Program offered 34 courses. Of those courses nearly 80% were offered at times accessible by students in the evening program (15 were offered on Saturdays, and 12 were offered at 5:30 p.m.). Only 5 of the courses were offered during weekdays and 2 were offered at 5 p.m.

Elective courses are liberally scheduled with approximately one-half of the courses scheduled during the evening class periods.

(c) How does the law school provide students, in each enrollment option, with a realistic opportunity to benefit from interaction with faculty and other students?

All faculty are expected to post and keep office hours. Those teaching evening students are expected to provide hours for evening students. The dining area in the Pine Street Café is open during all hours when classes are held. The library with meeting rooms is available for times both before and after day and evening classes.

(d) How does the law school provide students, in each enrollment option, with a realistic
opportunity to participate in co-curricular and extra-curricular activities such as journals, moot court teams, student organizations, and the like?

Journals with class rank requirements invite eligible students in each enrollment option to participate if they are interested. All first year law students participate in a moot court class which involves writing a brief and doing an oral argument in an intramural competition. Top students from each enrollment option are invited to be members of the Moot Court Staff. The Moot Court Board chooses competitive teams from top performers in the intramural competition as well as from argue –on competitions. Likewise, Trial Advocacy teams are chosen from argue-on competitions which are open to students from all enrollment options. With regard to student organizations, the college of law hosts a fair at the beginning of each school year to educate students about the organizations available for membership. Student organizations are open to students in all enrollment options, and the organizations traditionally have participation from students in every enrollment option.

(e) How does the law school provide students, in each enrollment option, with a realistic opportunity to participate in special events such as lecture series and meetings with short-term visitors?

The College of Law hosts a variety of lectures, panels and meetings annually during both the fall and spring semesters. Events are presented by visiting professors, who also teach classes and seminars, and by invited guests. The lectures and presentations are scheduled at various times throughout the day and evening hours. In order to provide access to the highest number of students possible, faculty members regularly allow their students to use their class time to attend the lectures.

(f) How does the law school monitor and assess whether students in each enrollment option are taking advantage of the law school’s entire education program regardless of enrollment option?

The college of law has specific positions for full and part-time students in each enrollment option on the boards of the Law Review and Moot Court. Otherwise, monitoring and assessment of participation by students is done informally throughout the year.

26. If the law school does not have an ABA-approved part-time division or enrollment option, how many students in the law school are currently permitted to be part-time students (fewer than ten credit hours per semester)? [Interpretation 105-1]

Not applicable.

27. During the past two years and the current year, if any first year courses in a full-time division (or first two years courses in a part-time division) have been taught by adjunct faculty, list the courses and describe the reasons. [Standard 403(b)]

Criminal Law taught by Professor Raymond Diamond during the fall, 2006.
Criminal Law taught by Professor Catherine Hancock during the fall, 2006.

Professors Diamond and Hancock are full-time faculty at Tulane Law School in New Orleans. During fall, 2006 we were required to offer four sections of Criminal Law to accommodate our entering class.

A section of Legal Research and Writing in fall, 2007 was taught by Professor Marie Tufts. Professor Tufts was hired as adjunct faculty for fall, 2007 but she became our full time Academic Success Instructor on November 1, 2007.

B. Non-J.D. Degree Programs [Standard 308]

1. If the law school offers degrees other than the J.D. degree, provide the following:

   (a) the name of the degree (e.g. LL.M. in Taxation).
       LL.M. in United States Law

   (b) the course of study established for each degree.

       The course of study requires twenty four credit hours. Includes one 3 credit survey course in “Introduction to United States Law” and one 2 credit course in Legal Research and Writing” The remaining 19 hours are all elective.

   (c) the research requirement, if any, of each degree.

       Of the elective hours the student must complete a 2 credit major research paper, either as part or a seminar or independent study directed by a faculty member.

   (d) the number of students enrolled in each degree program during the current and preceding two years.

       Three students enrolled for the fall of 2007. This is the first year of the program.

   (e) the name of the full-time faculty member or administrator who has primary responsibility for each degree.

       Professor James M. Klebba.
IV. Faculty

Attachments:

General:
1. The law school faculty handbooks, by-laws, constitution, if any
2. Copies of established law school (as distinct from University) policies with respect to a faculty member's responsibilities in teaching, scholarship, service to the law school community, and professional activities outside the law school, if any
3. A copy of the law school's academic freedom, tenure, and promotion policies and procedures
4. A copy of any written university or law school policies that are different for clinical or legal writing and research faculty than those applicable to full-time tenure/tenure track faculty

Supplementary: [Materials should be sent to team member reviewing the law school faculty section]

1. A list of the scholarly writings of the full-time faculty published during the past two years and the current year

On-Site:
1. Any manual, document, or written instructions developed by the law school for purpose of orienting, training, or guiding part-time faculty

1. Describe the steps that the law school takes to ensure the teaching effectiveness of the faculty. [Standard 401(b); 404(a)(1)]

Each course each semester is evaluated by the students. The associate dean reviews the written comments for any faculty member or adjunct whose teacher effectiveness is less than excellent (below 4 on a 1 to 5 scale). Additionally, we engage in peer review of untenured faculty members.

2. Describe the steps that the law school takes to support research and scholarship by faculty members. [Standard 404(a)(2)]

Several actions were taken by the law school after the 2001 site visit that helped to increase faculty scholarship. The summer research grants for which faculty are eligible were increased from $7,500 to $10,000. And, for a while, faculty who published were also eligible for an additional $5,000 incentive award, beyond any research grant they may have received; fifty such awards were distributed to faculty during the 2002-2005 academic years, but this award program was eliminated in the university’s post-Katrina restructuring.
Additional steps which have been taken to provide support of faculty research include the establishment of a personal collection development budget of $2,000 for each faculty member through the law library, as described in section VI-E, at page 73 of the Self Study. Also, Dean Bromberger has provided liberal approval of all faculty travel requests for conferences.

Due in large part to these changes, since the 2001 site visit the law school has seen a significant improvement in the production of faculty scholarship. The hiring of new faculty increased total productivity, as would be expected, but the average productivity of all faculty members - the ratio of publications per faculty member - has also increased significantly, as is shown in the following chart.

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</thead>
<tbody>
<tr>
<td></td>
<td>Pub #</td>
<td>Fac #</td>
<td>Pub:Fac Ratio</td>
</tr>
<tr>
<td>All publications</td>
<td>147</td>
<td>29</td>
<td>5.1</td>
</tr>
<tr>
<td>Major publications</td>
<td>119</td>
<td>29</td>
<td>4.1</td>
</tr>
</tbody>
</table>

In the chart above, “Major Publications” tallies bar journal articles, substantive law review pieces, books and book chapters, because these types of publications were what both the ABA and AALS focused on in their comments after the 2001 site visit. The numbers for “All Publications” include these plus everything else faculty have produced: book reviews, short pieces in newsletters and other publications, brief “in memoriam” remembrances in law reviews, newspaper Op-Ed pieces, legislative reports and analyses, and miscellaneous materials such as videos and computer exercises. As this chart shows, total production of major publications increased from 119 to 170, an improvement of 42.9%, and the ratio of major publications per faculty rose from 4.1 to 5.2, an increase of 25.5%.

In their post-site visit correspondence, both the ABA and the AALS referred to the “about 130 articles, books, and book chapters” that the faculty published between 1994 and 2000. The discrepancy between that number and the 119 major publications in the chart above is because the list of faculty scholarship compiled for the 2001 Self-Study Report included articles written by the clinical and library faculty and included the work of two faculty who were no longer with the law school. The focus of both the ABA’s and the AALS’s concern about scholarship is with the ordinary faculty, and with those who are actually members of the faculty at the time the Self-Study Report is written. The numbers in the chart above more accurately represent the scholarship of the ordinary faculty at the law school during the period covered by the previous self study process.

The ABA noted of the faculty publications that “[a] number of these articles were in bar journals.” This concern was valid: of the 119 major publications produced by the faculty from 1994 to 2000, 38, or 31.9% of the total, were indeed in bar journals. But this percentage is now much smaller: during the 2001-2007 period, of the 170 major publications produced by the faculty, only thirteen, 7.6% of the total, were articles in bar journals. (For purposes of classification, articles in practice-oriented magazine-styled periodicals were also grouped together under the category of “bar journals.”)

The following chart compares the scholarly productivity of the faculty from 1994 to 2000 with their productivity during 2001-2007 and shows how many of the faculty produced the indicated ranges of major publications.

### Number and Percentage of Faculty Who Produced Scholarship, by Number of Major Publications

<table>
<thead>
<tr>
<th></th>
<th>Number of Faculty</th>
<th>0</th>
<th>1-5</th>
<th>6-10</th>
<th>11+</th>
</tr>
</thead>
<tbody>
<tr>
<td>1994-2000</td>
<td>29</td>
<td>4</td>
<td>13.8 %</td>
<td>18</td>
<td>62.1 %</td>
</tr>
<tr>
<td>2001-2007</td>
<td>33</td>
<td>6</td>
<td>18.2 %</td>
<td>16</td>
<td>48.5 %</td>
</tr>
</tbody>
</table>

(One of the six faculty listed above as lacking any major publications is a recent hire who has several articles pending publication.) As this chart also shows, the number of faculty who produced more than ten major publications also increased. As in 2001, the most-published faculty are inevitably responsible for a large proportion of total faculty scholarship. 

3. Describe the steps that the law school takes to encourage faculty members to meet their obligations of service to the law school, university, and public. [Standard 404(a)(3)-(5)]

### Faculty Responsibilities

#### Teaching

Ordinary faculty members typically teach two academic courses per semester (usually five to six credit hours per semester), unless they are assigned administrative responsibilities. The teaching load is consistent with that of many public and private law schools, although some law schools assign fewer credit hours of teaching to facilitate academic research.

In the past, there has been concern that the law school relied too heavily on adjuncts, particularly in the part-time program. At the time of the 2001 site visit, two vacant faculty positions had been frozen by the university administration and adjuncts were used more than the law school would have preferred. But with the four faculty positions added since the last site visit (the two frozen positions were subsequently allowed to be filled and two new positions were created), this problem has been largely alleviated. The charts on the following four pages provide data on credit and contact hours for the classes taught by the ordinary and adjunct faculty in both the full-time and part-time programs, semester by semester, from spring 2001 to fall 2007. As the numbers in these charts show, both the credit and contact hours taught by adjuncts has decreased in recent years.

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Each semester, in every class, students fill out evaluations of all faculty members. The results of the evaluations are made available to the entire law school community and are maintained on file in the law library. Copies of these evaluations are given to faculty members for their own review. Additionally, these evaluations are reviewed by the Law Dean and the Associate Dean for Academic Affairs. One of the questions in the survey asks the students to rate the professor’s “overall effectiveness” using a five point scale where 1 is “very poor” and 5 is “excellent.” The average effectiveness rating for the ordinary faculty from spring 2001 through spring 2007 is 4.313.

Service Activities

In a recent survey of the ordinary faculty, 23 respondents reported that they have conducted community or law-related pro bono service since the 2001 site visit. Of those, 52% performed bar association work, 56% provided legal services to the poor, 39% participated in law-reform work, 78% volunteered for a community organization or church, and 60% served on the board of a community, bar or law-reform organization. As to the amount of time spent on service organization, 30% reported 1-5 hours month, 39% reported 6-10 hours per month, and 30% reported eleven or more hours each month. Finally, more than 86% of faculty members surveyed believe that the law school administration has been supportive of faculty community service activities.

In light of Hurricane Katrina, much of the focus of the law clinic is on the legal issues and concerns of New Orleans’ severely damaged communities. Clinical faculty members serve as advisors to individual students, direct independent study programs, and assist in supervising the Katrina Clinic, which was formed after Hurricane Katrina in fall 2005. Clinical faculty extensively research various topics in their expertise and present locally, statewide, nationally, and internationally in various fora at AALS conferences, law schools, continuing legal education classes, leadership conferences, and community outreach seminars. Additionally, the clinical faculty produced two post-Katrina newsletters entitled “Justice Journal” in fall 2005 and spring 2006 and co-sponsored the “Know Your Rights” day on Loyola’s campus on March 25, 2006 to educate local residents on post-Katrina legal issues.

4. Describe the administrative and technological support that is provided to the faculty.

Law school faculty and staff are provided with Loyola email accounts and can use the same dial-up service as the students to access the internet from home. LORA - the online records system - is used to post grades for the faculty’s courses. All faculty and staff also have a personal computer in their office. The majority of these are Dell PCs, but one faculty requested and was provided with an Apple G4 and one faculty member has a laptop PC and docking station that serves as his office computer.

The university IT Department automatically creates a page for every course on Blackboard, the university’s online course management system; whether faculty use the course pages is up to them. Blackboard provides faculty with the tools to easily distribute documents online, create discussion boards for the class, and post announcements. The first-year Legal Research and Writing course uses Blackboard so all 1L students quickly become familiar with it. Most other faculty also use Blackboard in their classes, while a few use TWEN or other services to create an on-line component to their classes.
As described in the following section, all the rooms regularly used for classes and seminars have computers and digital projectors that faculty use when they are teaching. Computer slide shows using PowerPoint or other software are the most common use of this equipment.

Classroom Technology

With the exception of room 308, the law school’s large auditorium, every room used for classes and seminars has, at a minimum, a lectern computer, a ceiling-mounted digital projector, and the capacity to play both VHS tapes and DVDs in class. (Room 308 was last used as a classroom during the construction of the Gauthier Wing, but was not needed for classroom space during the 2007-2008 school year; it is primarily used for guest speakers and other such functions.) In addition to this equipment, the seminar and classrooms in the new wing of the law school have a Samsung Digital Presenter document camera.

Since the 2001 site visit, every classroom in the original part of the building (with the exception of room 308) has been retrofitted so that there is a power outlet at every seat. Power is also available at each seat in the seminar and classrooms in the Gauthier Wing. Together with the wireless network available throughout the law school, this enables students to use their laptops and access the internet in any classroom without worrying about losing battery power.

5. Describe how the law school periodically evaluates how each faculty member discharges their responsibilities in teaching, scholarship, service to the law school community, and professional activities outside of the law school. [Standard 404]

At the conclusion of each semester each faculty member is assessed by his/her students and throughout the year each faculty member informs the dean about articles, conferences, and other relevant academic work. The dean also maintains a list of all committees and other service work carried out by the faculty. It is the combination of these factors that ultimately determines the final evaluation and this is expressed in the form of a salary raise. The dean and the associate dean review the student evaluations of each professor.

6. Describe the role of the dean and the faculty in determining the educational policy of the law school. [Standard 206]

In general, the dean is responsible for the administrative governance of the law school and the faculty is responsible for the formulation of academic policy. The allocation of authority between the dean and the faculty is accomplished by participation of faculty members in the development of the academic policies by the faculty as a whole and by the participation of the faculty in the following committees: Admissions and Scholarships, Budget and Strategic Planning, Curriculum and Bar Examination, Faculty Appointments, International Programs, Library and Technology, Petitions and Readmissions, and Rank and Tenure. Additional ad hoc committees are frequently appointed or elected to consider matters of importance.
 SITE EVALUATION QUESTIONNAIRE 2007

7. Describe the process for granting tenure and promotion of faculty, indicating the role of the faculty, dean and central administration. If the policy differs from that of the parent university, describe. [Standard 405(a), Interpretation 405-3]

Promotion and tenure are governed by the Loyola University Faculty Handbook and the Rank and Tenure Committee of the faculty. The Rank and Tenure Committee is composed of all ordinary faculty members who have attained the rank of associate professor. The chair is elected by the committee. Faculty members seeking promotion or tenure are evaluated on their accomplishments in teaching, scholarship, and service. In the area of teaching, members of the Rank and Tenure Committee review teaching materials, visit classes, and review student evaluations. Generally, one scholarly publication of substantial length and depth is required for each step of promotion and tenure, and the publications are submitted to a minimum of three outside reviews. Service within and outside the university is also evaluated.

In 2000, the ordinary faculty approved a set of “Standards for Annual Evaluation of Faculty Performance” that was meant to “assist faculty members in preparing their annual self-evaluation” and assist the law dean in “evaluating the performance of faculty members for the purposes of awarding merit increases in salary.” These standards serve as a useful guide to how the performance of each member of the ordinary faculty is evaluated.

8. Explain any situation, since the last site evaluation, when the recommendation of the law faculty and dean relating to promotion or tenure was not followed. [Standard 405(a), Interpretation 405-4]

Not applicable

9. If the security of position or non-compensatory perquisites afforded to full-time clinical faculty members differ from that afforded to full-time tenured/tenure-track faculty, describe the differences. [Standard 405(c), Interpretation 405-8]

Clinical faculty hold non-tenure-track positions which are either fixed (five years, non-renewable, but subject to extensions, in five-year increments) or probationary (one-year, non-renewable, but subject to five one-year extensions), as set forth in Chapter 11-A of the Faculty Handbook. The Clinic Director, the Clinic Hiring and Promotions Committee, and the Law Dean determine the appointment, promotion, and contract rights of the clinical faculty.

The clinical faculty serve on all law school committees and attend all faculty meetings except those in which hiring of the ordinary faculty is being considered. Since 2003 the clinical faculty have voting rights on all law school committees but they do not vote at faculty meetings. Clinical faculty are eligible for sabbaticals, research assistants, research and writing grants, and reduced teaching time for research on the same basis and according to the same criteria as the ordinary faculty.
10. With regard to any full-time legal writing instructors or directors that the school may employ, how does the law school provide conditions sufficient to attract and retain those instructors in order to provide legal writing instruction as required by the Standards? [Standard 405(d)]

Both directors are tenured members of the ordinary faculty.

11. Describe how the law school safeguards the academic freedom of non-tenure-track faculty, including clinical and legal writing faculty. [Standard 405(b)]

The Loyola University Faculty Handbook, Chapter Eight, outlines the professional rights of the faculty. These include the right of free inquiry and the exchange of ideas in teaching and scholarly pursuit, the right to present subject matter in the manner the faculty member deems most suitable, the right to present controversial material relevant to a course, and the right to freedoms of action and expression and dissent.

12. (a) State the names and ranks of those who have left the full-time faculty, including any 405(c) clinical faculty for the past two years and the current year. [Standard 405(a)]

Bobby Dexter, Westerfield Fellow (2005-2006 Academic Year)
Ezra Rosser, Westerfield Fellow (2005-2006 Academic Year)
Carole Spink, Westerfield Fellow (2005-2006 Academic Year)
Craig Senn, Westerfield Fellow (2005-2006 Academic Year)
Peter Widulski, Westerfield Fellow (2006-2007 Academic Year)
Sharon Finegan, Westerfield Fellow (2006-2007 Academic Year)
Elizabeth Moore, Associate Professor, Deputy Director, Law Library (2007-2008 Academic Year)
Fred Swaim, Professor, Deceased 2007

(b) State the names and ranks of those who have been added to the faculty for the past two years and the current year. [Standard 405(a)]

Markus Puder, Associate Professor, August 07
Nanette Jolivette-Brown, Visiting Assistant Clinical Professor, November 07
Denise Pilie, Visiting Assistant Clinical Professor, November 07
Carolyn Fayard, Westerfield Fellow, August 07
Vivek Kanwar, Westerfield Fellow, August 06
Adam Lamparello, Westerfield Fellow, August 07
Christina Sautter, Westerfield Fellow, August 06
Shelaswau Crier, Westerfield Fellow, August 06
Kim Chanbonpin, Westerfield Fellow, August 06
Marie Tufts, Academic Success Instructor, August 07
William O’Neil, Visiting Assistant Professor, August, 2006
Edward Chase, Visiting Assistant Professor, August, 2006
Lloyd Drury, Visiting Assistant Professor, August, 2005
Andrew Miller, Visiting Assistant Professor, August 2007
SITE EVALUATION QUESTIONNAIRE 2007

Earnest Jones, Visiting Assistant Clinical Professor, August 2007

Bobby Dexter, Westerfield Fellow (2004-2006)
Ezra Rosser, Westerfield Fellow (2004-2006)
Craig Senn, Westerfield Fellow (2004-2006)
Peter Widulski, Westerfield Fellow (2004-2007)
Sharon Finegan, Westerfield Fellow, (2004-2007)

(c) For the past two years and the current year, state the number of positions for which a search was conducted, the number of offers for each position, and the number of acceptances.

2006-2007:
Two tenure-track positions
Two offered as visitor positions which were accepted

Four Westerfield Fellows positions, not tenure-track
Four offers with four acceptances

2007-2008:
Two tenure-track positions
One offer with one acceptance
One offered as a visitor position which was accepted

Two Westerfield Fellows positions, not tenure-track
Two offers with two acceptances

2008-2009
Two tenure-track positions
Two offers with two acceptances

13. If offers have been declined during the last three years, state the number, position, and the circumstances. [Standard 405(a)]

For the 2006-2007 academic year we offered a tenure-track position to Adam Zimmerman which he declined for another offer.

For the 2007-2008 academic year we offered a tenure-track position to Osamudia James. She declined due to an offer that was better for her geographically.

14. If there is any rule or practice at the law school or University denying employment of otherwise qualified faculty or staff because of their race, color, religion, national origin, sex or sexual orientation, describe. [Standard 210(a)]

Not applicable.

15. Describe and itemize how the law school has demonstrated by concrete action during the past two years a commitment to having a faculty and staff that are diverse with respect to gender, race and ethnicity. Describe the
results that have been achieved through these efforts to recruit and retain a faculty and staff that are diverse with respect to gender, race and ethnicity. [Standard 212(b)]

The Faculty Appointments Committee affirmatively seeks diversity in the pool of candidates that it interviews. Of the nine candidates brought in for interviews for tenure-track positions, five were women, two were African Americans, one was self-described as gay. Offers were made and accepted by a male and a female. A tentative offer is pending for an African American female. The current six Westerfield Fellows shows great diversity, four women, two Asian/Pacific Islanders, one African American.

16. Describe the process the law school uses to determine the nature and extent of outside professional activities by the full-time faculty. [Standard 402(c), Interpretation 402-4]

The College of Law assures that all faculty members have a full-time commitment to teaching, scholarship, and public service, are available to students, and participate in the governance of the law school. To this end, the College of Law requires all full-time faculty members who wish to engage in outside practice to obtain permission from the dean and provost. Faculty members granted such permission are limited to eight hours per week of outside employment.

17. List any full-time faculty member who:

(a) has regularly engaged in law practice;

(b) has an ongoing relationship with a firm or other business;

(c) is named on a law firm letterhead; or

(d) has a professional telephone listing.

[Standard 402(c), Interpretation 402-4]

18. If any person identified in response to Question 17 has been listed as a full-time faculty member for purposes of computing the law school's student/faculty ratio, explain the basis for concluding that the person has a full-time commitment to teaching, research, and public service, is available to students, and is able to participate in the governance of the institution as is generally required of full-time faculty.

There are a few members of faculty who engage in outside employment. All of these have been doing so for many years and all report their activities on the “Permission for Outside Employment” form. There is no special provision with respect to scheduling for those who engage in outside practice and all who do so perform their committee obligations assiduously. All faculty maintain regular office hours and are available for student consultation. While some do not carry out traditional scholarship all participate in CLE programs, and community service such as the VITA program. Over the past five
years there have been no complaints from students regarding access to those faculty who engage in legal practice,

According to the University Faculty Handbook, faculty members must obtain the permission of the provost for any outside employment. Every fall, a form is circulated to each faculty member in which that faculty member is asked to state the nature and extent of proposed outside employment. These forms must first be approved by the Dean and then are forwarded to the Provost for approval or disapproval. Also, whenever there is a question about outside employment, the Dean will check the Yellow Pages, Martindale Hubbel and other sources for listings.

19. Describe the steps the law school takes to provide part-time faculty with appropriate orientation, guidance, training, monitoring, and evaluation. [Standard 403 (c)]

Each semester the associate dean sends new and returning adjunct a detailed packet of information about the College of Law’s policies and expectations. In addition, they are given a link to the complete Law Bulletin. Each semester the full-time faculty visit a class or two of about one-third of the adjuncts. The associate dean monitors the students’ evaluations and counsels or terminates adjunctions based on that information.
V. Students

Attachments:

General:
1. The application for admission
2. The law school’s written plan describing the school’s program for achieving compliance with Standard 211
3. The published statement of equal opportunity in placement

Supplementary: [Materials should be sent to team member reviewing the student section]
1. The published statement of the law school’s standards for admission

On-Site: none

1. Describe the law school’s admission policies, indicating the role of the faculty, dean and central administration in defining and implementing the policies. [Standard 205(B) and 501]

The admissions requirements of a minimum LSAT and undergraduate GPA are set by the Faculty Admissions and Scholarship Committee. Other factors considered include school(s) attended, undergraduate major, letters of recommendation, citizenship, ethnicity, personal statement, graduate school grade point average, writing sample, degree grade point average, grade trends, state of permanent residence, and work experience. The primary two factors, the cumulative undergraduate GPA and the LSAT score, are combined into an index:

\[(\text{LSAT} \times 0.034) + (\text{GPA} \times 0.356) - 3.464 = \text{INDEX}\]

which is used by the Dean of Admissions and the Faculty Admissions and Scholarship Committee (FASC) to evaluate applicants.

Applicants at or above the “presumptive admit level” will be accepted by the Dean of Admissions, as long as there is no impediment in their file. Each year the FASC receives and votes on the Dean of Admissions’ recommended presumptive admit level. This level is established primarily by looking at the mean LSAT and GPA figures from the previous first year class. There are exceptions to this general rule when extraordinary circumstances dictate, such as what occurred after Hurricane Katrina. The application numbers dropped dramatically (a 33% decrease in applications from fall 2005 to fall 2007) and therefore the presumptive admit level was adjusted accordingly. The presumptive admit level for the 2006 and 2007 entering classes was a 2.9 index which translates to a 3.2 GPA and a 152 LSAT. If there is an impediment in the presumptive admit file, the Dean of Admissions may take that file to the FASC which has the authority to waive any impediment.

Each year, the Dean of Admissions also recommends that year’s committee review level, which the FASC also votes on but which must then be approved by the faculty as a whole if a
change is made from the previous year. Those applicants whose credentials fall below the presumptive admit level but above the committee review level may be accepted, wait-listed, or denied, at the discretion of the Dean of Admissions. Any applicant who falls below the committee review level can only be admitted or wait-listed by the committee. They may be denied unilaterally by the Dean of Admission or by the committee.

The current committee review level is a 3.0 GPA and a 150 LSAT. Those applicants whose credentials (either the GPA or the LSAT) fall below the committee review level may be denied by the Dean of Admissions; unless she finds evidence that a positive decision could be made. In such a case, she may refer that applicant’s file to the FASC, which may accept, wait-list or deny the application.

2. If the law school admits students without baccalaureate degrees, describe the circumstances under which such students are admitted and explain how the law school complies with the requirements of Standard 502.

Loyola’s Early Admit program allows undergraduate students who have completed at least three fourths of their undergraduate degree to be accepted to the law school. This program in no way offers the applicant an undergraduate degree. The applicant must speak with their current undergraduate institution to determine if it is possible to use credits from Loyola Law School to satisfy undergraduate degree requirements. To be accepted into this program we generally require credentials somewhat higher than those applying who will have completed their degree by the time they enroll. Thus we are generally looking for a 156 or better LSAT score and a 3.5 undergraduate GPA.

The Dean of Admissions may accept applications for early admit (applicants who have completed 3/4 of the bachelor degree) if the LSAT is at or above a 154 and the GPA is at or above a 3.2. All other early admits must be brought before the Admissions Committee for an affirmative decision.

3. Describe any admissions test used in addition to or in place of the LSAT to assess an applicant’s capability of satisfactorily completing the school’s educational program and how the law school uses the test results. [Interpretation 503-1]

The LSAT is the only test used to assess an applicant’s capability to satisfactorily complete Loyola’s JD program. However, students who are admitted to the three-week Summer Conditional Admit Program are judged on their performance on the exams they take in the program (as described in question #5 below).

4. Describe how the law school uses the LSAT or other test results in a matter that is consistent with the current guidelines regarding proper use of the test results provided by the agency that developed the test. [Standard 503]

The LSAT score is but one factor used in the admissions process. It is understood that LSAT is only a predictor of law school performance and that it is not always an accurate predictor. Therefore, the admissions decision is based on all of the information provided by the applicant. Loyola does not have an absolute cut-off score as encouraged by the LSAC Cautionary Policies referenced in Standard 503.
5. If the law school offers a pre-admission program of coursework taught by members of the law school’s full-time faculty and culminating in an examination or examinations to some or all applicants prior to a decision to admit to the J.D. program, describe the program. [Interpretation 503-3]

The Dean of Admissions and the FASC invite applicants to participate in the three-week Summer Conditional Admit Program if their credentials are below the committee review level but show promise of being able to perform adequately in law school. The students are taught one course per week by members of the ordinary faculty, with an exam at the end of each week. To be admitted to law school, a participant must receive grades of B or better in all of the three week-long segments. The theory is that successful performance in this program is the best indication of ability to perform in regular law school courses.

6. If the law school has any rule or practice precluding admission of applicants or retention of students on the basis of their race, color, religion, national origin, gender, sexual orientation, age, or disabilities, describe. [Standard 211]

Loyola does not have any rule or practice precluding admission of applicants or retention of students on the basis of their race, color, religion, national origin, gender, sexual orientation, age, or disabilities.

7. Describe and itemize how the law school has demonstrated by concrete action a commitment to providing full opportunities for the study of law and entry into the profession by members of underrepresented groups, particularly racial and ethnic minorities and to having a student body that is diverse with respect to gender, race and ethnicity. [Standard 212]

The College of Law's Office of Career Services' mission is to equip law students and alumni with the ability to:

Define and achieve their career aspirations, and

Assess their interests and values.

The Office of Career Services offers programs and services to educate law students and alumni regarding the practice of law, the methods of achieving career ambitions and employment options that exist for those in possession of a Juris Doctor degree. By cultivating relationships with legal employers, alumni and other members of the legal community the Office of Career Services develops employment opportunities for law students and alumni.

Through Job Fairs and Programming:

**JOB FAIRS**

**Tenth Annual Delaware Minority Job Fair for First-Year Law Students**
dnolan@saul.com

Sponsor: Delaware State Bar Association's Committee for Diversity in the Legal Profession
SITE EVALUATION QUESTIONNAIRE 2007

Where: Wilmington, Delaware
When: January 19, 2008
Deadline to Apply: December 12, 2007
Opportunities: Come interview with: large, medium and small law firms; public sector employers (federal and local government); the Attorney General and Public Defender’s Offices; and corporate employers. Contact Career Services for an application and details!

Damali Booker 1L Minority Job Fair
http://www.nashbar.org
traci.hollandsworth@nashbar.org

Sponsor: Nashville Bar Association Minority Recruitment Program
Where: Boult Cummings Conners & Berry 1600 Division Street Suite 700, Roundabout Plaza Nashville, Tennessee 37203.
When: February 16th and 17th, 2007
Deadline to Apply: January 17, 2007
Opportunities: See Director of Career Services for Student Registration Form and additional information regarding the Job Fair.

Southeastern Minority Job Fair (SEMJF)
http://www.semjf.org

Sponsor: Southeastern Minority Job Fair (SEMJF)
Where: Marietta, GA
When: August 3 & 4, 2007
Deadline to Apply:
Opportunities: See Director of Career Services for Student Registration Form and additional information regarding the Job Fair.

Lavender Law Conference and Career Fair
http://www.lavenderlaw.org/
info@lavenderlaw.org

Sponsor: National Lesbian and Gay Law Association
Where: San Francisco, California
When: September 4-6, 2008
Deadline to Apply: August 15, 2008
Opportunities:

Heartland Diversity Legal Job Fair
http://www.heartlanddiversity.org/
heartlanddiversity@kcmba.org

Sponsor: Kansas City Metropolitan Bar Association
Where: Kansas City Marriott Country Club Plaza - Kansas City, Missouri
When: September 7-8, 2007
Deadline to Apply:
Opportunities: All 2L and 3L law Students are invited to participate

Impact (Career Fair for Law Students and Attorneys with Disabilities)
http://www.law.arizona.edu/impact/
carlson@law.arizona.edu

Sponsor:
Where: Sheraton Crystal City Hotel - Arlington, VA
When: Friday, August 10, 2007
Deadline to Apply:
Opportunities:

Equal Justice Works Conference and Career Fair
http://www.equaljusticeworks.org/careerfair/

Sponsor:
Where: Washington D.C
When: October 10-11, 2008
Deadline to Apply:
Opportunities:

Rocky Mountain Diversity Legal Career Fair
http://www.rmdlcf.com/
info@rmdlcf.com

Sponsor:
Where: INVESCO Field Denver, Colorado
When: Friday September 21, 2007
Deadline to Apply:
Opportunities:

Northwest Minority Job Fair
http://www.nwmjf.org/
jobfair@perkinscoie.com

Sponsor:
Where: Seattle office of Williams Kastner - Seattle, WA
When: Saturday, September 15, 2007
Deadline to Apply: May 11, 2007
Opportunities:

National Black Prosecutors Association Annual Conference and Job Fair
http://www.blackprosecutors.org/conference.html

Sponsor:
Where: Fort Lauderdale, FL
When: July 12, 2008 through July 19, 2008
Deadline to Apply:
Opportunities:

Minnestoa Minority Recruitment Conference
http://www.tcc-mmrc.org/

Sponsor: The Twin Cities Committee on Minority Lawyers in Large Law Firms
Where: Minneapolis, MN
When:
Deadline to Apply:
Opportunities: 2L and 3L students

National Asian Pacific American Bar Association’s Annual Conference and Career Fair
**Patent Law Interview Program**  
http://www.luc.edu/law/career/patent.html

**Sunbelt Minority Recruitment Program Job Fair**  
http://www.sunbeltjobfair.com/

**Southeastern Intellectual Property Job Fair**  
http://law.gsu.edu/careers/SIPJF/

**Boston Pre-Job Fair Reception**  
http://www.bostonlawyersgroup.org/news/calendar.cfm  
gbrockmeyer@brownrudnick.com

**Boston Job Fair**  
http://www.bostonlawyersgroup.org/  
gbrockmeyer@brownrudnick.com
SITE EVALUATION QUESTIONNAIRE 2007

Deadline to Apply:
Opportunities: Law Students of color selected to interview at 2006 BLG Job Fair

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**Washington D.C. Pre-Job Fair Reception**

[gbrockmeyer@brownrudnick.com](mailto:gbrockmeyer@brownrudnick.com)

Sponsor:
Where: TBD (periodically, please visit our website at bostonlawyersgroup.org/news/calendar.cfm
When: September 12, 2007
Deadline to Apply:
Opportunities: Law students of Color

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**Washington D.C. Job Fair**

[gbrockmeyer@brownrudnick.com](mailto:gbrockmeyer@brownrudnick.com)

Sponsor:
Where: Renaissance Mayflower Hotel, 1127 Connecticut Ave. NW, Washington DC, DC 20036
When: September 13, 2007 9:00 a.m. - 5:00 p.m.
Deadline to Apply:
Opportunities: Law Students of Color Selected to Interview at 2006 BLG Job Fair

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Through Diversity Programming:

**Diversity Mission:**
The diversity mission of Loyola University New Orleans College of Law is comprehensive.

**Student Population:**
Our student population consist of persons representing a varied number of racial, ethnic, cultural, social, geographic and economic backgrounds. This includes African American, Asian Pacific American, European American, Arabic, Hispanic, and Native American students who are from several different socially and economically stratified communities.

**Academic Support:**
Our faculty is committed to enhancing the education of our students by encouraging dialogue within the classroom that addresses legal issues that are culturally sensitive and ethnically specific. With this in mind, students are able to share their individual perspectives on the law that are more realistic to the population of clients whom they will serve.

**Diversity Programming:**
Loyola University New Orleans College of Law has followed the University’s philosophy of integrating workshops, forums and social events that analyze and celebrate the multifaceted nature and richness of various cultures. In this capacity it has partnered with several segments of the legal community to educate the student body on issues that greatly affect the clients whom they will serve. Hence diversity programming has included discussions on race, ethnicity, poverty, wealth, sexual orientation, disabilities, national origin and gender. The public has also been invited to these events. The result has been encouraging and challenging for all persons concerned. The Diversity Unit of the Office of Career Services has comprised a core advisory committee consisting of on campus student organizations, faculty, and members of the legal community including, judges (federal and state), attorneys (public and private sector),
SITE EVALUATION QUESTIONNAIRE 2007

government officials, and administrators such as clerks of court, and other federal and state officials. The committee members are representative of a diverse segment of national and local communities.

8. Describe how the law school communicates to every employer to whom it furnishes assistance and facilities for interviewing and other placement functions the school’s firm expectation that the employer will observe the principles of non-discrimination and equality of opportunity on the basis of race color, religion, national origin, gender, sexual orientation, age and disability in regard to hiring, promotion, retention and conditions of employments. [Standard 211]

Loyola University New Orleans College of Law requires all employers to sign the following

Equal Employment Opportunity Statement:

OFFICE OF CAREER SERVICES
LOYOLA UNIVERSITY NEW ORLEANS COLLEGE OF LAW
7214 ST. CHARLES AVENUE, BOX 910
NEW ORLEANS, LOUISIANA 70118
(504) 861-5562

EQUAL EMPLOYMENT OPPORTUNITY STATEMENT

Loyola University New Orleans College of Law requires that all those who recruit on the campus be equal employment opportunity (EEO) employers. Furthermore, the College of Law recognizes the inherent value and dignity of all members of the human family and does not discriminate on the basis of race, color, creed, age, national origin, sex, sexual orientation or disability. Consistent with the teachings of the Catholic Church, the University does not discriminate purely on the basis of an individual’s orientation without regard to homosexual conduct or other actions that undermine the University’s Catholic identity. We ask that you please complete the following statement:

________________________ assure equal opportunity in its
(Firm Name/Company)
hiring practices for all qualified persons without regard to race, color, creed, age, national origin, sex, sexual orientation, or disability.

________________________ Signature of Recruiter

________________________
Date

9. Describe the law school’s policies and procedures for determining whether assuring equality of opportunity for qualified students, faculty and staff with disabilities under
Standard 211 requires the provision of reasonable accommodations. [Standard 213]

Loyola University New Orleans is committed to ensuring equal access and reasonable accommodations for students with disabilities under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA) and to providing support services which assist qualified students with disabilities. The policy of Loyola prohibits and discourages discrimination against students with disabilities in all areas of the university. Eligible students at the College of Law, as in the rest of the University, are allowed certain accommodations such as extra time, readers, dictating equipment, etc. as requirements demand and as procedures dictate. Procedures also are in place to ensure that the anonymous grading system is not compromised when such accommodations are used. The Office of Disability Services was created to ensure the careful implementation of this policy by faculty and staff and to assist students with disabilities in meeting the demands of university life.

Any student with a disability who needs to receive accommodations must identify him/herself as soon as possible to the Associate Dean for Student Affairs or to the University Director of Disability Services in order to comply with the requisite time limits and other procedures related to receiving accommodations. It is incumbent on the student to meet the deadlines and to inform him/herself of procedures in order to ensure reasonable accommodations.

10. 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. [Standard 504]

The Associate Dean of Students organizes informational meetings with the Louisiana State Bar Association-Office of Bar Admissions for graduates who plan to sit for the Louisiana bar exam, as well as meets with students on an as needed basis. For students who plan to sit for different state bar exams, the Associate Dean of Students dialogs with and counsels them via emails, telephone conversations and/or office meetings regarding character and other qualification questions related to admission to their state bar associations.

11. For any student who matriculated during the current and prior two years after having been disqualified from another law school, provide the name of the student’s previous law school, law school GPA, LSAT score, and UGPA. For each student, explain how the law school determined that the failure was not because of lack of academic ability. What record was made of the reason(s) for granting admission to the particular applicant in these cases? [Standard 505]

Our general rule is that a student who has attended another law school and who has been excluded for defective scholarship, or is on scholastic probation, is not eligible for admission to Loyola College of Law. The admissions committee or the Dean of the law school will waive that rule for extraordinary circumstances. The following students matriculated between fall 2005 and fall 2007:

1. Jay Zainey
   Matriculated at Loyola Summer 2006
Previous school: Louisiana State University (LSU)
Previous law school GPA: 2.103
LSAT Score: 151
UGPA: 3.750

We determined that Mr. Zainey’s exclusion from LSU was directly linked to the effects of Hurricane Katrina on his living situation and family and therefore not because of a lack of academic ability. The letter received from LSU Law Center's Chancellor was used to make this determination.

2. Priya Anand
Matriculated at Loyola Fall 2006
Previous school: Louisiana State University (LSU)
Previous law school GPA: 1.943
LSAT Score: 151 (high)
UGPA: 3.510

We determined that Ms. Anand’s performance at LSU was directly linked to the effects of Hurricane Katrina on her living situation and family and her mother’s illness and therefore not because of a lack of academic ability.

3. Subia Ekram
Matriculated at Loyola Fall 2007
Previous school: Thomas Cooley
Previous law school GPA:
LSAT Score:
UGPA:

We determined that Subia’s performance at Thomas Cooley was due to her illness while attending law school and the unusual circumstances surrounding accusations made about her by other students and therefore not because of a lack of her academic ability. The documents provided by Ms. Ekram verifying her illness and other problems while attending Cooley were used to make this determination.

12. May a person be admitted to the law school with advanced-standing credit for courses completed at a non-ABA approved law school?

(a) If yes, how does the law school determine that the non-ABA approved law school has been granted the power to confer the J.D. degree by the appropriate governmental authority in the unapproved law school’s jurisdiction or that the unapproved law school’s graduates are permitted to sit for the bar examination in the jurisdiction in which the unapproved school is located?

Yes, however, the Faculty Admissions and Scholarship Committee has not admitted any applicants with advanced-standing credit for courses completed at a non-ABA approved law school.
SITE EVALUATION QUESTIONNAIRE 2007

(b) How does the law school determine that the studies at the unapproved school would qualify for credit under Standard 304(b), 305, or 306 and that the content was such that credit would have been granted towards degree requirements at the admitting school?

Not applicable. Students from unapproved law schools do not qualify for credit.

c) What is the maximum number of advanced-standing credits allowed?  
[Standard 506]

At a maximum, students may received 45 credit hours if they are the last remaining credit hours for graduation from the Loyola University College of Law.

13. May a person be admitted to the law school with advanced-standing credit for courses completed at a law school outside the United States?

Yes.

(a) How does the law school determine that the studies at the foreign law school would qualify for credit under Standard 304(b), 305, or 306, that the content was such that credit would have been granted towards degree requirements at the admitting school, and the quality of the educational program at the foreign law school was at least equal to that required by an approved school?

Advanced-standing credit hours may be awarded when the student has received a law degree from a foreign law school. Each application is reviewed on a case by case basis taking into consideration the quality of the institution and the grades received by the student. The number of credit hours which may be awarded is limited to 30 credit hours.

(b) What is the maximum number of advanced-standing credits allowed?  
[Standard 507]

30 credits.

14. For the current year and the prior two years, if non-J.D. degree students were allowed to enroll in J.D. classes, list the courses in which such students enrolled, the number of such students enrolled, and the total enrollment in each course. [Standard 508]

**2005-2006 school year**

Number enrolled: 0

**2006-2007 school year**

Number enrolled: 1

Course: First Amendment (29 total enrollment)
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Fall 2007

Number enrolled: 0

15. Describe how the law school publishes basic consumer information. [Standard 509]

   Basic consumer information is published in the ABA/LSAC Official Guide to ABA-Approved Law Schools, the law school application brochure, the law school Bulletin, on the Loyola web site, in material distributed during orientation to incoming students, and in direct written communications to accepted applicants.

16. Describe how the law school meets its obligation to report basic consumer information in a fair and accurate manner reflective of actual practice, whenever and wherever that information is reported or published. [Standard 509, Interpretation 509-3]

   All basic consumer information is published in a fair and accurate manner by publishing consistent information in an easily understandable format.

17. Describe how the law school makes publicly available, a student tuition and fee refund policy, including a complete statement of all student tuition and fees and schedule for the refund of student tuition and fees. [Interpretation 509-4]

   The law school tuition and fees are published each year in the law school Bulletin and other places on the law school web site. The refund schedule is a part of the Academic Calendar found in the law school Bulletin and other places on the law school web site.

18. If the law school publicly discloses its status as an ABA-approved law school, is the disclosure accurate and does it include name, address and telephone number of the Council of the Section of Legal Education and Admission to the Bar of the American Bar Association? [Interpretation 509-5]

   We do publicly disclose that we are an ABA-approved law school, but we do not have the name, address, and telephone number of the Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association. This can be corrected on the web site in the Bulletin immediately, but cannot be corrected in the application brochure until the next reprinting. We will direct that the correction be made in the Bulletin and then the answer can be a partial yes.

19. Describe the operation of the financial aid office and the process by which students apply for and receive financial aid. Are applications processed by the law school, the university or both?

   The law school has a Financial Aid office located in the law school building for law students and law school applicants which is staffed by an Assistant Director of Financial Aid and an administrative assistant. All financial aid for law students is processed through this office, including federal and private loans, scholarships, and grants.

   All entering scholarships and grants are awarded by the Dean of Admissions. Criteria for the award of all scholarships and grants are made by the Faculty Admissions and Scholarships Committee each year. All applicants are notified of their eligibility for a law school scholarship.
or grant at the time of admission to the law school. There are no separate forms to be completed to apply for a law school scholarship or grant.

20. How does the law school satisfy the ABA requirement to provide debt counseling to students? (mark all that apply) [Standard 510]

A. Entrance counseling

   _X_ group session conducted, wholly or in part, by school/university representative
   ____ group session conducted, wholly or in part, by lender/non-institutional representative
   _X_ individual counseling
   ____ video
   _X_ online/Internet-based counseling
   _X_ written materials sent by mail
   ____ written materials distributed in person
   ____ other, describe: ________________________________

B. Exit counseling

   XX group session conducted, wholly or in part, by school/university representative
   XX group session conducted, wholly or in part, by lender/non-institutional representative
   XX individual counseling
   ____ video
   ____ online/Internet-based counseling
   XX written materials sent by mail
   XX written materials distributed in person
   ____ other, describe: ________________________________

C. Describe any additional counseling activities that are taken to minimize student loan defaults.

   The Financial Aid Office holds workshops on default prevention, credit counseling and loan consolidation.

21. Has the law school been informed by one of more private student loan providers that, because of that lender’s default experience with prior borrowers from the law school, the law school’s students currently:

   (a) are not or will not be eligible to participate in the private loan program(s) offered by the lender
   (b) are being or will be assessed higher costs, or
   (c) are or will be subject to some other negative action (such as reduced loan limits) by the lender?

   No.
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If so, explain what impact this has had on the law school’s students and their ability to obtain the financing they need to attend the institution and what steps have been or are being taken by the institution to mitigate this impact. [Standard 510]

Not applicable

22. Describe how the law school provides basic student services, including academic advising, financial aid and career services counseling, and maintenance of accurate student records, for students in each enrollment or scheduling option offered by the law school. [Standard 511]

The College of Law employs an open-door policy in all of these key departments and schedules appointments as requested. The Associate Dean of Academic Affairs, the Associate Dean of Students and the Assistant Dean of Admissions provide academic advising. Career Services counseling is provided by the Career Services staff. Financial Aid counseling is offered by the Assistant Director of Financial Aid who has an office located at the College of Law. Financial Aid counseling is also provided by the University’s Department of Financial Aid from time to time. Questions about student records are handled by the Law Records Director and the Office Manager of Law Records.

VI. Administration

Attachments:

General:
1. An organizational chart of the university
2. An organizational chart of the law school
3. For an independent law school, the school’s basic governance documents (such as institutional by-laws)
4. Current resume of the dean
5. The most recent dean’s report(s) to the president, board of trustees, and/or alumni, if any
6. The minutes of the faculty meetings for the past academic year and to date for the current academic year
7. The list of current law faculty committees, together with membership rosters for each

Supplementary: none

On-Site: none

A. University Structure
1. Provide:

   (a) a description of the location of university campuses, and

   Loyola University New Orleans is a Jesuit University chartered in 1912. Loyola has two separate campuses located in the uptown area of New Orleans: the main university campus at 6363 St. Charles Avenue and the Broadway campus at 7214 St. Charles Avenue. The Broadway campus houses the College of Law, the Office of Institutional Advancement, the Visual Art Department, the Broadway Activities Center (a student dining facility with offices and classrooms) and Cabra Hall (a student residence hall).

   (b) the university’s undergraduate enrollment and graduate/professional enrollments for the past three years.

   2007 - 4,585 total enrollment; 2,741 undergraduate; 868 law school; 976 graduate students
   2006 - 4,874 total enrollment; 3,086 undergraduate; 799 law school; 989 graduate students
   2005 - 5,644 total enrollment; 3,847 undergraduate; 818 law school; 979 graduate students

2. If the law school is a part of a university, describe [Standard 209]:

   (a) how the law school fits within the governance structure of the university, and

   Dean Bromberger serves on all major committees of the University including the University Planning Team, University Budget Committee, and the Council of Deans. Additionally the Dean chaired the search committee for the College of Business Dean and serves on the Faculty Handbook Committee, the President’s Cabinet, the Jesuit Social Research Institute Task Force, the Academic and Faculty Affairs Committee of the Board of Trustees, the Management Team Committee and the University Direct Marketing Committee.

   Additionally, the College of Law has faculty members appointed to serve on all standing committees as outlined in the Faculty Handbook; the Standing Council for Academic Planning, the University Rank and Tenure Committee, the Loyola University New Orleans Senate, the University Affirmative Action Committee and the University Space Allocation Committee.

   Lastly, three members of the law staff currently serve on University committees and two have served recently. Associate Dean of Students, Stephanie Jumonville serves on the University Safety Committee and the University bookstore Committee. Assistant Dean of Law Admissions, Michele Allison-Davis, serves on the University’s Scholarships and Financial Aid Policy Committee. Budget Director, Andrew Piacun, was elected to the University’s Administrative Senate. In his capacity as a Senator Mr. Piacun serves on the University Planning Team and the University Fringe Benefits Committee. Recently, the Dean’s Executive Assistant, Barbara Wilson, served on the Human Resources Committee on Hiring Fairness and the Associate Director of the Law Clinic, Ramona Fernandez, served on the Jesuit Diversity Identity Task Force and serves on the Recreation Sports Center
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Committee, the University Service Learning Advisory Committee and the Loyola University Alumni Board.

(b) how the relationship with the university serves to enhance the law school’s program.

The name Loyola enjoys a highly regarded international reputation as an institution known for its educational programs. Our reputation is certainly bolstered by our relationship.

Furthermore, the advent of the Memorandum of Understanding has provided the law school with long-term financial stability and the ability to plan for the future. The 80/20 tuition revenue sharing formula gives us a firm target for planning purposes while the ability to keep all funds raised for our own use provides us with financial stability and the ability to endeavor into new areas such as the creation of learning centers.

3. If the law school is not a part of a university, describe how the school provides its students and faculty with the benefits that usually result from a university connection. [Standard 208]

Not applicable.

B. Law School Structure

1. If the dean does not devote full professional time to the law school, describe the other professional work the dean is involved in. [Standard 205]

The dean devotes full professional time to the law school.

2. Identify the associate and assistant deans, describe their general responsibilities, and state the portion of the time each devotes to administration.

Rev. Lawrence Moore, S.J., has served as the Associate Dean for Academic Affairs since August, 2000. The Associate Dean for Academic Affairs is responsible for making teaching assignments, scheduling classes and exams, registration and pre-registration of students, supervision of the Law Records office, supervision of the Loyola Law Review, and assisting in the counseling of students in primarily academic matters and in personal matters. The Associate Dean for Academic Affairs is the second highest ranking position at the law school and acts on behalf of the Law Dean in the dean’s absence.

Stephanie Jumonville has served as the Associate Dean for Students since August, 1996 (previously having served from 1991-1996 as Director of Career Placement). The Associate Dean for Students is responsible for the counseling of students in primarily personal matters in addition to academic matters. The Associate Dean for Students is the third highest ranking position at the law school and acts on behalf of the Law Dean in the absence of both the dean and the Associate Dean for Academic Affairs. Other responsibilities of the Associate Dean for Students include oversight of student organizations, supervision of the faculty secretaries, management of the law school building, and oversight of various ceremonies throughout the year.
K. Michele Allison-Davis has served as the Assistant Dean of Admissions and Minority Affairs since August, 1997 (previously having served from 1990 to 1997 as Director of Admissions). The Assistant Dean of Admissions and Minority Affairs is responsible for the day-to-day operations of the Admissions office and student recruitment. In her capacity as Dean of Minority Student Affairs, Dean Allison-Davis provides counseling to Loyola’s minority students and addresses their specific needs.

3. If the dean and faculty are not responsible for formulating and administering all aspects of the law school’s educational program, explain. (The educational program includes the curriculum; methods of instruction; admissions; academic standards for students; and the selection, retention, promotion and granting of tenure to faculty.) [Standard 204 (b)]

The dean and faculty are responsible for formulating and administering all aspects of the law school’s educational program.

VII. Information Resources – Law Library

1. Describe the services provided by the law library that support the teaching, scholarship, research and service programs of the law school and the staff positions involved in providing these services. Include as appropriate

   (a) reference and instructional services (e.g. formal teaching, informal teaching and training, and publications). Provide examples of topics covered during the past year, methods of publicizing programs, methods used to determine the effectiveness of the services, and any changes in the services in light of this evaluation.

   (b) access services (e.g. hours, interlibrary loan, document delivery, circulation, and remote access).

   (c) bibliographic services (e.g. acquisitions, cataloging, classification, indexing services).

   (d) other services that demonstrate responsiveness to faculty and students. [Standard 601(a)]

Three reference librarians and the foreign/international law librarian provide 66 hours per week service at a centralized reference desk located on the second floor. These reference librarians also provide more in-depth reference conferences for faculty and students in their offices. The reference librarians give special presentations in specialized classes and have also participated in offering courses within the College of Law’s skills curriculum. The reference librarians are also primarily responsible for the pathfinder series and content for the law library newsletter as well as working closely with moot court teams and journal staffs. Each reference librarian is also assigned a group of faculty members and meets with each of these faculty members in order to serve as a liaison for those faculty members’ specialized needs. First-year and third-year exit surveys include questions on library services.

The circulation department (four para-professionals) staffs the circulation/reserve desk. During most of the year, the law library is open 106 hours per week. While we do use a limited number of student assistants at the circulation desk, we normally have one regular staff member.
in attendance at all times. The circulation department is also responsible for shelving, stack maintenance, interlibrary loan, and the collections in the faculty library and faculty lounge.

The technical service department consists of three professionals (deputy director, catalog librarian, and serials/documents librarian) and four para-professionals (acquisitions assistant, cataloging assistant, serials assistant, and bindery/processing assistant). The department is an extremely efficient operation with no backlogs. Orders are generally placed once a week and payments are made promptly with shared responsibility of the acquisitions assistant and the assistant to the director. Serials check-in, including federal and state documents, utilizes the serials module of the integrated library system; bindery shipments generally have a two-week turnaround. Cataloging is current and uses both the OCLC database and the integrated library cataloging module.

2. Describe how the law library keeps abreast of contemporary technology and adopts it as appropriate (e.g. keeping website current, offering references to appropriate databases from website, providing off-site access, etc.). Includes descriptions of personnel assigned to this task, the roles that they play, and methodologies used. [Standard 601(c)]

The law library website is part of the College of Law website and is kept current by Jessica Howard. Information that is available as part of the law library’s online catalog is updated by one of our reference librarians, Francis X. Norton. These catalog references include links to other law library catalogs, the main library catalog, and various online resources funded by the law library. While the two computer labs are located within the law library, they are managed by the Instructional Resources Department.

Within the next year, the law library expects to upgrade its Innovative Interfaces software and hardware to the new Millennium version.

3. Describe how the law library provides a core collection of essential materials accessible from the law library. [Standard 606(a)]

The law library collects all of the core collection – most in multiple formats. The law library continues to receive at least one paper copy of all federal and state reported decisions. Recognizing the many advantages of researching statutory authority in paper format, it also continues to subscribe to federal annotated codes as well as one annotated codes for each state. The law library continues to maintain a significant treatise collection at levels spelled out in the collection development policy. Although some citators and indexes are available only in electronic format, the library still subscribes to a number of these finding tools in paper format in order to serve members of the bar and the general public.

4. Describe how the law library’s collections and other resources meet the following:

(a) the research, curricular, and educational needs of students

(b) the teaching, scholarship, research and service needs of the faculty

(c) the law school’s special teaching, scholarship, research and service objectives.
(d) If resources from other locations (consortia, other campus libraries, off-site storage) are used for these services, describe the method of document delivery used and the speed with which they are delivered. Also describe any methods used in analyzing the degree to which these needs are met. [Standard 606(b)]

The collection development policy spells out levels by subject matter, jurisdiction, and type of publication. These levels closely reflect both the law school curriculum and the changing research and service interests of our faculty.

The law library meets highly specialized interests of certain faculty members through a special allocation fund. The law library allocates up to $2000 per year for each faculty member. Faculty members may use this sum to have the library purchase publications, subscriptions, or electronic services that are idiosyncratic to their research. While the law library retains ownership of these resources, the individual faculty member may retain possession of the resources for an indefinite period. This special faculty allocation program is in addition to more general resources purchased upon recommendations of individual faculty members.

5. If the law school offers any additional (non-J.D.) degree programs, describe the law library resources and services that support each such program. Describe the impact of non-J.D. programs on the library and the means used to address such impact, e.g. staffing, funding. [Standard 308]

During this academic year, the law school initiated an LLM program for foreign-trained attorneys. The plan is for a rather small program and we do not anticipate that the program will enroll more than 25-30 students at any one period. Inasmuch as the program is primarily designed to introduce students to the American legal system, very few additional specialized library resources will be needed. For comparative study purposes, the law library is already relatively strong in civil law resources to support these students’ interests. The reference librarians and the foreign and international law librarian will be able to meet the informational needs of these students.

6. Describe any other law library resources not included in Questions #2-4 that support law school programs.

The law library, in cooperation with the university library, offers a variety of general information electronic resources that are available via the main library website. The law library transfers $5,000 a year to the main library in order to defray some of the expenses of these electronic resources. While not heavily used, these electronic resources have been of significant aid to both faculty and students working on specialized research projects.

7. Describe the method of formulating and periodically updating the law library’s collection development plan. [Standard 606(c)]

A new collection development policy was adopted in the spring of 2002. The law library director prepared a draft which was then revised with input from the library professionals. The policy was then approved by the Library Committee.
Minor modifications since then have been made to the policy to reflect appointment of the chair in environmental law and will be made with the appointment of a new professorship in entertainment law. Any significant input from faculty regarding the collection may prompt changes to the policy, particularly in collection development levels.

8. Describe the means by which the law library provides suitable space and adequate equipment to access and use information in whatever formats are represented in the collection. [Standard 606(d)]

The law library has recently replaced all of its furniture; students are provided options of table seating, large carrels with a secretarial type return, and smaller carrels. Microforms can be viewed on several viewers as well as one viewer-printer which produces paper copies or electronic files of microform resources.

9. Describe how the law library ensures continuing access to all resources necessary to the law school’s programs (include a description of collection maintenance efforts, such as updating, repair and preservation of materials and resources in both print and electronic formats).

Materials needing immediate rebinding are handled as part of the regular bindery shipments. More comprehensive identification of materials needing rebinding or other conservation efforts is generally handled as a summer project. Such efforts were suspended after Hurricane Katrina due to a vacant staff position and catch-up efforts. This sort of project will be reinitiated this coming summer.

10. From what locations can faculty and students access the online catalog? (select all that apply)

   a. Library
   
   b. Law school buildings
   
   c. Off campus

   The online catalog is web-based and can therefore be accessed at any location with internet access.

11. Is the library a member of any consortia providing resource sharing, mutual access to services, cooperative collection development or other collaborative activities among the participating libraries?

   The law library is a member of COSELL and the AJCU consortia. The law library generally places ILL requests if possible with libraries within these consortia who promise to provide cost free loans and photocopies.

12. (a) Describe the law library’s relationship to the university library and indicate how its administration is sufficiently autonomous from the university library. [Standard 602(a)]
The law library is completely autonomous from the university library. The relationship between the law library and the university library has been very cooperative and the law library contributes financially to certain shared electronic resources purchased by the main library. Law library personnel communicate with their counterparts in the main library on a variety of matters.

(b) Describe the process for the selection and retention of the director of the law library and whether the law school determines the selection and retention of the director.

The College of Law controls the selection and retention of the director. Inasmuch as the law library director position is an ordinary faculty position, the selection process follows that of a regular, teaching faculty position in most aspects. In addition to a full schedule within the law school, the present director met the provost and the main library director as part of the interviewing and selection process. The main library director, while providing input to the faculty appointment committee, had no vote in determining the selection by the faculty and the dean.

(c) Describe how the dean and the director of the law library, in consultation with the faculty of the law school, determine law library policy. [Standard 602(b)]

The dean and the law library director meet frequently to discuss any changes to established law library policies. Major policy changes are discussed and evaluated by a law library faculty committee appointed by the dean.

(d) Describe how the dean and the director of the law library are responsible for the selection and retention of personnel, provisions of law library service, and collection development and maintenance. [Standard 602(c)]

Law library professionals (other than the director) are members of the Law Library Faculty. Selection, retention, promotion, and tenure decisions concerning these professional positions are therefore made by that faculty acting as a committee of the whole in consultation with the law library director and the dean. In the past, the Law Library Faculty has selected and invited a member of the ordinary faculty to serve as a non-voting member of the selection committee.

Support personnel are selected by a committee consisting of the director, deputy director and the immediate supervisor of the position. Other professional librarians may serve on the committee, depending on the position.

In consultation with the dean and the professional librarians, the director is primarily responsible for collection development and responsible through the various librarians for the provision of basic law library services. Any faculty or students concerns concerning library services or the collection are channeled to the deputy director and the director.

13. Is the law library administered by a full-time director whose principal responsibility is the management of the law library? [Standard 603(a)]

Yes.

(a) If the director has any responsibilities beyond the management of the law library, describe those responsibilities and describe how the law school assures that sufficient resources
and staff support are made available to ensure the efficient management of library operations. [Interpretation 603-4]

In addition to his library duties, Prof. Whipple teaches one substantive class per semester. He has also served on and chaired law school committees. In past years, he chaired the admissions committee and this year Prof. Whipple has served as chair of the faculty appointments committee. In the past, he has served on the university senate and on the university’s planning team.

The library has been well staffed in order to allow him to undertake these non-library responsibilities. The deputy director and the assistant to the director, both with many years of experience, have handled a wide range of daily operational aspects of the law library.

(b) Does the director of the law library have a law degree and a degree in library or information science?

Professor Whipple holds a J.D. (with honors) from the University of Iowa and a M.L.L. from the University of Denver.

(c) Describe the law library director’s rank, tenure or contract status and indicate whether the law library director holds a law faculty appointment. [Standard 603(d); Interpretation 603-3]

Professor Whipple is a member of the law school faculty (ordinary faculty) with the rank of full professor with tenure.

(d) Describe how the law library director is an active and responsive force in the educational life of the law school. [Standard 601]

Professor Whipple, in addition to his library duties, teaches a substantive course each semester and advises students. He has also made presentations to the student body on legal research, test taking, and the transition to practice. He has been elected by his colleagues to a number of committees and has chaired both the admissions committee and the faculty appointments committee. Professor Whipple has also participated successfully in fundraising initiatives for the law school.

(e) Describe the relationship between the law library and the information technology departments of the law school and/or the university.

Most information technology needs are handled through the law school’s instructional resources department. That department has generally been very responsive to the needs of the law library and its patrons. Some after hours support is handled by the university technology department which is part of the Provost’s office.
14. (a) Describe any significant staffing changes since the last site evaluation and the material effect on the operation of the law library, if any.

   Approximately six months after Professor Whipple’s arrival in the fall of 2001, there were several major organizational changes. A deputy director, a foreign and international law librarian, and a serials/government documents position were all created without increasing overall professional staffing.

   After the law library returned to operations after Hurricane Katrina three support staff members did not return. Two of those positions were replaced. The third position (microforms and government documents clerk) was not replaced and work assignments in technical services have been adjusted to take over the duties of that employee.

   (b) For the past two years and the current year, state the number of positions for which a search was conducted, the number of offers for each position, and the number of acceptances.

   Processing/Bindery Clerk hired 8-21-2006 one candidate rejected offer
   Circulation Assistant B hired 4-5-2007 first candidate accepted offer
   Circulation Assistant B hired 5-14-2007 first candidate accepted offer
   Circulation Assistant C hired 7-2-2007 first candidate accepted offer
   Circulation Assistant B hired 9-7-2007 first candidate accepted offer

   (c) If offers have been declined during the three years, state the number, position, and the circumstances.

   One candidate for a support staff position in technical services declined our offer, citing salary as the principal deciding factor.

15. Describe significant responsibilities law library personnel have in the law school or university that are in addition to their law library responsibilities.

   Law library personnel, other than noted above, have no significant responsibilities outside the law library.

16. (a) Describe the preparation, submission, determination and administration of the law library budget.

   In the past years following Hurricane Katrina, the preparation and submission of the law library budget has been informal. Significant changes in the budget are noted below. In contrast
to many institutions, the law library does not operate with rigid line-item budgeting. There are three major accounts: personnel, acquisitions, and library operations. With the exception of student assistant funds, the personnel accounts are administered through the law school budget office. Funds in operations accounts can and have been moved as needed to the acquisitions accounts.

After reconciling law library financial records with the university accounting system, the assistant to the director prepares weekly as well as cumulative reports on the acquisitions accounts. She prepares similar monthly and cumulative reports on the law library operations accounts. These reports are reviewed by director and the deputy director in order to make adjustments to acquisition and purchase plans.

(b) Describe any significant changes to the law library’s expenditures since the last site evaluation.

Upon the arrival of Professor Whipple as the new director, the law library acquisitions funding was increased by $250,000. There were modest increases to this base budget for two years thereafter. The aftereffects of Hurricane Katrina placed a strain upon the university but the dean managed to hold the law library budget harmless from demands for cut-backs. While there were no budget reductions for the law library, there were also no increases for two years. In fiscal year 2007-2008, inflationary budget adjustments of 5% were added to the acquisitions account and the law school budget model provides for such inflationary increases in the next four years.

(c) Describe how the law library has, on a consistent basis, sufficient financial resources to support the law school’s teaching, research, and service programs. Explain any exceptions. [Standard 601(b); Standard 602(d)]

After the $250,000 increase noted above, the law library has been able to maintain and indeed, gain in its respective position among other academic law libraries. While the strain of two years without increases had an effect upon the level of new purchases, judicious paring of duplicate copies and limited cancellation of paper formats has allowed full support of the teaching, research, and service programs of the law school.

VIII. Computer Technology and Information Delivery

Attachments:

General: none

Supplementary: none

On-Site: none

1. Describe the law school’s technology infrastructure (e.g., hardware, networks and software applications, including administrative systems) and its adequacy to support the teaching, scholarship, research, service and administrative needs of the school, both currently and for growth anticipated in the immediate future. [Standard 704; Interpretation 704-2(1)]
Student Computer Resources

Every student at the law school has a Loyola email account provided by the university Information Technology ("IT") Department. This account is accessible through a web-based interface so that students can check their email anywhere from a web browser on any internet-connected computer, or with email programs such as Outlook, Eudora, and others. The university also provides internet access for students, but because this access is only via dial-up, fewer students use this than in the past. An electronic student records system, LORA ("Loyola’s Online Records Access"), is a university-wide system that enables students to register online and to access their student account, grades, financial aid, and other information.

There are two computer labs in the law school, both located in the law library but which are administered by the law school’s Instructional Resources Department. The first floor computer lab has 48 Dell PCs. Each PC is configured with both the Microsoft and Corel WordPerfect office suites and students can access the web, email, Westlaw, and Lexis through the school’s network from any of the lab computers. There are three high-speed laser printers for general use and dedicated printers for both Westlaw and Lexis in the first floor lab.

On the second floor of the law library is the Morris Bart Instructional Lab. This lab is configured as a computer classroom, with thirteen user computers configured like the ones in the first floor lab and an instructor computer at the podium in the front of the room. A large touch-sensitive display screen with full white-board functionality is adjacent to the podium and connected to the instructor’s computer. This lab is used for Westlaw and Lexis training, some skills courses, and for other miscellaneous purposes (for example, the on-line “chat” sessions that the admissions office provides for applicants to chat electronically with faculty and the admissions staff and learn more about the law school). It is also occasionally assigned to serve as the classroom for a course from the law school’s regular curriculum. The instructional lab has one high-speed general use laser printer and dedicated printers for both Westlaw and Lexis.

The law school also has a wireless network throughout the entire building. Though there are also sixty-one access ports where students can physically plug into the network, most students access the internet with their laptops through the wireless network, which can support enough simultaneous connections to allow every student to access the network at the same time. (The number of maximum wireless connections is erroneously listed as zero for the data available in the 2008 ABA/LSAC Official Guide to ABA-Approved Law Schools; this was due to confusion over how to report a practically unlimited number of potential connections on the ABA Annual Questionnaire.) Students also have wireless access to the internet at the Broadway Activity Center across the street from the law school.

In the fall 2007 Student Survey, one question asked students “How satisfied are you with the level of technology and support - i.e., computer labs, equipment, wireless access, computer lab assistants, etc., at the College of Law?” Of the combined first-year and upper-class respondents, 90.6% said they were either satisfied or very satisfied, only 7.4% said they were not satisfied, and 2.0% indicated that they had no opinion.\(^9\)

Faculty and Staff Computer Resources

\(^9\) Fall 2007 Student Survey, Question 6, infra, p. 109.
Law school faculty and staff also are provided with Loyola email accounts and can use the same dial-up service as the students to access the internet from home. LORA - the online records system - is used to post grades for the faculty’s courses. All faculty and staff also have a personal computer in their office. The majority of these are Dell PCs, but one faculty requested and was provided with an Apple G4 and one faculty member has a laptop PC and docking station that serves as his office computer.

The university IT Department automatically creates a page for every course on Blackboard, the university’s online course management system; whether faculty use the course pages is up to them. Blackboard provides faculty with the tools to easily distribute documents online, create discussion boards for the class, and post announcements. The first-year Legal Research and Writing course uses Blackboard so all 1L students quickly become familiar with it. Most other faculty also use Blackboard in their classes, while a few use TWEN or other services to create an on-line component to their classes.

As described in subsection D below, all of the rooms regularly used for classes and seminars have computers and digital projectors that faculty use when they are teaching. Computer slide shows using PowerPoint or other software are the most common use of this equipment.

**Classroom Technology**

With the exception of room 308, the law school’s large auditorium, every room used for classes and seminars has, at a minimum, a lectern computer, a ceiling-mounted digital projector, and the capacity to play both VHS tapes and DVDs in class. (Room 308 was last used as a classroom during the construction of the Gauthier Wing, but was not needed for classroom space during the 2007-2008 school year; it is primarily used for guest speakers and other such functions.) In addition to this equipment, the seminar and classrooms in the new wing of the law school have a Samsung Digital Presenter document camera.

Since the 2001 site visit, every classroom in the original part of the building (with the exception of room 308) has been retrofitted so that there is a power outlet at every seat. Power is also available at each seat in the seminar and classrooms in the Gauthier Wing. Together with the wireless network available throughout the law school, this enables students to use their laptops and access the internet in any classroom without worrying about losing battery power.

2. Describe the staff support for information technology and its adequacy to support and train faculty, administrators, staff and students. [Interpretation 704-2(2)]

There are two full-time staff positions supporting computer technology and instructional resources at the law school: the Coordinator of Instructional Resources, Paul Hickey, and the Media Services Specialist, Peter McCardle. In addition to these two full-time staff members, Jessica Howard, the Business Manager of Law Journals, serves roughly half time as the Information Technology Support Analyst. The Instructional Resources Department also employs an average of three or four student assistants per semester. The primary responsibility of these students is to help maintain the computer labs and assist their fellow students with computer problems.

Instructional Resources personnel stay very busy serving the technology needs of the faculty, staff, and students by keeping the network running, trouble-shooting individual computer
problems, repairing the printers, recording classes and special events when requested and other routine tasks. The Coordinator of Instructional Resources has from time to time presented training classes to the law faculty as new technology was instituted at the law school. The majority of the training has been on a one-to-one basis.

Some faculty members are very dissatisfied with what they justifiably consider to be insufficient support for computers and classroom technology. But many have “made their own way” and have mastered basic skills such as using PowerPoint in class, posting materials and announcements to Blackboard, and other instructional technology tasks, even with the current level of support the law school has.

Computer technology and its application for legal education at the law school is much improved since the 2001 site visit, particularly with the addition of the second floor computer instruction lab, the wireless network throughout the law school, and the computers and projectors in the classrooms. Additional training and support would be very helpful, and a formal long-range planning process for information technology would ensure that the law school’s level of technology is comparable with other law schools and that it serves the needs of the law school’s curriculum and faculty, staff, and students.

3. Describe the financial resources available to the law school to adapt new technology as appropriate. [Interpretation 704-2(3)]

The Instructional Resources operating budget is $45,000 for fiscal year 2007-2008. This budget covers the cost of computer and printer maintenance, IT technical supplies, paper for the computer labs and general office supplies for the IT staff.

Requests for major expenditures such as computer upgrades for the computer labs, faculty and staff as well as major changes in the software used at the law school are reviewed on a case-by-case basis by the Law Dean and if approved are funded by the Law Dean’s budget.

IX. Law School Finances and University Support

Attachments:

General: none

Supplementary: [Materials should be sent to team member reviewing the financial section]

1. The last three audited financial statements of the university, including all notations and letters, and the university budget for the current year
2. Statements for the past two years and the current year describing university “endowment” and “quasi-endowment” held by or for the benefit of the law school, if any
3. A copy of the lease documents for any portion of the facilities used for law school programs that are subject to a lease
A. University Budget

1. Describe the university budget preparation and presentation process, including any opportunity for the law school to participate. [Standard 209].

The university’s annual budget is prepared in the following manner: early in the fall semester, every budget unit within the university prepares a salary and operating budget proposal for the following fiscal year. Initial proposals are reviewed and evaluated by the respective deans and then by the provost. In the case of non-academic departments, the unit’s vice president reviews the budget proposals. After reviewing and evaluating all budget requests, the provost and vice presidents prepare division-wide budgets reflecting available resources and requests for additional funding, sorted on a priority basis.

Resources to support the university’s annual budget are identified and developed by the University Budget Committee (“UBC”). The UBC is a standing university committee composed of senior administrators and elected faculty and staff representatives. The UBC reviews all revenue sources, expenditures and other university obligations. Furthermore, the UBC recommends adjustments to tuition rates, salary pool, endowment spending, goals for unrestricted giving, operating pool funds, financial aid commitments and other changes in revenues or expenditures that may be necessary in order to produce a viable university budget.

Once the UBC has completed its review, a comprehensive budget proposal is prepared and forwarded to the university president for consideration. If the president approves the proposal, the budget is presented to the Board of Trustees for final approval. Throughout the budget process the vice presidents, deans and directors, from time to time, confer with the UBC to explain or justify requests or changes affecting revenues and expenses.

Long range budget planning is in part the responsibility of both the Standing Council for Academic Planning (“SCAP”) and the University Planning Team (“UPT”). Each of these planning teams is expected to consider, evaluate and detail the budget implications of each planning initiative which receives support or is recommended for approval, with SCAP focusing on budget priorities for Academic Affairs and UPT focusing on university-wide budget priorities. SCAP is responsible for the academic planning of the university and outlines the academic priorities of the university within the financial limitations set by the UBC. The UPT is the primary planning unit at the university level. It is responsible to the president for university planning and for recommending the annual objectives of the university.

The UPT’s role is to ensure that effective planning takes place at all levels of the university. It annually reviews the progress made in achieving the university’s Strategic Goals and the Ongoing and Annual Institutional Objectives. It gathers information and assessment data regarding the institutional effectiveness of the university and presents recommendations to the president and the Board of Trustees regarding all matters of strategic, operational, and annual planning at the university. The budget priority recommendations of SCAP and the UPT are a part of the annual budget preparation process of the UBC.

2. Describe how any university operating deficit would be met. [Standard 201].
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If any operating deficits do occur, an increase in endowment fund draw down will be made to cover the deficit.

3. Describe any participation by the law school in a university foundation.

Not applicable.

B. Law School Budget and Resources

1. Describe the law school budget process, including any involvement of the faculty. [Standard 209]

Pursuant to the 2003 MOU and the university budget process, the law school budget process is:

1. The Budget Director of the law school prepares a proposed operating budget for the law school for the forthcoming academic year, in accordance with the 2003 MOU and in accordance with the salary increase and tuition increase projections tentatively authorized by the UBC.

2. The Law Dean reviews the proposed operating budget and suggests changes, which are incorporated into the proposed operating budget.

3. The Law Dean and the Budget Director forward the Preliminary Operating Budget to the provost, who may make changes to the budget.

4. The provost forwards the Preliminary Operating Budget to the president, who may make changes to the budget.

5. The president presents the Preliminary Operating Budget to the Board of Trustees, which may accept the budget as presented or make changes.

6. The operating budget approved by the Board of Trustees is monitored and updated by the Budget Director, who suggests adjustments as needed to the Law Dean.

7. The approval of the provost is required prior to the expenditure of any funds not previously authorized by the Board of Trustees in the operating budget.

2. If the law school is charged with a share of the university operating costs and expenditures, what is the amount, the percentage and the basis for calculating the costs and expenditures?

In July 2003, the law school renegotiated its Memorandum of Understanding (“MOU”) with the university. The 2003 MOU provides for 20% of tuition revenues to be paid to the university for indirect expenditures rather than a fixed dollar amount as was prescribed in the original MOU, which took effect April 1998. The new arrangement is believed to be equitable to both the law school and the university.

3. If a surplus is generated, or a deficit is incurred, by the law school, what is done with the excess and how are losses covered?
At the end of each fiscal year the College of Law’s actual revenues and expenses are calculated and final adjustments are made. In the event of a surplus, the university deposits the excess funds into a budget reserve account. In the event of a deficit, the Law Dean decides at that time how to fund the deficit or handle budget reductions.

If the monies needed from the budget reserve account or other sources to pay the university for decreases in revenues are not sufficient, the provost authorizes transfers from the law school budget (in the next fiscal year) after consultation with the dean. Surplus funds deposited into the budget reserve account are available to the College of Law with the approval of the provost.

4. Identify any funds held outside the university or law school for the benefit of the law school.

Not applicable.

5. Describe the law school’s alumni, fundraising and development activities and programs.

The law school, in conjunction with the University’s Office of Institutional Advancement, maintains an active alumni affairs office that co-ordinates alumni functions throughout the year and in cities throughout the country. Fundraising begins from these events and when appropriate moves to individual cultivation and specific requests. The law school operation consists of a Major Gifts Officer, an Alumni Officer and an Administrative Assistant.

6. Describe the involvement of the university’s development and/or alumni offices and of the law alumni association in the law school’s alumni, fundraising and development programs and activities. Indicate, specifically, what control the law school has over these activities.

Fund raising and development for the law school are coordinated primarily by the University’s Division of Institutional Advancement. The law school employs a Major Gifts Officer who is responsible for soliciting potential donors for major gifts, typically ranging from $10,000 to gifts in excess of $1,000,000. The Major Gifts Officer works directly with the Law Dean and advises on strategy for soliciting major donor prospects.

The law school also employs an Assistant Director of Development who is responsible for soliciting potential donors for annual gifts typically ranging from $100 to $1,000. Major gifts are usually restricted to specific programs and projects such as endowed professorships, chairs and scholarships whereas annual gifts generally are designated for general operating expenses. A majority of annual gifts are designated for the Law Annual Fund and the Law Dean’s discretionary account.

The Assistant Director of Development also directs law alumni affairs, coordinating social events and reunions to engage alumni in law school activities. The Major Gifts Officer and the Assistant Director of Development report to both the Law Dean and to the Division of Institutional Advancement. For fund raising activities, major gift and annual fund prospects are assigned by the Office of Advancement Research, a part of the Division of Institutional Advancement. All prospected solicitations and proposals for gifts and grants require approval of the Division of Institutional Advancement.
Aside from the prospect approval process, the law school has significant control over the solicitation of major gifts. The Major Gifts Officer consults with the Law Dean to develop solicitation strategies and proposals for prospective donors. Major gift solicitations occur in personal meetings with the prospects. Annual Fund solicitations are conducted by telephone and mail. The university’s Annual Fund Office oversees telephone and mail solicitations for the law school, while the Director of Annual Funds drafts the solicitation scripts for telemarketers and the letters which are mailed to law alumni.

7. Describe any other programs or activities that generate additional revenue for the law school.

The annual alumni luncheon is help each January in New Orleans and the law school hosts a number of alumni chapter events annually at key locations around the country. In conjunction with the university, the law school participates in the alumni weekend events at which graduating classes hold reunions. The alumni association hosts its annual reception in San Destin, Florida each June. The law Dean attends as many of these events as his schedule permits.

8. Indicate in what ways the present and anticipated resources of the law school may be less than adequate to sustain the program of legal education and accomplish the law school’s mission and describe any plans to address the situation.

Under the 2003 MOU currently in effect between the law school and the university, the present anticipated resources appear to be adequate to sustain the program of the law school and provide revenues to accomplish the law school's mission. With the payment of 20% of tuition revenues, the law school is able to keep 80% of its revenues plus any money received in the form of contributions from law alumni or other sources earmarked for the law school.

One factor which could adversely affect the law school's ability to sustain its program of legal education to accomplish its mission would be a significant drop in enrollment. Such a drop in enrollment could be caused either by a downward change in the national or state-wide admissions pool or by faculty action to cut the incoming class in the interest of improving credentials. This does put some pressure on the law school to keep its enrollment numbers up in order to meet its financial commitments.

Although in the past the university took a disproportionate share of law school revenues, overall it is the judgment of the College of Law administration that the present revenue sharing arrangement under the 2003 MOU is reasonable. Particularly notable is the fact that the $2,500,000 Gauthier Wing was financed and built without incurring any debt. Currently, the law school is enjoying a period of relative financial stability, even despite post-Katrina adversities.

9. If separate budgets are maintained, append the budget of each non-J.D. degree program for the current fiscal year and the operating revenues and expenditures for the prior fiscal year.

Not applicable.

10. If any part of the facilities used by law school programs are not owned free and clear (e.g., leased, subject to a mortgage, pledged as security), describe the terms of occupancy, including the overall lease or financing
terms, duration, lease renewal terms, termination or foreclosure provisions, and the security of the law school’s interest. [Interpretation 701-4]

Negotiations are presently underway to acquire additional space from the Dominican Sisters. While the university retains a contractual right of first refusal to purchase the properties still owned by the Dominican Sisters, the dean is presently negotiating the right to use space in the Dominican Conference Center, located next to the BAC at the corner of Broadway Avenue and Dominican Street. While the law school has been granted the right to use this space temporarily, it is the dean’s goal to purchase the Dominican Conference Center from the Dominican Sisters. If this goal is achieved, the law clinic, in its entirety, will be relocated to the Dominican Conference Center, freeing up much of the first floor of the law school for other uses.
X. Facilities

Attachments:

General:
1. Floor plans, maps, or similar guides of all law school facilities that will assist site team members while on site

Supplementary: none

On-Site: none

1. When was each law school building constructed? If a law school building has been remodeled or enlarged since the last inspection, state the date(s) and describe generally the work done.

The main law school building is the combination of two separate buildings. Building one was constructed in 1964 and Building two was constructed in 1969. The buildings were joined and renovated in 1986. A wing to the law school was completed in 2006.

The residence hall located on the Broadway Campus (Cabra Hall) was constructed in 1969. This housing is by law students as well as undergraduate and graduate students.

2. If there is any portion of a law school building that is not accessible to persons with disabilities, describe. Indicate any plans to address the problem(s). [Interpretation 701-1]

Classroom LS111 is partially accessible to wheelchair-bound students. LS111 has two entry doors to the rear of the classroom. Wheelchair-bound students can access the rear of the classroom by use of a ramp, but they are not able to access the front of the room.

All other classrooms as well as the offices of faculty and staff are accessible to wheelchair-bound students.

3. State the number of classrooms, including seminar rooms and courtrooms, and the capacity of each.

The following chart lists the twelve rooms, with a total seating capacity of 1063 which the law school uses for classes and seminars. Besides these twelve rooms used for the general curricula, the law clinic has the exclusive use of its own classroom, LS 122, which has seating space for eighteen students (see subsection 2, below).
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Law School Class and Seminar Rooms, Fall 2007

<table>
<thead>
<tr>
<th>Room #</th>
<th>Use</th>
<th>Square Footage</th>
<th>Seats</th>
</tr>
</thead>
<tbody>
<tr>
<td>LS 111</td>
<td>Classroom</td>
<td>1773.9</td>
<td>111</td>
</tr>
<tr>
<td>LS 112</td>
<td>Trial Court Room</td>
<td>1170.0</td>
<td>53</td>
</tr>
<tr>
<td>LS 306</td>
<td>Classroom</td>
<td>1111.9</td>
<td>63</td>
</tr>
<tr>
<td>LS 308</td>
<td>Appellate Court Room</td>
<td>2394.4</td>
<td>292</td>
</tr>
<tr>
<td>LS 312</td>
<td>Classroom</td>
<td>1005.0</td>
<td>63</td>
</tr>
<tr>
<td>LS 342</td>
<td>Seminar Room</td>
<td>733.0</td>
<td>30</td>
</tr>
<tr>
<td>LS 343</td>
<td>Seminar Room</td>
<td>1048.3</td>
<td>32</td>
</tr>
<tr>
<td>LS 344</td>
<td>Seminar Room</td>
<td>1269.0</td>
<td>34</td>
</tr>
<tr>
<td>LS 401</td>
<td>Classroom</td>
<td>1346.9</td>
<td>90</td>
</tr>
<tr>
<td>LS 405</td>
<td>Classroom</td>
<td>3750.0</td>
<td>169</td>
</tr>
<tr>
<td>LS 461</td>
<td>Seminar Room</td>
<td>731.8</td>
<td>24</td>
</tr>
<tr>
<td>BA 202</td>
<td>Classroom</td>
<td>2287.8</td>
<td>102</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>18621.9</td>
<td>1063</td>
</tr>
</tbody>
</table>

4. Describe the office space provided for each full-time faculty member.
   [Standard 701-2(3)]

   Every ordinary faculty member has an office on the fourth floor of the law school. Most faculty offices are located near the faculty library and the faculty secretaries’ work stations. A total of eleven new faculty offices have been added in the Gauthier Wing. The fourth-floor faculty library provides a core collection of basic federal and Louisiana materials. The older carrel-style seating in the faculty library was recently replaced with three conference tables and a total of sixteen comfortable chairs, allowing faculty members the option of conducting discussions with students in the faculty library. There is also easy access, from the faculty office area, to the main library by a pass-key controlled elevator. In the corner of the main faculty office suite is a three-room faculty lounge suite. The lounge provides faculty with basic kitchen facilities. The worn, dated-looking furniture in the faculty lounge was recently replaced with comfortable and appealing décor. Access to an emeriti faculty office and private conference room, providing space for smaller faculty meetings or conferences, is available via the faculty lounge. Clinical faculty have offices on the first floor of the law school and library faculty have offices on the second and third floors of the library.

5. Describe the office space provided for part-time faculty members.
   [Standard 701-2(3)]

   Law School Room 445 has been designated as an office for adjunct faculty (available by combination lock). Experience has shown the adjunct faculty prefer to use the faculty lounge or library for class preparation and meetings with students. Room 305 is also available for adjunct faculty.

6. Describe the office space provided for the dean, associate and assistant deans, administrative assistants, and administrative and secretarial staff.
   [Standard 701-2(3)]
The dean’s suite has been relocated to the third floor of the Gauthier Wing. The suite is divided into two corridors. On the corridor to the right is the dean’s reception area, which seats two administrative assistants, the dean’s conference room (which seats fourteen), as well as the offices of the Associate Dean for Academic Affairs, Associate Dean for Student Affairs, Budget Director, Senior Development Officer, Executive Assistant to the Dean, and the Law Dean. On the corridor to the left in the dean’s suite are offices of Financial Aid, Skills, CLE, International Programs and Law Records. The assistants for each of these administrators are now conveniently located next to each administrator’s office. Design and décor of the dean’s suite make an excellent impression on visitors and students at the law school.

7. Describe the facilities that are available for the professional skills program.
   [Standard 701-2(2)]

Professional Skills and CLE Program Space

The law school requires all students to earn eight credit hours from the skills curriculum in order to graduate. These seminar-style mini-courses are taught by adjuncts and other practitioners from the local legal community and emphasize practical lawyering skills. The law school also offers a variety of CLE seminars throughout the year, generally held downtown near practitioners’ offices, but sometimes conducted at the law school.

With the addition of the Gauthier Wing to the law school, the scheduling problems that existed in prior years for these courses have been resolved. Additionally, because each classroom at the law school is now equipped with state-of-the-art technology, instructors are now able to use computer-based evidence demonstrations and other trial-related technology in any of the law school’s classrooms.

The offices of the Directors of the Skills and CLE Programs are now centrally located on the third floor of the new wing with each of their assistants now conveniently located immediately in front of the director’s offices. Storage space concerns that existed in prior years have also been addressed.

8. Describe the space provided for co-curricular activities.
   [Standard 701-2(4)]

The Loyola Law Review office is located on the third floor of the law school and provides sufficient work space for the staff and editors to conduct both the editorial and business work of producing the Reviews four issues annually. The law school has three other journals: the Loyola Journal of Public Interest Law, the Loyola Law and Technology Annual, and the Maritime Law Journal. Each of these three journals operates from a workstation designated to that journal in BA 113A. Additionally, the Trial Advocacy Program operates from a workstation designated for that program in this room.

The Moot Court Board has an office located on the third floor of the law school, conveniently near the Appellate Court classroom. As mentioned earlier, BA 113B has been converted from a seminar room to provide work space for the law school’s student-run organizations and is now equipped with thirteen carrels for use by these student groups. The Student Bar Association’s office is in BA 102A.
Dunbar’s Café, located across from the law school in the Broadway Activities Center, provides students with a relaxed environment where they can study or chat. During normal business hours, students can purchase hot, Creole/Soul-food-style meals from Dunbar’s, which provides an excellent New Orleans dining experience. After business hours when the restaurant is closed, the seating area at Dunbar’s, with enough tables and booths to accommodate about a hundred students, is still open to students (snack food from vending machines is also available in the lobby of the BAC). Students can also access the law school’s wireless network with their laptop computers at Dunbar’s. Approximately two weeks before the beginning of the exam period, students are permitted to study at Dunbar’s around the clock. After the library closes at night, Campus Police lock Dunbar’s doors to those who might seek entry from the outside. This allows the students inside to study in a safe environment throughout the night. These extended study hours remain in place throughout the exam period.

To help provide the free flow of information between the administration and all the student body, a Video Bulletin Board operates throughout the law school. Administered by the Instructional Resources Office, this system provides a constantly repeating cycle of the latest law school news and announcements via terminals located in the main lobby of the law school and near the entrance to the law library.

9. Describe how the physical facilities (size, acoustics, climate control, lighting, etc.) of the law library are sufficient to accommodate the collections, patrons, staff, services, and programs of the law school. [Standard 702]

The law library occupies 50,356 square feet, which is 44.2% of the entire law school building. The library has the capacity to seat 336 students, just over half of the entire student body. As a result of the construction of the Gauthier Wing of the law school and the renovation of the existing building, the law library ended up with a modest net loss of almost two-thousand square feet (52,314 square feet pre-construction versus 50,356 square feet post-construction). In order to make space for the Westerfield Fellows, the former rare book collection on the first floor was moved to a closed stack area of the law library and some duplicate and superseded publications which had been shelved with the rare books were moved to offsite storage or dispersed to law library faculty offices. The law library lost a large area of the third floor to make room for three law school seminar rooms; the foreign publications, international law materials, and portions of the law-related collection that had been shelved in this area were shifted to other parts of the law library. In turn, the law library received all the additional space on the second floor of the Gauthier Wing, which is weighted for compact shelving and contains one bank of compact shelving that was installed in connection with the construction (tracks for additional future banks of compact shelving were also put in place during the construction).

New furniture for the public areas of the second floor had been purchased three years before and immediately following completion of construction, new furniture for the public areas of the first and third floors was purchased along with a new circulation/reserve counter and modular furniture for the department’s staff.

**Future Directions**

In the near future, the old microform room on the second floor of the library will be renovated to accommodate the rare book collection. The collection will be pared down so that the area can be used for small receptions. The administrative area will also be reconfigured in order to create a conference room for meetings. In the longer term, the circulation area will be moved to the opposite side of the circulation area and reconfigured and the large computer room
on the first floor of the library will be moved to allow for expansion of that collection and additional patron study and research space.

10. (a) Describe how the law school meets the requirement to provide sufficient quiet study space and research seating for its students and faculty. [Standard 703]

    The law library has 117 carrel seats available and 249 non-carrel seats available for library users.

    (b) Describe how the law school provides space that is suitable for group study and other forms of collaborative work. [Standard 703]

    Six study rooms are available for group study and ample space exists in the Law library to seat over 40% of the student body.

11. If the building(s) in which the law school is housed is not under the exclusive control and reserved for the exclusive use of the law school, describe how the arrangements permit the proper scheduling of all law school classes and all other law school activities. [Interpretation 701-5]

    The main building in which the law school is housed is under the exclusive control and reserved for the exclusive use of the law school. The Broadway Activities Center houses a law classroom, law co-curricular space, mailboxes for all Broadway campus offices and students living in the Cabra Hall dormitory, and space for the undergraduate arts program. All of the spaces are under the exclusive control of the groups assigned to them.

    As noted previously, negotiations are presently underway to acquire additional space from the Dominican Sisters. While the university retains a contractual right of first refusal to purchase the properties still owned by the Dominican Sisters, the dean is presently negotiating the right to use space in the Dominican Conference Center, located next to the BAC at the corner of Broadway Avenue and Dominican Street. While the law school has been granted the right to use this space temporarily, it is the dean’s goal to purchase the Dominican Conference Center from the Dominican Sisters. If this goal is achieved, the law clinic, in its entirety, will be relocated to the Dominican Conference Center, freeing up much of the first floor of the law school for other uses.

12. If some of the law school facilities are used by others, state generally the hours per week of such use, indicating day and night use separately, and who controls the scheduling of these facilities. [Interpretation 701-5]

    Not applicable.