

APPENDIX

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March 31, 2022 Letter

OHIO NORTHERN UNIVERSITY

Ohio Northern University

March 31, 2022

William E. Adams, Jr.
Managing Director of Accreditation and Legal Education
ABA Section of Legal Education and Admissions to the Bar
Office of the Managing Director
321 N. Clark St.
Chicago, IL 60654-7598

Re: ABA Decision with Respect to Ohio Northern University Claude W. Pettit College of Law, November 18-19, 2021 Meeting

Dear Bill,

On December 2, 2021 you wrote to provide the decision of the Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association (the "Council"), adopted at its November 18-19, 2021 meeting, with respect to Ohio Northern University Claude W. Pettit College of Law (the "College of Law"). You asked us to respond by email, in pdf format, no later than April 1, 2022. This memorandum constitutes our response.

The Council noted the following areas where additional information was requested:

- (1) Standard 502(d), with respect to the requirement that, except in extraordinary circumstances, a law school shall have on file each enrolled student's official transcripts by October 15 for students matriculating in the fall, or within four weeks of the date classes begin for students matriculating at any other time.
- (2) Standard 202(a), with respect to the requirement that the current and anticipated financial resources available to the law school shall be sufficient for it to operate in compliance with the Standards and to carry out its program of legal education.
- (3) Standard 206(b), with respect to the requirement that a law school shall demonstrate by concrete action a commitment to diversity and inclusion by having a full-time faculty that is diverse with respect to race and ethnicity.
- (4) Standard 206(b), with respect to the requirement that a law school shall demonstrate by concrete action a commitment to diversity and inclusion by having an adjunct faculty that is diverse with respect to gender, race, and ethnicity.

- (5) Standard 403(b), with respect to the requirement that a law school shall ensure effective teaching by all persons providing instruction to its students.
- (6) Standards 601(a)(1) and (b), with respect to the requirements that a law school shall maintain a law library that provides support through expertise, resources, and services adequate to enable the law school to carry out its program of legal education and support scholarship and research, and that a law school shall provide on a consistent basis sufficient financial resources to the law library to enable it to fulfill its responsibilities of support to the law school and realize its established goals.

1. Standard 502(b).

The College of Law has changed its internal processes to ensure we continue to monitor final receipt of transcripts by the October 15th deadline. We created a tracking mechanism within the Office of Admissions, and are also tracking receipt in the office of the Associate Dean. We have also coordinated with the University Registrar to modify our university processes to identify and withdraw students who have not provided their transcripts by the October 15th deadline. We have also identified checkpoints in the process to ensure students are aware of these requirements and the consequences of not meeting them. These steps meet the requirements of Standard 502(b).

2. Standard 202(a).

The ABA has requested information from the College of Law in previous years about standard 202(a), and in each instance the College has been found to be in compliance, subject to monitoring in some years. The financial status of the College has improved over time, but there is still some work to do. From 2010 to 2016, the College of Law experienced a significant decline in both enrollment and entering student credentials. This had a corresponding negative effect on bar exam performance and job placement. In response, the University committed to supporting the College of Law financially as it initially drew down class size to increase credentials and bar passage. The University understood and accepted that enrollments would recover slowly and might shrink before growing.

In 2018-2019 the University undertook a complete review of all its programs (administrative as well as academic). This review, the Foundation for Our Future Project (“FFP”), was designed to prioritize programs in the University. All programs were reviewed for quality, necessity, efficacy/efficiency and contribution to the University. Based upon the results of this review, recommendations were prepared which identified programs to be retained, eliminated, approved for new or continued investment or designated for reduced support. These recommendations were presented to the University Board of Trustees at its Spring 2019 meeting. The Board approved the recommendations.

The College of Law participated fully in the FFP process. As a result, all of the Law College budget assumptions and projections were broken down into their constituent parts and again assessed for accuracy and probability. The updated enrollment projections were incorporated into the Law College operational plan and utilized in the FFP process. At the conclusion of the FFP, the College plan was included in the recommendations adopted by the Board. In short, after an in-depth review of College operations, the University reaffirmed its commitment to support the long-term success of the College. It has done so again as part of the ABA site visit in 2021.

In July of 2019 the University brought in a new Law Dean focused on strategic enrollment management and growth. The University committed to continued financial support as the enrollment process in the College of Law was modernized. The University and College of Law agreed that a class size of 75 students would be optimal for financial stability, and in the fall of 2019 the enrollment process within the College of Law began to change. At the time a target of seventy-five students in the Fall 2022 entering 1L class was set.

The Dean brought in a group of consultants and performed a bottom-up strategic enrollment management analysis to determine potential opportunities to increase enrollment while maintaining credentials. The College of Law adopted new procedures, reorganized positions and duty descriptions, and brought in new vendors to assist in search engine optimization, use of social media, and targeted marketing. Eight months into the process the pandemic hit, and for the next two years the College of Law conducted a new strategic enrollment process during a world-wide pandemic. During this time the College of Law increased enrollment in the L1 cohort to sixty-one students for the fall of 2020, and increased enrollment again to sixty-six students in the fall of 2021. The fall 2021 enrollment was at seventy-three students a week before classes started, but when the University imposed new COVID-based safety restrictions, the College experienced a seven student melt. The College of Law is on track to seat a class of seventy-five students for the fall of 2022. A review of seat deposits over the last three years establishes a clear controlled growth pattern:

**PROJECTED FALL J.D. PROGRAM ENROLLMENT
(2022 Revision)**

	2019	2020	2021	2022 (FY'23)	2023 (FY'24)	2024 (FY'25)
L-1	48	61	66	75	75	75
L-2	42	44	54	63	70	70
L-3	48	43	43	54	63	70
Total	138	148	163	192	208	215

Based on current L-1 seat deposits and returning student registrations we expect to meet the revised 2023 and 2024 total enrollment projections. Utilizing the 2023 revised enrollment projections, we recalculated anticipated internally generated revenues available to the College of Law in academic year 2023-2024.¹ [REDACTED]

The assumptions supporting the revised calculations are relatively straight forward and conservative. It is important to note that our increase in net tuition revenue is reached due to increased tuition, and not due to a reduction in scholarship support.

¹ The University operates on a June 1 through May 31 fiscal year. Thus, academic year 2022-2023 is Fiscal Year 2023. All budgets discussed in this response are fiscal year budgets.

[REDACTED]

	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

² The anticipated annual University support needed by the College is reflected in the annual budget data provided.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

³ All first year courses, and substantially more than two-thirds of the credit hours offered, will continue to be taught by full-time faculty (Standard 403); our clinical program will continue to maintain its current level of staffing and opportunities for experiential learning (Standard 303 (a and b)); and our academic support program will continue to have 2 dedicated full-time faculty (Standard 309)).

The expected future revenues, generated by increased enrollment (and provided by the University while enrollment recovers and expenses are reduced), are sufficient to allow us to operate in compliance with the Standards in the future without the necessity for University revenues. The College of Law has made tremendous strides in budget reduction, enrollment, and outcomes. We look forward to a brighter future.

3. Standard 206(b). Hiring a diverse faculty.

During academic year 2021-2022 the College of Law sought to fill 3 Professor of Law positions and one Law Library Director/Professor of Law position. We expanded our pool of potential applicants beyond the traditional AALS hiring process. We advertised with groups devoted to developing a pipeline for minority professors, as well as the Chronicle on Legal Education and state bar associations. We took these steps based upon the excellent advice of our site team members.

Our initial pool of interviewees for these positions broke down as follows for gender: 14 women, 14 men, 1 nonbinary, 2 LGBTQ, and 2 non-disclosed. For race the initial interviews broke down as follows: 19 Caucasian, 3 Hispanic/Latino, 2 Black, 1 South Asian/Indian, and 3 undisclosed. Our finalists consisted of 15 individuals: 7 women, 7 men, 1 undisclosed. These included 11 Caucasians, 2 Hispanic Latino, 1 Black, and 1 undisclosed. As of the date of this memorandum we have extended 3 offers, with 2 acceptances, 1 Hispanic Male and 1 female. We offered a 3rd position twice, to two females, but both accepted employment elsewhere. We expect to fill that position next year and will employ the same strategies used this year.

We are currently in the final stages of our Law Library Director/Professor of Law search, with visits scheduled for campus in April. Our finalists consist of 3 men, one of whom identifies as LGBTQ. We expect to extend offers to our preferred candidate(s) by mid to late April 2022 for this position. The breakdown of both applicants and finalists shows an increased success in bringing qualified and diverse applicants into our pool of potential hires, particularly in comparison to our attempts in previous recent years. Our initial interviewees and final hires for this year are concrete steps expanding the diversity of the faculty in regards to both gender and race.

4. Standard 206(b). Hiring a diverse adjunct faculty.

As noted by the site team, the size and location of the College of Law creates challenges in hiring diverse adjunct faculty. Unfortunately, the local bar in the 4 surrounding counties is overwhelmingly Caucasian and cannot serve as a reliable pipeline for diversity adjunct hires. The current makeup of our adjunct faculty for the 2021-2022 academic year is a total of 5 adjuncts, 4 male, 1 female. All identify as Caucasian.

The College of Law has taken concrete steps to develop a diverse adjunct faculty going forward by targeting qualified individuals within the broader community. We extended an offer to the university general counsel, who happens to be black, to teach Higher Education Law as an adjunct. He has agreed to do so, but cannot commit to a semester where we will offer his class until the legal issues surrounding Covid have subsided. We have also brought in diverse faculty from the Office of Student Administration to serve as our faculty advisor for the Civil Rights Law Journal. Finally, we are in discussions with an ONU Law alum who serves as mayor of Lima to potentially provide a course in the spring of 2023. Each of these individuals happen to be Black and will assist us in diversifying our adjunct faculty.

While we have taken steps to identify and invite available and qualified diverse attorneys to teach as adjunct faculty, we realize that more is possible. We will continue to monitor our processes to ensure that our pool of qualified potential diverse adjuncts expands. As the College of Law brings on more online courses over the next two years, we expect to expand the number of diverse adjunct faculty who teach because we will not be confined to our current geographic area with its limited demographics when seeking adjuncts.

5. Standard 403(b).

The prior law school internal policy regarding monitoring faculty teaching within the College of Law did not include librarians teaching legal research and writing courses. When the site team brought this oversight to our attention we changed our internal policy. We now require every person who has a teaching assignment within the College of Law, regardless of discipline or status, to be monitored and supported by both training and resources to ensure that our instructors provide effective teaching. The Dean of the College of Law has tasked the chair of the tenure committee to create a structured process and policy to ensure that we apply the same evaluation metric concerning teaching to everyone teaching in the College of Law.

We have always monitored the teaching evaluations and feedback from the students concerning every course, but our internal process did not include the correct language and focus. We are in the process of changing it to properly memorialize our practices. Finally, we provide a wide range of support to all of our instructors, including the appointment of a Director of Faculty Engagement within the law faculty who focuses on the development of best teaching practices and scholarship support for every teaching member of our community.

6. Standard 601(a)(1) & (2).

We hired a consultant who performed a top to bottom review of library operations, budgeting and personnel. This review was completed in the Fall of 2021. Based upon the recommendations of both the site team and our consultant, we have taken the steps discussed below to provide the continued necessary financial, personnel, and mission support for the Law Library.

We are currently conducting a search for our new Law Library Director and Professor of Law. We identified four finalists; one withdrew due to our remote location, and the remaining three finalists are scheduled to visit the College of Law and present during the last part of March and the first part of April.

The University has approved a budget line for a parttime reference librarian to work remotely. We are currently searching for the parttime research librarian to assist in covering requests for additional research support. This part-time reference librarian will add an additional 20 hours a week of research support to both faculty and students, allowing us to increase research support and provide point to point support for research wherever our faculty and students might be located.

We have increased accessibility and expanded hours to our pre-Covid schedule, using student workers supervised by our full-time staff. The law school building is now accessible to law students 24 hours a day through swipe access, with informal study spaces openly available. A printing station has been set up outside the computer lab for student use which remains accessible after the law library circulation desk is closed. The law library is continually expanding its electronic resource collection to allow students to engage with study materials,

treatises, and other resources at any time on- or off-campus via proxy authentication. The library staff have completed a total volume review, removing those volumes no longer needed and increasing our online materials - steps suggested by our ABA site team and consultant.

We have expanded our law library closing time from 10 pm to 1 am, providing an additional 21 hours a week, subject to demand. The library regularly collects and analyzes hourly patron count data to understand use patterns, and we remain committed to exploring options for expanding hours in the upcoming academic year in response to student feedback.

The library created a new tiered structure for its student workers, promoting 3-4 individuals into student supervisor roles. These experienced student workers maintain the library and oversee the junior students during late night closing and weekend opening shifts. This enables us to provide reliable circulation desk coverage and quality services when full-time library staff are unavailable, and to begin pushing the weeknight closing time up to 1:00am depending on patron demand.

As the law school's enrollment continues to rise and demand for library services increases, additional personnel will be necessary to provide requisite levels of high-quality services for the student and faculty populations. We are in the process of hiring additional student workers, a part-time reference librarian and a new Law Library Director. We have a process in place to monitor our ratios, and are committed to hiring additional personnel as needed to provide sufficient resources. The budget of the College of Law for 2021 and 2022 establishes the continued monetary support of the library by both the College and the University.

Conclusion:

As demonstrated in this memorandum, the College of Law continues to enjoy broad financial support from the University and has made great strides in increasing enrollment, despite the Pandemic. We are on a clear path to financial independence, although we would note that nothing in Standard 202(a) indicates a requirement for self-sufficiency in order to meet the Standard. We also wish to reiterate that the outcome metrics for the College Law, to include both bar passage and employment, indicate a College that is meeting or exceeding its mission during what have been challenging times.

If we can provide you with any further information regarding our plan or progress, please let me know.

All the best,



Charles H. Rose III
Dean and Professor of Law
Ohio Northern University



Daniel A. DiBiasio
President
Ohio Northern University

May 31, 2022 Letter



OHIO NORTHERN UNIVERSITY
The Claude W. Pettit College of Law

May 31, 2022

Stephanie Giggetts
Deputy Managing Director of Accreditation and Legal Education
ABA Section of Legal Education and Admissions to the Bar
Office of the Managing Director
321 N. Clark St.
Chicago, IL 60654-7598

Re: Interim Monitoring or Law Schools

Dear Stephanie,

On March 10, 2022 you wrote requesting additional information regarding our compliance with Standard 206. Specifically you noted:

“...[T]hat the Law School shall demonstrate by concrete action a commitment to diversity and inclusion by providing full opportunities for the study of law and entry into the profession by members of underrepresented groups, particularly racial and ethnic minorities, and a commitment to having a student body that is diverse with respect to race and ethnicity.”

You asked me to respond by email, in pdf format, no later than June 1, 2022. This memorandum constitutes my response. You specifically noted the following:

In your reply, please provide specific, detailed information demonstrating that the Law School is in compliance with Standard 206 in light of the Law School's first year people of color enrollment decreasing from 11 to five students in 2021, despite an overall increase in enrollment from 148 to 163.

Background:

As noted in our recent site visit, the College of Law is located in a rural part of Northwestern Ohio. Demographically the surroundings area suffers from a paucity of diversity, and our rural location makes it difficult to attract diverse faculty, staff, and students. By way of context, we reviewed the 509 reports of our primary in state competitors for first years students, all of whom are located in urban settings. For 2021 they reported the following:

Akron - 32 diverse students / 164 total first year students = 20%



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Capital - 31 diverse students / 194 total first year students = 16%

Dayton - 44 diverse students / 131 total first year students = 34%

Toledo - 25 diverse students / 162 total first year students = 15%

Steps taken to support DEI initiatives and Diverse Student Enrollment:

We have implemented multiple processes at ONU to address this issue, and have made some successful strides, to include the hiring of a diverse faculty member this last year, and the identification of two diverse adjunct faculty for future courses. At a college of our size they will have a significant impact.

We have taken similar steps to increase the diversity of our student body, to include the creation of a student run Civil Rights Law Journal, Straight Talk Lecture Series focusing on diversity issues, and additional financial support for student organizations focused on diversity.

Numerically our numbers over the last three years break down as follows:

In 2020, we received 121 applications from students who identified as a minority. We offered 29 students admission. Our admittance rate in 2020 for minority applicants was 24%. Our final percentage of the seated first year class was 9%. We would note that this year was a COVID impacted year, particularly our traditional summer starter program, which is a part of our diversity pipeline.

In 2021, we received 123 applications from students who identified as a minority. 34 were offered admissions. Our admittance rate in 2021 for minority applicants was 28 percent. Our final percentage of the seated first year class was 20%.

In 2022 we have received deposits from 54 students as of the date of the memorandum according to LSAC. Of those 54 students, 12 identify as either black, hispanic, asian or undetermined. That is a deposited student rate of 22 percent. We do not have the final numbers as of the date of this memorandum for the seated class for the fall of 2022.

We talk with students who do not accept our offer of admission, and the number one reason is location. We monitor scholarships to ensure we are competitive, and set aside additional dollars when requested by diverse applicants we have accepted.

A review of these numbers clearly supports the contention that the College of Law is focused on this issue, and is continually working to increase the number of diverse students despite our location challenges. I would note that our enrollment of minority students for 2022 is already above the 2020 and 2021 numbers, and is expected to continue to grow as we seat the final third of our class. I would respectfully suggest that the year in question is an anomaly driven by the virus and its unforeseen financial impacts. There have been many articles published establishing the negative impact of the virus on the ability of minority students to complete college and



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continue their studies at the graduate or undergraduate level. We believe that we saw that impact in the number of students who ultimately chose to attend our college that year. The fact that our accepted rate was 28% in 2021, and 24% in 2020, supports this supposition circumstantially.

We remain committed to DEI in all of its aspects, and are working hard to diversify our stream of minority applicants. If we can provide you with any further information regarding our plan or progress, please let me know.

All the best,

Charles H. Rose III
Dean and Professor of Law
Ohio Northern University

**Follow-Up Inspection Report on Ohio Northern
University Claude W. Petit College of Law**



AMERICANBAR ASSOCIATION

Legal Education and
Admissions to the Bar

321 N Clark Street
Chicago, IL 60654-7598
312.988.6738
legaled@americanbar.org
www.americanbar.org/legaled

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March 22, 2022

President Daniel A. DiBiasio
Ohio Northern University
525 South Main St
Ada, OH 45810

Dean Charles H. Rose III
Ohio Northern University
Claude W. Pettit College of Law
525 South Main St
Ada, OH 45810

Dear President Di Biasio and Dean Rose:

I am sending each of you a copy of the report submitted as a result of the follow-up visit to your law school on February 25, 2022.

You are invited to respond to and comment on this report. You may also note any inadvertent errors of fact that it contains. Your response, together with the follow-up site report and the ABA Site Evaluation Questionnaire that was submitted as part of this process, will provide the basis for determining whether your program of legal education is operating in compliance with the ABA STANDARDS FOR THE APPROVAL OF LAW SCHOOLS.

Please respond at your earliest convenience, but no later than 30 days from the date of this letter. Please notify us if you do not have any changes. Please send your response electronically to the ABA Accreditation Project's email inbox for Law School Responses at APSchoolResponses@americanbar.org.

We expect that the Council will consider your school at its meeting on May 19-21, 2022.

Please do not hesitate to contact me if you have any questions.

Sincerely,

William E. Adams, Jr.
Managing Director

WEA/sg
Enclosure

cc: Associate Dean Linda Jellum



AMERICANBAR ASSOCIATION

Legal Education and Admissions to the Bar

321 N Clark Street
Chicago, IL 60654-7598
312.988.6738
legaled@americanbar.org
www.americanbar.org/legaled

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FOLLOW-UP INSPECTION REPORT ON

**OHIO NORTHERN UNIVERSITY
CLAUDE W. PETTIT COLLEGE OF LAW**

By: Associate Dean Linda Jellum
Mercer University School of Law

IMPORTANT: *This report was prepared by the site evaluators named herein. The conclusions and judgments stated represent their views alone. The site evaluators do not make the official findings or conclusions for the Section of Legal Education and Admissions to the Bar of the American Bar Association. These are made by the Council of the Section. The report was prepared for the use of the Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association and not for public release. It is intended for the exclusive use and information of those persons authorized by the Council to receive it. Any copying or distribution of a part or whole of this report is subject to this restriction.*

GENERAL

1. State the name of the school and the dates of the virtual site visit and in-person site visit.

Site Team Fact Finding:

The school name is Ohio Northern University Pettit College of Law and the virtual site visit took place on April 11-14, 2021.

The follow-up visit was conducted by Linda Jellum on February 25, 2022.

FACILITIES

2. Describe how the Law School provides the following:

- (a) suitable class and seminar rooms in sufficient number to permit reasonable scheduling of all classes, skills offerings, and seminars;**
- (b) a law library that is suitable and sufficient in size, location, and design in relation to the Law School's programs and enrollment to accommodate the needs of the Law School's students and faculty and the law library's services, collections, staff, operations, and equipment, including suitable space and adequate equipment to access and use information in whatever formats are represented in the collection;**
- (c) suitable and sufficient space for staff providing support services, including student support services, to the program of legal education;**
- (d) office space for full-time faculty members that is suitable and sufficient for faculty research, class preparation, and faculty-student conferences;**
- (e) sufficient space for part-time faculty members to conduct faculty-student conferences;**
- (f) suitable and sufficient space for equipment and records;**
- (g) sufficient and suitable space for conducting any in-house clinical programs in a manner that assures competent and ethical representation of clients and meaningful instruction and supervision of students, including confidential space for client interviewing, working on and discussing client cases, and security for client files;**
- (h) suitable and sufficient space for students and faculty for quiet study and research; and**
- (i) suitable and sufficient space for group study and other forms of collaborative work.**

School response [respond to each subsection (a)-(i)]:

(a) The Law School has a variety of classrooms and seminar rooms for scheduling classes. The largest room, Room 129, has a capacity of 205 and is typically used for large classes. During the pandemic restrictions, it is used extensively for most in-person classes to allow for social distancing. There are medium-sized classrooms (Room 124, 125, 126), which seat approximately 66 students, and Room 127, which seats 22 students. There are also smaller seminar rooms, notably Room 156, which has flexible seating for 16 people, the Willis Room, which also seats 16 people, and the Blake Alcove in the library, which seats 12 people. Skills classes are taught in two moot court rooms and other spaces within the building. All Law School classes are scheduled and held within the law building, except for those at the Legal Clinic in Lima, which has ample new space for instructional sessions.

(b) The law library is located along the east side of the Law School building. The library has 282 seats: 87 carrel seats, 182 non-carrel seats, and 12 computer workstations in the law library computer lab. Each seat at a carrel or table is wired for power and ethernet access. Most of the seats in the library are located at open tables or carrels, though there is also soft seating located in the reading room and the north side of the library. At our current enrollment, there are enough seats throughout the library for each student.

In addition, the library also has five group study rooms located throughout the library and two study alcoves in the Hanson Reading Room. The group study rooms are able to be reserved by law students for four-hour increments. These reservable study rooms are very popular with the students, especially around exams. The study alcoves are frequently used as classrooms for seminars and smaller courses or presentations, and are available for general student use outside of those times.

The library's open floor plan and ample seating have been helpful in complying with the current social distancing recommendations from the health department. The library staff measured and placed markers at six-foot intervals in order to direct students to safe, available seating.

There have not been any recent changes to the footprint of the library since the time of the last inspection. But after Law School technology support was transitioned to University IT in 2019, the computer lab no longer has a functioning technology support desk. The offices attached to the computer lab now house the Director of Law Communications.

The library provides adequate space and equipment to access and use the information in the collection. Most of the library's print materials are available in open stacks, which are freely available for any patron to access. Historical materials are located in closed stacks and are accessible with the assistance of library staff. The library keeps much of this material in compact shelving in the basement, but rare and special collections material is kept in the Rare Book Room. Microforms are housed in compact shelving on the north side of the library. There is a microform reader and printer located next to the microform shelves. Most library electronic resources are available through IP authentication or username/password access. Students and faculty can access these resources through the computer terminals in the technology lab, which are all wired for ethernet connections, or over campus-wide Wi-Fi networks.

(c) The offices and staff providing student support services have suitable and sufficient space within the Law School building. The Admissions office has a waiting area, private offices for

personnel, and a large workroom. The Career Services office similarly has a waiting area, private offices, and a large workroom. The Dean's suite has private offices and centrally located staff desks, which are easily visible from the hallway. Staff provide a wide variety of student services from these locations, especially support for student organizations. Academic Success and support for the Legal Research and Writing programs is done by personnel in their offices. Planning has begun to create a new Academic Success office suite, to bring together various staff and functions in one centralized location. The Law School does not have a Registrar's office; those services are provided in another building by the University Registrar.

(d) All full-time faculty members have private offices in the Law School building. Most are centrally located on the faculty wing, with easy access from hallways and classrooms, and many have outside windows. A few faculty offices are also located in other areas of the building. All are suitable and sufficient for faculty research, class preparation, and faculty-student conferences. In 2019, modifications to the interior and exterior of the building were made for the faculty wing offices, to provide improved insulation, humidity and temperature control. The Law School also provides access to virtual meeting spaces, via Google Meet and/or Zoom, for faculty-student conferences.

(e) Adjunct faculty have access to the Emeritus faculty office and to another office on the faculty wing to prepare for class and meet with students. Both spaces are similar to other faculty offices, and are centrally located in the Law School building. Adjuncts also use the faculty lounge to prepare for class. The Law School also provides access to virtual meeting spaces, via Google Meet and/or Zoom, for faculty-student conferences.

(f) Each administrative area of the Law School has suitable and sufficient space for storing equipment and records. For some areas, this is a locked closet or workroom, or a set of locked file cabinets. One administrative storage area is a long-ago converted faculty restroom, which while awkward in design, functions well to keep supplies located close to departmental personnel. Equipment or other items that are too large, seasonal, or otherwise inconvenient for storage in a specific office can be kept in overflow storage space available on the building's loading dock or in the library's basement. The Legal Clinic in Lima also has appropriate and sufficient space for the storage of client files and records. While there is space within the library for both processing and storage of ONU Law School archival materials, some equipment and infrastructure investments may be needed in the future.

(g) In 2016, the ONU Legal Clinic moved into a spacious office suite on the 7th floor of the Chase Tower in downtown Lima. With approximately 4,000 square feet, the new space is both sufficient and suitable for all in-house clinical program requirements. Various rooms are available for confidential client meetings and for the instruction and supervision of students. The community room has also been used for outreach and training programs for the local legal community.

There are both hard client files and electronic client files. Current paper client files are kept in locked file cabinets located near the clinic staff attorney's office. Old paper client files are also kept in locked file cabinets in a nearby room and closet in the clinic. Any client files that must be firewalled from student access are kept in a secured file cabinet in the clinic staff attorney's office. Only the clinic director, staff attorney, and clinic administrative assistant/paralegal have keys to the file cabinets and closet.

Client files are also kept digitally using the clinic's Clio cloud-based case management system. Students every semester are given special access to the cloud-based management system as limited users and are removed from the system at the end of every semester. The cloud-based case management system has a sync to a document sharing system where students and clinic staff may virtually share and work on client matters. The clinic director has sole control over the cloud-based document sharing system and grants individuals special and limited permissions to certain client files during the semester. Students are removed from these document sharing files at the end of every semester.

The clinic has additional comprehensive and detailed policies and procedures for students working on client confidential matters, including but not limited to requiring certain protocols for how to handle hard client files, how to handle electronic client files, how to work remotely if needed, and requiring students to sign relevant Confidentiality Agreements and Handbooks acknowledging these policies and procedures.

Access to the clinic is by elevator from the lobby of the bank building. The door to the clinic on the 7th floor is locked to the outside. The clinic director, staff attorney, and administrative assistant/paralegal have keys to the clinic, but outside guests and students must ring the doorbell to be permitted in the office space. Once inside, clients are directed by Clinic staff to a waiting room, and then meet with staff in confidential client meeting rooms. The Clinic Director and Staff Attorney have private offices, and there are additional conference rooms for discussing client cases with students. Students have their own workroom with computers and office supplies. There is a mock trial room for students and clinic staff to conduct simulations and prepare for upcoming hearings and trials.

When the University moved to remote learning in March of 2020, due to the pandemic, the Clinic operated remotely for the remainder of the Spring 2020 semester and for the entirety of the Summer 2020 semester. The Clinic currently operates in a hybrid capacity for Fall 2020. Certain changes were made to comply with University and health and safety mandates. The Clinic handbook was revised accordingly to formally institute these health and safety measures. While operating remotely, the clinic staff rotated scheduling to provide for regular in-person staffing at the clinic office. This was to ensure no interruptions to clients and court communications, and to assist remote students on an as needed basis and to limit health and safety concerns by controlling for any potential and unnecessary exposure to the virus.

Additionally, to limit unnecessary exposure, the Clinic put up a privacy film with its phone number on its entrance door and changed from open door policy to "appointment only." All students, clients, and guests must sign a daily log notating their time in and out of the office for contact tracing purposes. A small office was dedicated to client technology use. This office has a designated computer and video conferencing system to allow clients to communicate with students virtually, in the event that clients do not have their own technological capabilities. Clients are regularly asked about their preference and abilities for communication.

The Clinic space has also been redesigned to comply with social distancing and health and safety mandates. Student workstations have been spread out into two larger rooms with dividers placed appropriately. Since in-person community events have been postponed for the indefinite future, the large conference community space has been retrofitted for clinic classes and student daily use. Students are permitted to work remotely for Covid-related reasons (as approved by the Dean's office) and the Clinic has provided the necessary equipment and

mechanisms to allow for students to access client files, communicate with clients and clinic staff, and participate in classes and other clinic events.

(h) The north half of the library is designated for quiet study. Most of the seating on this side of the library consists of study carrels available for individual, quiet study and research projects. These carrels are wired for power and data and may be reserved by law students at the beginning of the semester if they meet certain eligibility requirements. There is also one small, private faculty research office available on an as-needed basis for special projects.

(i) The library maintains a variety of spaces that facilitate group study and collaborative work. There are five group study rooms that are available to be reserved by law students. Each group study room is equipped with a large, wall-mounted whiteboard, a table, and four chairs. The south half of the library consists of several group study tables, including the Hanson Reading Room and its two conference room style alcoves. All seats in the library are wired for power and data.

Staff assessment:

The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding:

[Note: If there are concerns raised in the materials or during the visit, provide additional information that demonstrates how a deficiency has a negative and material effect on the Law School's ability to operate in compliance with the Standards or to carry out its program of legal education.]

There are no changes, additions, or corrections to this section.

3. Describe any part of the Law School's facilities that does not provide reasonable accommodations to persons with disabilities consistent with applicable law. Describe any plans to address these deficiencies and the time frame in which they will be addressed.

School response [respond to each subsection (a)-(b)]:

(a) Yes, all equipment meets all applicable health and safety codes. Life Safety, boiler and lift inspections are completed annually. Any deficiencies documented during the inspections are scheduled for correction shortly thereafter. Ohio Northern University is contracted with Sodexo Facilities Services who uses the IBM Maximo work order system for tracking preventive maintenance as well as routine maintenance of all facilities at Law and throughout campus.

Additional University and state of Ohio health and safety requirements for the COVID-19 pandemic were also implemented in June of 2020. This included limiting seating for social distancing in classrooms and lounge areas, through the use of signage on the seats or by removing seats. Plastic barriers were also added to many staff work areas and faculty were provided with plastic face shields. The Law School provided all law students with handmade, custom designed masks. The University provided all employees with masks and detailed written guidance and training for campus activities. Cleaning supplies for wiping down high-touch surfaces were placed around the building in Sanitation Stations, and masks were required for students, faculty, and staff.

The library has removed most seats from study tables and restricted use of study rooms and carrels. Plastic barriers were installed at the circulation desk and on selected study tables in the reading room. Capacity limits were also placed on study rooms (now 1 person per room, per day, to allow for cleaning overnight) and on the computer lab. All library users must sign in so that contact tracing could be done, if needed. Cleaning markers are used by students in designated study areas, which assists University cleaning crews who come through the library on a specific schedule. A specialized quarantine system was developed in-house and implemented for library reserve materials based on guidance from the REALM Project (REopening Archives, Libraries, and Museums), which provided scientific testing from national library organizations and the Battelle Institute.

(b) All public areas in the Law School are fully accessible with the exception of classrooms 124 and 126. The top row of desks in these rooms are accessible for students and visitors, but stairs are required to reach the podium at the bottom of the rooms. Currently there are no plans to make these classrooms fully accessible due to the number of other fully accessible classrooms in the building, however if major alterations are made, the accessibility would be addressed.

Staff assessment:

The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding:

As the site team member, I confirmed that classrooms 124 and 126 were not accessible for anyone needing to be in the front of the room, such as a professor. According to Deanna Circa, Director of Law Administration and Student Services, the school does have plans to renovate one of these two classrooms in the coming year or two, which will make it accessible.

Additionally, classroom 129, which is the largest classroom, does offer a stair lift for anyone in a wheelchair needing to access the front of the room; however, anyone using the lift would need help to ensure his or her wheelchair was brought down to the bottom level. I raised this point with Deanna Circa.

I noted three other areas that lacked accessibility. First, the stacks on one side of the library are not ADA compliant, according to Interim Library Director Dustin Johnston-Green. Second, the bathroom doors through-out the school open inward and do not have automatic door openers. They would be difficult for anyone in a wheelchair to open. I mentioned this concern to Deanna Circa, who agreed that something should be done to address the issue.

Third, the library basement is the School's designated emergency shelter; however, the basement is not accessible to anyone unable to navigate stairs. There is no elevator. I brought this issue to the attention of Dean Charlie Rose, Associate Dean Lauren Newell, and Deanna Circa and suggested that the School might wish to adopt a policy for emergency evacuation procedures to ensure that those who cannot access the emergency shelter could be quickly found by first responders.

4. If applicable, visit classes and report on the quality of faculty instruction by full-time and adjunct/non-full-time faculty.

Site Team Fact Finding:

Not Applicable.



AMERICANBARASSOCIATION

Legal Education and
Admissions to the Bar

321 N Clark Street

Chicago, IL 60654-7598

312.988.6738

legaled@americanbar.org

www.americanbar.org/legaled

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Washington, DC

Rebecca Hanner White
Athens, GA

June 7 , 2021

Dr. Daniel A. DiBiasio
President
Ohio Northern University
525 South Main Street
Ada, OH 45810

Dean Charles H. Rose, III
Ohio Northern University
Claude W. Pettit College of Law
525 South Main St.
Ada, OH 45810

Dear President DiBiasio and Dean Rose:

I am sending each of you a copy of the report submitted as a result of the visit to your law school on April 11-14, 2021.

You are invited to respond to and comment on this report. You may also note any inadvertent errors of fact that it contains. Your response, together with the site report and the ABA Site Evaluation Questionnaire that was submitted as part of this process, will provide the basis for determining whether your program of legal education is operating in compliance with the ABA STANDARDS FOR THE APPROVAL OF LAW SCHOOLS.

Please respond at your earliest convenience, but no later than 30 days from the date of this letter. Please notify us if you do not have any changes. Please send your response electronically to the ABA Accreditation Project's email inbox for Law School Responses at, APSchoolResponses@americanbar.org.

We expect that the Council will consider your school at its meeting on November 18-20, 2021.

Please do not hesitate to contact me if you have any questions.

Sincerely,

William E. Adams, Jr.
Managing Director

WEA/mbf
Enclosure

cc: Emerita Dean and Chancellor Mary Kay Kane (Chair)
Vice President Irv Freeman
Director Anna Hemingway
Professor Areto Imoukhuede
Associate Dean Linda Jellum
Senior Associate Dean Donna Hae Kyun Lee
Associate Professor Lisa Smith-Butler



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Jefferson City, MO

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Urbana, IL

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Rebecca Hanner White
Athens, GA

**INSPECTION REPORT ON
OHIO NORTHERN UNIVERSITY
CLAUDE W. PETTIT COLLEGE OF LAW**

April 11-14, 2021 (Remote Visit)

By: Emerita Dean and Chancellor Mary Kay Kane (Chair)
University of California-Hastings College of Law

Vice President Irv Freeman
LECOM at Seton Hill, Greensburg, PA

Director Anna Hemingway
Widener University-Commonwealth Law School

Professor Areto Imoukhuede
Nova Southeastern University Shepard Broad Law Center

Associate Dean Linda Jellum
Mercer University Walter F. George School of Law

Senior Associate Dean Donna Hae Kyun Lee
CUNY School of Law

Associate Professor Lisa Smith-Butler
Charleston School of Law

IMPORTANT: This report was prepared by the site evaluators named herein. The conclusions and judgments stated represent their views alone. The site evaluators do not make the official findings or conclusions for the Section of Legal Education and Admissions to the Bar of the American Bar Association. These are made by the Council of the Section. The report was prepared for the use of the Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association and not for public release. It is intended for the exclusive use and information of those persons authorized by the Council to receive it. Any copying or distribution of a part or whole of this report is subject to this restriction.

ORGANIZATION AND ADMINISTRATION

Accreditation History

1. General Information.

(a) State when the Law School was founded and the year in which it received ABA accreditation.

(b) If the Law School has separate locations, provide the date when the Council granted acquiescence to establish each separate location, including branch campuses. *Note: A separate location is a location within the United States at which the Law School offers more than 16 credit hours of the program of legal education and that is not in reasonable proximity to the Law School's main campus.*

(c) State whether the Law School is public, private non-profit, or private for-profit. Identify any University or other entity with which the Law School is affiliated.

(d) Provide the name of the institutional accrediting body for the Law School or the University or other entity of which it is a part. State when the Law School or the entity of which it is a part was last re-accredited.

(e) Indicate the state licensing status of the Law School or the entity of which it is a part.

School response [respond to each subpart (a)-(e)]:

(a) The Law School began in 1885 as a department of law in the University's liberal arts college. The department became a separate college in the University in 1902. Initial approval from the ABA was received in 1939, but was lost briefly during World War II when enrollment declined. ABA approval was regained in 1948 and has been maintained continuously through the present.

(b) Not applicable

(c) The Law School is part of Ohio Northern University ("University"), an Ohio not-for-profit corporation. The Law School does not have a separate legal existence.

(d) The University is accredited by the Higher Learning Commission of the North Central Association. The University was last reaccredited in 2015 and this status was reaffirmed in 2019.

(e) The University is fully approved by the Ohio Board of Higher Education and authorized to award a variety of degrees including juris doctor (J.D.) and master of laws (LL.M.).

Staff assessment:

The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding (if required):

Reviewed and verified by the site team. No additional facts to add.

2. Fully Approved Law Schools.

(a) List any matters on which the Law School is currently reporting to the Council.

(b) If the Law School is aware of any third-party comments regarding its accreditation status since the last site evaluation, provide the Law School's response to those comments.

School response [respond to each subpart (a)-(b):

(a) The Law School has no current reporting requirements to the Council.

(b) The Law School is not aware of any third-party comments regarding its accreditation status.

Staff assessment:

The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding (if required):

Reviewed and verified by the site team. No additional facts to add.

3. Schools Seeking Provisional Approval.

Provide any relevant updates to the Law School's feasibility study and reliable plan for coming into compliance with the Standards, in particular, the plan's projections for

students (number and qualifications), financing the Law School operation, and the relationship between the two.

School response:

Not applicable.

Staff assessment:

The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding (if required):

Not applicable.

4. Provisionally Approved Law Schools.

(a) List any matters on which the Law School is currently reporting to the Council, including all matters called to the attention of the Law School in the Council's (or former Accreditation Committee's) most recent decision letter.

(b) List the dates of all prior site evaluations.

(c) Discuss whether the projections in the reliable plan for students (number and qualifications) and financing the Law School operation have been met or revised.

School response [respond to each subpart (a)-(c)]:

(a) Not applicable
(b) Not applicable
(c) Not applicable

Staff assessment:

The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding (if required):

Not applicable.

5. Schools Seeking Full Approval.

(a) List any matters on which the Law School is currently reporting to the Council, including all matters called to the attention of the Law School in the Council's or former Accreditation Committee's most recent decision letter.

(b) List the dates of all prior site evaluations.

(c) Discuss whether the projections in the reliable plan for students (number and qualifications) and financing the Law School operation have been met or revised.

School response [respond to each subpart (a)-(c)]:

(a) Not applicable

(b) Not applicable

(c) Not applicable

Staff assessment:

The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding (if required):

Not applicable.

Governance

6. Standards 201(a)-(c).

(a) Describe how the Dean and the faculty have the primary responsibility and authority for planning, implementing, and administering the Law School's program of legal education, including curriculum; methods of instruction and evaluation; admissions policies and procedures; and academic standards.

(b) Describe whether the Dean and the faculty recommend the selection, appointment and retention of faculty members. (Note: do not discuss the tenure process or any formal

405(c) long-term contract process here as those subjects are addressed in Questions 51 and 53).

(c) Describe how the faculty and dean each have a significant role in determining educational policy.

School response [respond to each subpart (a)-(c)]:

(a) The Law School constitution assigns to the faculty “the power to decide all issues affecting the college” except purely administrative matters. Constitution Art. I § 2.H and Art. II. This power is implemented through standing and ad hoc committees. The five permanent standing committees of the Law School as required by its constitution are: Admissions, Re-admissions and Recruitment Committee; Curriculum Committee; Placement Committee; Personnel Committee; and Tenure Committee. Current additional standing committees are: Adjudication Committee (for honor code proceedings); Assessment Committee (assessing bar success, placement, and student writing); Clinic Committee; Examination Accommodation Committee; Examination Accommodations Appeal Committee; Grievance Committee; Legal Writing Committee; Library Committee; Professional Engagement and Development Committee; Public Interest/Pro Bono Committee; and Self-Study Committee.

The Dean appoints all committee chairs and committee members except in two instances. The Tenure Committee consists of all tenured faculty members. The Dean appoints the chair of the Grievance Committee, and the faculty elects the other two members. Faculty may express preferences for the committees on which they wish to serve, although the particular preferences of each faculty member may not always be satisfied.

Faculty meetings are divided into three distinct categories. “College Meetings” include both the administrative staff and the faculty, and are held at the beginning of each semester. “Teaching Faculty Meetings” are held monthly (except in months that College Meetings are held) and include tenure, tenure track, visiting, and 405 (c) faculty. Meetings of the “Governing Faculty”, which includes all tenure and tenure track law faculty members, are called specially for votes on new faculty hires and other decisions that are limited to the governing faculty by the Law School Constitution.

(b) At the beginning of each academic year, the Dean names a Personnel Committee for the recruitment process. The Dean's charge indicates the number of positions that are available; the curricular areas that new faculty members should cover; the importance of diversity; and other hiring aims. The Committee generally focuses its attention on entry-level positions, although lateral candidates are considered from time to time.

The Committee participates fully in the AALS hiring and recruiting process. After evaluating the forms of the faculty candidates who appear in the AALS Register, as well as the resumes that are directly submitted to the school, the Committee selects candidates to be interviewed at the AALS Faculty Hiring Conference. Occasionally, extremely promising candidates are brought to campus before the hiring conference. Following the conference, the Committee decides which candidates to invite to campus for an interview.

Faculty members interview candidates during campus visits and join them for meals. A meeting is arranged for student leaders to meet the candidates. In addition, each candidate meets with the University Vice President for Academic Affairs/Provost. Each candidate also makes a presentation on a recent scholarly endeavor, either a published piece or a current

work in progress. After all of the on-campus interviews have been completed, the Personnel Committee presents the candidates to the faculty as a whole for consideration. The faculty vote is taken in a two-step process. Each candidate must be found acceptable by a 2/3 majority vote of the faculty. The Dean then makes the final selection from among the candidates found acceptable by the faculty.

(c) Educational policy is developed through the faculty committees working in conjunction with the Dean.

Staff assessment:

_____ ***The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.***

 X ***The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:***

EXPLANATION OF WHAT IS NEEDED FROM THE SITE TEAM: The school has not answered subpart (c) above. Ask the school to provide an overview of how the faculty and the dean work together to create educational policy. For example, what are the responsibilities of the faculty, what are the responsibilities of the dean and how do the faculty and dean collaborate to develop educational policy at the school.

Site Team Fact Finding (if required):

The Law School provided the following additional information as part of the site visit and the site team has reviewed and verified the additional information provided by the school.

“Educational policy is developed through the faculty committees working in conjunction with the Dean. Changes in policy may be initiated by the Dean or any member of the faculty. Generally, the Dean takes the lead when the impetus for change is external as, for example, when accreditation standards or budgetary considerations change. Faculty members typically propose a change when a matter is of interest to them. Any proposal for change is then sent to one of the committees and is further developed. Most matters involving educational policy are referred to the Curriculum Committee, the Clinic Committee, the Assessment Committee or the Legal Writing Committee. In addition to members of the faculty, these committees have a member of the Law School administration who participates *ex officio* in the committee's deliberations. The Dean may work with the members of the administration on the committee or the faculty chair to keep abreast of and have input in the development of a policy proposal. When the committee has completed its work, a finished policy proposal is sent to the governing faculty which can debate, revise, deny or adopt the matter. The Dean presides at meetings of the governing faculty and generally does not vote. While, as presiding officer, the Dean could vote to break a tie this never occurs. Because proposals involving education policy are developed collaboratively, they are usually resolved with a high degree of consensus.”

From site team: At the site visit, both the Dean and the Chair of the Curriculum Committee

described recent examples of the development of educational policy by the Dean and the faculty.

The Chair described the Curriculum Committee's recent work on revisions to the Law School's Transition to Practice course. This was a faculty-initiated proposal submitted following substantial informal discussion. The proposal was approved by the Committee and then by the faculty. The Dean's Office was both apprised of the proposal and had the opportunity to participate in its consideration by the Committee via the Associate Dean's *ex officio* membership on the Curriculum Committee.

The Dean described his appointment of a Task Force to examine reorganization of the Law School's clinic and externship program. As described by the Dean, his role was to identify the need to do something, but not to micromanage the details of what should be done. Thus, the proposal was developed by the Task Force and then underwent revision to achieve approval by the Curriculum Committee. It was then considered by the faculty at two meetings, achieving approval at the second.

7. Standard 201(d).

If the Law School is part of a University or other entity, does the University or other entity have any policies that are inconsistent with the Standards? If so, indicate which policies are inconsistent and describe the policies the Law School has adopted and implemented to ensure operation of the Law School in compliance with the Standards.

School response:

No

Staff assessment:

The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding (if required):

No additional facts to add.

8. Standard 201(e).

(a) If the Law School is not part of a University, describe how it is governed by a board with responsibility and authority for ensuring operation of the Law School in compliance with the Standards.

(b) If the Law School is part of a University, describe how the Law School fits within the University organization (e.g., the reporting lines within the University).

School response [respond to each subpart (a)-(b)]:

(a) Not applicable

(b) The Dean reports directly to the University Provost and is a member of the University Council of Deans as well as a voting member of the University Council. Additionally, the Law School has faculty representation on the University's Budget & Appropriations Committee, Academic Affairs Committee, Personnel Committee and Student Activities Committee. The Law School also has 2 faculty representatives on University Council.

Staff assessment:

 X ***The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.***

 The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding (if required):

Reviewed and verified by the site team. No additional facts to add.

9. Standard 203.

(a) Describe the faculty and tenure status, duties, and qualifications of the dean. If the dean does not hold an appointment as a member of the faculty with tenure, describe the dean's appointment and the extraordinary circumstances that led to the dean's appointment to a position other than of a faculty member of the Law School with tenure.

(b) Is the position of the dean full-time? Describe how the Dean has the authority and support necessary to discharge the responsibilities of the position.

(c) If the Dean or Interim Dean was appointed since the last site evaluation, describe how the procedure used to select the Dean ensured meaningful involvement by the faculty or a representative body of the faculty.

(d) If there is a current dean search in progress, describe how the process to select the dean ensures meaningful involvement by the faculty or a representative body of the faculty. If there is an interim dean, describe how the interim dean was appointed and how long the interim dean has been in the position.

School response [respond to each subpart (a)-(d)]:

- (a) The Dean is a tenured member of the faculty with the rank of Professor of Law.
- (b) The Dean is full-time. The Law School Constitution vests all administrative authority in the Dean (Constitution Art. I, § 2.H and Art. II).
- (c) The search and selection process for Dean Rose began with the University President appointing a search committee, chaired by the Provost (with representation by a dean of another college and Law School alumni) in which Law School faculty comprised a majority of members. The search committee, working with Isaacson Miller, developed a position description, recruited applicants and selected finalists. The finalists were brought to campus for meetings with faculty, staff, students and administrators. Law School faculty met and found 2 candidates acceptable and forwarded the names to the President. After the President made his choice, the Tenure Committee met and unanimously recommended Dean Rose be awarded tenure. The recommendation was endorsed by the Provost and the President and approved by the University Board of Trustees.
- (d) Not applicable

Staff assessment:

_____ ***The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.***

 X ***The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:***

***EXPLANATION OF WHAT IS NEEDED FROM THE SITE TEAM: The school has not answered subpart (a) or (b) above:
For (a) ask the school to provide detail of the qualifications of the dean and his duties as dean.
For (b) ask the school to provide an explanation of how the dean has the authority and support to discharge his duties. A statement that the Law School Constitution vests all administrative authority in the Dean is not sufficient.***

Site Team Fact Finding (if required):The school provided the following additional information as part of the site visit for questions (a) and (c) and the site team has reviewed and verified the additional information provided by the school.

For (a):

“Prior to assuming the Deanship, he was a tenured member of the faculty at Stetson University. During his time at Stetson he developed and administered a nationally recognized trial advocacy program. In addition to his work with this program, he maintained a full teaching load and active scholarship agenda.

Dean Rose entered legal education following a successful career in the Judge Advocate General Corps as both a practitioner and teacher. Thus he came to the Law School as an accomplished teacher and scholar, a successful practitioner, an experienced administrator,

and energetic and recognized leader. A copy of Dean Rose's current C.V. is attached to this question.

Dean Rose is responsible for the overall management of the Law School. This responsibility includes representing the Law School to the University administration and other University constituencies; assisting in identifying and developing donors for the Law School; developing and administering the law school budget; appointing faculty committees; building relationships with Law School alumni and the practicing bar; selecting and promoting Law School administrators and assisting with student recruitment; and retention and placement of our students."

From site team for (a): Dean's Qualifications. The on-site materials (provided via a Google Drive for this virtual site visit) included the Dean's CV. It confirmed service in the Judge Advocate General's Corps from 1994 to 2005, including two years as a faculty member at the Judge Advocate General's School, following by faculty service at Stetson from 2005 to 2019, with the added role as Director of the Center for Excellence in Advocacy from 2008 to 2019. The CV also details scholarship including books, articles, and presentations, primarily but not exclusively in the areas of trial advocacy, criminal law and procedure, and evidence.

From site team for (b): Authority. During the visit, the team was provided with an excerpt of the Dean's Employment Agreement and with the Dean's job description as maintained by the University's human resources department. The Employment Agreement appoints the Dean and vests him with "the authority commensurate with such position" The Dean's job description delineates his authority to "provide strong strategic leadership", to "provide effective day-to-day leadership for ONU Law's administrative functions", to "lead ONU Law's enrollment efforts", to "lead ONU Law's placement efforts", and to "empower the faculty as teachers and scholars."

Support. The Dean is supported in the discharge of his duties in the Dean's Office by the Associate Dean for Academic Affairs, a Director of Law Administration & Student Services, a Director of Law Communications, and an Executive Administrative Assistant. A Senior Administrative Assistant supports the Associate Dean and the Director of Law Administration & Student Services.

The Dean is also supported by the Director of Law Admissions (along with an Admissions Counselor and a Senior Administrative Assistant) and by the Director of Career and Professional Development (along with a Senior Administrative Assistant). Additional support is provided by University-based offices in areas such as advancement, business services, communications & marketing, counseling, disability services, financial affairs, health center, human resources, information technology, institutional research, multicultural affairs, physical plant, public safety, and registrar.

Academic resources such as the faculty; the library; and the academic success, legal research and writing, and clinical programs are described extensively elsewhere in this report.

From law school for (c):

"The Law School Constitution vests all administrative authority in the Dean (Constitution Art. I, § 2.H and Art. II) to empower him to perform the duties described in 9(a). The Dean's staff includes a full-time Associate Dean and a Director of Administration. In addition, the

University has approved hiring a Director of Development and Alumni Affairs for the Law School. When appropriate the Dean may delegate responsibility to members of the faculty. The Dean is a voting member of the Council of Deans and of the University Council. He reports directly to the University Provost.”

From site team: Dean’s Duties. During the visit, the team was provided with the Dean’s job description as maintained by the University’s human resources department. The job description articulates the Dean’s responsibilities in the areas of strategic leadership, day-to-day leadership of administrative functions (including human resources, faculty governance, financial management, physical resource management), enrollment efforts, placement efforts, engagement with external stakeholders, and fundraising.

10. Standard 204.

Describe the process that was used to prepare this Site Evaluation Questionnaire and the Law School Self-Assessment, including a description of the Dean's and faculty's involvement in the process.

School response:

The Dean appointed a Faculty Self-Study Committee in the fall of 2019 in the expectation of a site visit occurring during 2019-2020. When the visit was rescheduled to April 2021, the Dean reappointed the Committee in the fall of 2020. In consultation with faculty and staff responsible for law school programming (admissions, placement, library, student services, curriculum, etc.) the Committee prepared draft responses to the SEQ. The Dean reviewed and approved the responses prior to submission. Faculty were provided an opportunity to review and ask questions about the responses.

Utilizing the input received and information gathered in preparing the SEQ responses, the Committee began preparing the Self-Assessment during spring 2020. Work on the Self-Assessment continued during the summer and fall 2020 and was completed in January, 2021.

Following review by the Dean, the Self-Assessment was forwarded to the faculty for their review and input.

Staff assessment:

The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

NOTE: Facts in addition to the information sought in the question are required. The Site Team should answer the questions below under ‘Site Team Fact Finding.’

Site Team Fact Finding:

The Site Team should answer the following questions:

Does the Law School's Self Assessment address the elements required by Standard 204(b):

- (1) a statement of the law school's mission and of its educational objectives in support of that mission,
- (2) an evaluation of the educational quality of the law school's program of legal education, including a description of the program's strengths and weaknesses, and
- (3) a description of the school's continuing efforts to improve the educational quality of its program.

(1) The Law School's Self Assessment does contain a statement of the law school's mission and of its educational objectives in support of that mission.

The Law School's mission is stated on Page 1 of the Self Assessment. The Law School's mission is "to provide an education that will allow students to become competent, ethical, and professional practitioners able to apply their skills and talents across a range of practice environments. The educational program is designed to provide students with substantial opportunity to regularly interact with faculty, to gain professional skills, and to research a topic of personal interest within a critical yet collegial environment."

The Law School expresses its educational objectives in terms of six learning outcomes delineated on Page 7 of the Self Assessment. These objectives describe graduates' ability to demonstrate (1) knowledge of substantive and procedural law, (2) competence in legal research, (3) competence in legal analysis and problem solving, (4) the ability to communicate effectively, orally and in writing, (5) knowledge and understanding of proper professional and ethical responsibilities to clients and the legal system, and, (6) competence in legal practice skills.

(2) The Law School's Self Assessment does contain an evaluation of the educational quality of the law school's program of legal education, including a description of the program's strengths and weaknesses.

Evaluation of Educational Quality. On Page 2 of the Self Assessment, the Law School notes its mission's focus on preparing professional practitioners and identifies bar exam performance and success in obtaining employment as lawyers as the "most visible and accessible metrics for measuring the quality of our program" The Law School assesses the quality of its program of legal education in terms of these two metrics.

The Law School assesses its alumni's performance on the bar exam by comparing the actual pass rates for the Classes of 2016 through 2019 with the predicted pass rates based on the median LSAT score. Each Class exceeded its predicted pass rate.

The Law School assesses its alumni's employment success in two ways. First, it notes that its alumni are overwhelmingly employed by small general practice firms, public interest organizations, and government offices. As these employers do not have extensive in-house training programs, their willingness to hire the Law School's alumni is perceived by the Law

School as an indication of its success in preparing practice ready graduates. Second, the Law School compares its Law School Transparency (LST) Employment Score and LST Underemployment Score to a benchmark group of four other law schools with which it has the greatest overlap of applicants. For each of the Classes of 2017, 2018, and 2019, the Law School's Employment Score is higher, and its Underemployment Score is lower, than the unweighted average of the benchmark group.

Strengths. While noting that its entire program contributes to the achievement of its learning outcomes, the law school identifies and describes a number of strengths [although the Law School does not use that word] that it believes are particularly important in achieving its mission and the learning outcomes, as follows: (1) the Summer Starter Program, (2) the writing experiences in the required curriculum, (3) the required clinical curriculum, (4) advising and academic support, and, (5) continuous improvement efforts.

Weaknesses. The Law School describes its need "to restore the Law School to financial sustainability" as its one overarching "challenge."

(3) The Law School's Self Assessment does contain a description of the school's continuing efforts to improve the educational quality of its program.

The Law School's continuous improvement efforts are described on Pages 19 to 23 of the Self Assessment and include assessments, work by specially appointed task forces and working groups created to address particular issues, efforts of various faculty governance committees, and individual faculty initiatives.

Each year the Law School's Learning and Assessment Committee undertakes an assessment of the Law School's success with respect to two of its six learning outcomes. This assessment utilizes measures that have been identified for each of the outcomes. The Committee's report is presented to faculty, the Dean, and to the University's Assessment Committee.

Law School Finances

11. Standards 202(a), 202(c), and 202(d).

(a) Describe the Law School's annual budget development and monitoring process, including which persons or groups are involved in the process.

(b) Describe the Law School's long-term financial projection process, including how many future years are projected and the key assumptions used.

(c) Explain how the Law School's current and anticipated financial resources are sufficient to allow it to operate its program of legal education in compliance with the Standards.

(d) Do the Law School's financial plans for the next three years show that the Law School will be operating at a deficit during any one of those years? If yes, describe the plan or planning process (including the timeline of such a process) for managing the deficits in a way that allows the Law School to continue to operate its program in compliance with the Standards. Describe any special financial agreements, support agreements, or incentives between the Law School and its University or parent entity.

(e) For Law Schools that are part of a University:

(1) Describe the University financial projection process, indicate how many years are projected, and describe how future projected deficits, if any, will be met.

(2) Describe how any University current fiscal year operating deficit would be met.

(f) Describe any significant litigation affecting the Law School or the University or other entity of which it is a part, if applicable, and summarize the applicable insurance provider, policy limits, and deductibles. Provide a summary as to how the Law School or the University will fund the deductible and any potential losses outside of the insurance policy coverage, if applicable. [Note: "Significant litigation" is litigation that has the potential to negatively affect the current or anticipated financial resources available to the Law School, or the University's or Law School's accreditation.]

(g) If the University or Law School has a bond rating from a national rating agency, state the general bond ratings since the last review.

School response [respond to each subsection (a)-(d), (e)(1)-(2), and (f)-(g)]:

[Redacted response area]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]



Staff assessment:

_____ *The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.*

 X *The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:*

EXPLANATION OF WHAT IS NEEDED FROM THE SITE TEAM:

For subpart (a) who provides the budget template to the law school.

For subpart (c) the law school has not answered the question. It is not sufficient to say that financial resources are adequate. Ask the law school to provide an explanation with facts showing that resources are adequate.

The site team should also answer the questions below under the heading 'Site Team Fact Finding.'



Revenue/Endowments							
Account							

Site Team Fact Finding:

Explain how the Law School's current and anticipated financial resources are sufficient to allow it to operate its program of legal education. If there are concerns raised in the record or onsite with respect to the Law School's ability to operate in compliance with the Standards, provide sufficient facts to enable the Council to make a determination about the Law School's compliance with Standard 202(a).

The school provided the following additional information for questions (a) and (c) as part of the site visit and the site team has reviewed and verified the additional information provided by the school.

For (a):

“The budget template is prepared by the University Financial Affairs and Controller’s offices.”

For (c):

“The sufficiency of resources available to the Law School, including University support, are measured by the Law School’s ability to operate in compliance with the Standards and carry out its program of legal education. Although not yet entirely financially self-sustaining, the Law School has made substantial progress toward self-sustainability and anticipates reaching that goal within 3 years. The University is committed to supporting the Law School with the necessary resources until the Law School reaches that goal.

Evidence of the sufficiency of our resources (and University support) to operate in compliance with the Standards can be found in students, faculty, programs and outcomes. Examples include:

1. Establishing entering class size at levels to allow student credentials to improve (Standard 501(b))
2. Universal Bar exam performance consistently exceeds 75% (Standard 316)
3. Student retention has stabilized above 80% (Standard 501(b))

4. Placement opportunities for our students have grown (Standard 508)
5. All first year courses are taught by full-time faculty (Standard 403)
6. Substantially more than two-thirds of the credit hours offered, are taught by full-time faculty (Standard 403);
7. Our clinical program has maintained staffing levels and opportunities for experiential learning (Standard 303 (a) and (b))
8. Our academic support program continues to meet the needs of our students (Standard 309)

In short our current and projected resources have enabled (and will enable) the Law School to operate in compliance with the Standards.”

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

■ **Standards 202(b) and 202(e) and Interpretation 202-1.**

For Law Schools that are part of a University:

(a) How is the Law School given the opportunity to present its recommendations on budgetary matters to the University administration before the budget for the Law School is submitted to the governing board for adoption? List the individual(s) responsible for University budgeting, including contact information.

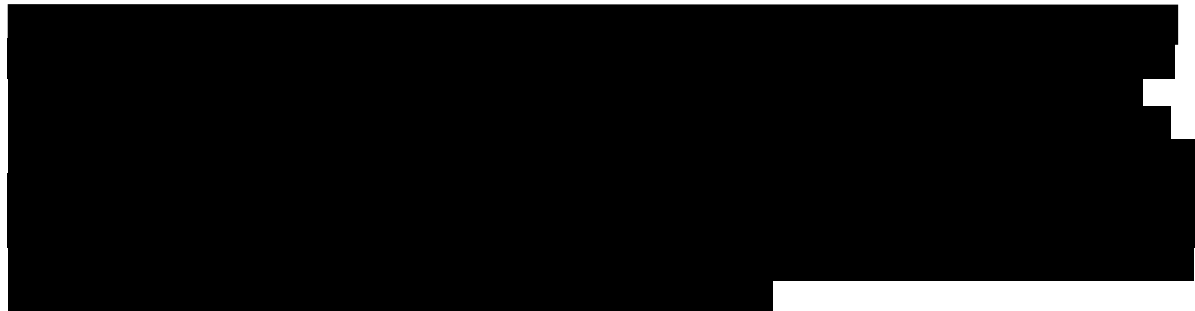
(b) Describe the manner in which the Law School obtains annually from the University an accounting and explanation for all charges and costs assessed against resources generated by the Law School and for any use of resources generated by the Law School to support non-Law School activities and central University services.

(c) Based on the relevant attachments (i.e., University budget for the current fiscal year and the two most recently completed fiscal years, or alternatively, audited financial statements for the University for the past two fiscal years) and reports regarding the University's operating income and expenditures for the past two fiscal years and the budgeted amounts for the current year, describe any concerns regarding the long-term viability of the institution or its ability to support the Law School in accordance with the Standards.

School response [respond to each subsection (a)-(c)]:

(a) The University operates on a "continuation budgeting" model. The expectation is that budgets will continue unless specifically modified. For personnel lines (faculty and staff) requests are made by the Law School (Dean) to the Provost each year. The Dean then works with the Provost to determine the priority of the Law School requests. For programmatic or operational budgets, the Law School annually submits requests for adjustments or additions. These requests are considered, along with requests by all other units, by the President, Provost and Vice President for Financial Affairs. Individuals outside the Law School who are directly responsible for budgeting are: Dr. Julie Hurtig, Provost, Jason Broge, Vice President for Financial Affairs and Mark Russell, Controller.

(b) The Dean and the Law School Director of Administration can view all charges to the Law School on a daily basis. At the end of the fiscal year, the Dean is provided with a report showing all revenues attributable to, and all expenses charged against, the Law School. There are currently no charges assessed against the Law School revenues for other University operations.



Staff assessment:

The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

[Redacted text block]

[Redacted text block]

[Redacted text block]

Table with 5 columns and 10 rows of redacted data.

Table with 5 columns and 10 rows of redacted data.

Table with 5 columns and 2 rows of redacted data.

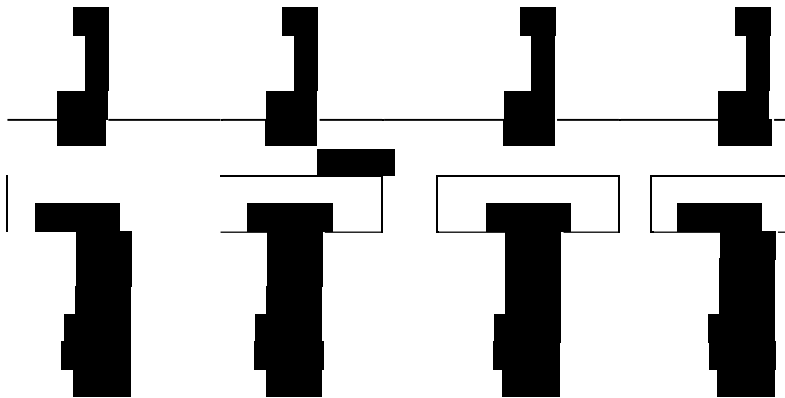
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[Redacted text block]



Site Team Fact Finding (if required):

The school provided the following additional information for question (a) as part of the site visit and the site team has reviewed and verified the additional information.

“Contact Information for the individuals listed:

Jason Broge CPA, Vice President for Financial Affairs, 419-772-2022, j-broge@onu.edu

Mark Russell, CPA, Controller, 419-772-2011, m-russell.7@onu.edu”

Site team for (b): Charges and Costs Assessed. The University does not impose a “Provost’s Tax” nor does it assess charge-back costs to the Law School for “overhead” services provided by the University. Among the services provided by the University without cost to the Law School are utilities, housekeeping, and physical plant maintenance. The Law School’s Director of Administration & Student Services stated to the site team that the only payment directly from the Law School to the University is for catering services purchased from the University’s food service contractor (which the Law School is not required to use).

Law School Generated Resources for Non-Law School Activities and Central University Services. Each law student pays a “General Student Fee”. The fee is presently \$485 per semester and will increase to \$495 next academic year. During the site visit, it was discovered that the fee had been incorrectly described in Law School materials as a Technology Fee, but it is the General Student Fee. In University materials, the General Student Fee is described as follows: “Fee helps cover the costs of several very important student services, including technology, student government and programming, student health services, and student counseling services.”

[REDACTED]

Non-Discrimination, Equality of Opportunity, Diversity and Inclusion

13. Standard 205 [Faculty and Staff].

(a) Does the Law School’s nondiscrimination policy regarding faculty and staff prohibit discrimination on the basis of race, color, religion, national origin, gender, sexual orientation, age, or disability? If the Law School is part of a University, does the Law School have a nondiscrimination policy that is separate from that of the University?

(b) Describe how the Law School fosters and maintains equality of opportunity for faculty and staff without discrimination or segregation on the basis of race, color, religion, national origin, gender, sexual orientation, age, or disability.

(c) If the Law School has a religious affiliation or purpose, state whether it has adopted and applies policies of employment of faculty and staff that directly relate to this affiliation or purpose. If yes, describe such policies and indicate how the Law School provides notice of these policies to faculty and staff prior to their affiliation with the Law School. If these policies are published, indicate where they may be found.

School response [respond to each subsection (a)-(c)]:

(a) The Law School’s nondiscrimination policy regarding faculty and staff prohibits discrimination on the basis of race, color, religion, national origin, gender, sexual orientation, age or disability. The School publishes this policy on its web site and in its printed materials such as the college catalog.

Web Site: <https://law.onu.edu/diversity-statement>

Law School Catalog: https://law.onu.edu/sites/default/files/law_catalog_2020_-_2021_update_2-5-21.pdf

The Law School’s nondiscrimination policy does not differ from Ohio Northern University’s which, for faculty and staff, is published on a web page maintained by the University’s Office of Human Resources: <https://jobs.onu.edu/>.

(b) Ohio Northern University prizes a commitment to diversity among its core values. This commitment is reflected in the University’s motto, “*Ex Diversitate Vires*,” the University’s seal, its web site, and faculty and staff handbooks. The Office of Multicultural Development regularly conducts programming to assure all members of the University community feel welcome and fully supported in achieving their goals.

The handbook for every faculty and staff position states the following policy:

ONU is an equal employment opportunity employer. Accordingly, no person shall be discriminated against on the basis of race, color, sex, gender identity, transgender status, religion, national origin, age, disability, sexual orientation, marital status, military or veteran status, genetic information, or any other category protected by federal, state, or local law. This policy applies to all areas of employment including recruitment, hiring, training and development, promotion, transfer, compensation,

benefits, discipline, separation and other terms, condition, and privileges of employment.

The University emphasizes its commitment to this policy in orientation sessions for all new faculty and staff and in regular programming conducted by the Title IX Office. All faculty and staff members are encouraged to report incidents of discrimination, harassment, or sexual misconduct and are advised of effective methods for doing so. Finally, the Law School pays careful attention to diversity in filling all faculty and staff positions.

(c) Ohio Northern University is affiliated with the United Methodist Church but neither the University nor the Law School has a policy regarding employment of faculty and staff that relates to this affiliation. The affiliation does not in any manner affect the Law School's compliance with Standard 205 (Nondiscrimination and Equality of Opportunity), Standard 405 (Academic Freedom) or any other accreditation standard.

Staff assessment:

The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

NOTE: Facts in addition to the information sought in the question are required. The Site Team should answer the questions below under 'Site Team Fact Finding.'

Staff: Insert the Law School nondiscrimination policy that is applicable to faculty and staff.

NONDISCRIMINATION POLICY

It is the policy of Ohio Northern University not to discriminate on the basis of race, religion, national or ethnic origin, gender, sexual orientation, age, or disability in its educational programs, admissions policies, employment policies, financial aid or other school administered programs.

Site Team Fact Finding:

Are there any circumstances evidencing discrimination or lack of equality of opportunity by the Law School with respect to faculty and staff?

In the site team's individual and group meetings with the faculty no issues related to discrimination concerns (race, gender, ethnicity, etc.) surfaced. The faculty did express some difficulty with attracting diverse faculty to a very small town in Northern Ohio, but as a group seemed committed to continuing with their efforts.

14. Standard 205 [Students].

(a) Does the Law School's nondiscrimination policy regarding students and student admissions and retention prohibit discrimination on the basis of race, color, religion, national origin, gender, sexual orientation, age, or disability?

(b) Explain how the Law School fosters and maintains equality of opportunity for students without discrimination or segregation on the basis of race, color, religion, national origin, gender, sexual orientation, age, or disability.

(c) If the Law School has a religious affiliation or purpose, has it adopted and applied policies of admission of students that directly relate to this affiliation or purpose? If yes, describe such policies and indicate how the Law School provides notice of these policies to students prior to their affiliation with the Law School. If these policies are published on the Law School's website, also provide the URL.

(d) Describe how the Law School communicates to every employer to whom it furnishes assistance and facilities for interviewing and other placement services the Law 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 employment. If this information is published on the Law School's website, also provide the URL.

School response [respond to each subsection (a)-(d)]:

(a) The Law School's nondiscrimination policy regarding students and student admission and retention prohibits discrimination on basis of race, color, religion, national origin, gender, sexual orientation, age, or disability. The Law School's nondiscrimination policy applicable to students and student admissions reads as follows:

It is the policy of Ohio Northern University not to discriminate on the basis of race, color, sex, gender identity, transgender status, religion, national origin, age, disability, sexual orientation, marital status, military or veteran status, genetic information, or any other category protected by federal, state or local law.

The Law School publishes this policy on its web site at the following URL:

https://law.onu.edu/about/diversity_statement

(b) The Law School and University place the commitment to diversity among their core values. Those core values are published on the web and in the Law School catalog along with the Law School's nondiscrimination policy. The policy is further published on the web pages of the [admissions](#) and [career services](#) offices. The [admissions office web pages](#) link to information for racially and ethnically diverse applicants, LGBT applicants and applicants with disabilities maintained by the Law School Admissions Council.

The Law School encourages all students to report incidents of discrimination, harassment, or sexual misconduct and advises them of effective methods for doing so. The Law School has

presented programs on such topics as implicit bias, cultural sensitivity and on recognizing and reporting discrimination, harassment and sexual misconduct.

(c) No. The Law School has not adopted or applied any admissions policy that relates to the affiliation of the Ohio Northern University with the United Methodist Church.

(d) The Law School bans employers who violate the Law School's nondiscrimination policy from using the services of the Office of Career and Professional Development. This policy is posted on the web page the Law School maintains for employers seeking to use the Office's services and reads as follows:

Employers exercising discriminatory hiring practices will be prohibited from using the services of Ohio Northern University's Office of Career and Professional Development. Ohio Northern University is committed to equal opportunity in all of its programs. The College of Law is committed to equality of opportunity in legal education and does not discriminate against any otherwise qualified person in employment, educational programs, admission, placement, or any other activities or operations on the basis of race, color, religion, national origin, gender, sexual orientation, age or disability. The Ohio Northern University College of Law is committed to complying with all regulations that prohibit unlawful or discriminatory practices promulgated by federal and state agencies as well as by the American Bar Association, Association of American Law Schools and the National Association for Law Placement.

The web page can be found at the following URL: <https://law.onu.edu/recruiter-services>

Staff assessment:

The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Staff: Quote the nondiscrimination policy applicable to students and student admissions. Provide the citation or link to the policy and indicate where the policy is published. [Note: Provide the policy applicable to students and admissions not the statement applicable to employers, which is covered in Question 14(d).]

The policy is contained in subpart (d) of question 14 above.

NOTE: Facts in addition to the information sought in the question are required. The Site Team should answer the question below under 'Site Team Fact Finding.'

Site Team Fact Finding:

Are there any circumstances evidencing discrimination or lack of equality of opportunity by the Law School with respect to students?

There was no evidence of ongoing discrimination or lack of equality of opportunity.

The students interviewed expressed gratitude for the law school's diversity and inclusion outreach efforts and noted the recent formation and institutional support for The Civil Rights Law Journal as a welcome part of those efforts.

Students and faculty noted that increasing faculty diversity would make the school more attractive to a more diverse applicant pool.

15. Standard 206(a).

Explain 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.

School response:

The Law School actively recruits students from diverse backgrounds to assure all members of the entering class feel welcome. Historically, the Law School sends representatives to events designed to encourage minority students to apply to Law School. These events include the National HBCU Law School Recruitment Expo, the Morehouse College Prelaw Fair, the Spelman College Law School Fair, the Greater Cleveland Law Expo, Delaware State University Career & Graduate School Fair, Emory's Law Admissions Networking Night and the Phi Alpha Delta Expo. The Law School also provides institutional grants in aid to students who represent racial and ethnic minorities.

During the 2020 recruitment season, the Law School adjusted their recruitment tactics to abide by all University COVID-19 restrictions. In doing so, a representative from the Law School attended several virtual recruitment events including the National HBCU Pre-Law Summit & Expo and the National Black Pre-Law Conference & Law Fair in addition to a number of other virtual events.

The Law School's enrollment has generally exhibited a gender balance. Fifty percent of the 2019 entering class were women and 50 % were men. The 2018 class was 49% women and 51% men. The 2017 class was 50 % each and the 2016 class was 51 % women and 49 % men. Perhaps as a result of the Covid-19 pandemic, the class that entered in 2020, however, consisted of relatively more men (69%) than women (31%). The faculty and administration expect to restore a gender balance in the class entering the Law School in 2021.

The class entering the Law School in 2020 was 77 percent Caucasian, 8 percent Hispanic or Latino, 5 percent Black or African-American, 5 percent Asian, and 5 percent undisclosed. In recent years, between one-fifth and one-quarter of the students who have matriculated at the Law School represent racial or ethnic minority communities: 2020 (18%); 2019 (24%); 2018 (21%); 2017 (21%) and 2016 (27%).

The Law School recognizes student organizations that reflect and celebrate the diversity of the student body and supports their programming. These organizations include the Black Law

Students Association, LAMDA, the Reuben Clark Society and the Legal Association of Women.

In 2019, the University formed a Commission on the Status of Diversity, Equity and Inclusion, co-chaired by Professor Keller, associate dean for academic affairs of the Law School, who has since left the Law School to become dean of Florida A&M University College of Law. The goals of the Commission are: (1) to develop a set of recommendations to advance the University's efforts to achieve greater diversity, equity, and inclusion; (2) to identify and clarify policies and practices that affirm the University's commitment to diversity, equity, and inclusion; and (3) to make recommendations that will impact the following University resources: faculty, students, staff, education (the curriculum and co-curriculum), campus climate and community engagement. The Law School supports and intends to lead the Commission's efforts.

Staff assessment:

The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

NOTE: Facts in addition to the information sought in the question are required. The Site Team should follow the instructions below under 'Site Team Fact Finding.'

Site Team Fact Finding:

Review and verify information provided on Minority Admissions. Insert Report: Minority Admissions (Report 3).

Report 3: MINORITY ADMISSIONS

Key: T = Total; M = Men; W = Women; O = Other/Not reported

NOTE : NA - Nonresident Alien, REU - Race and Ethnicity Unknown, HISR - Hispanics of any race, AI- American Indian or Alaska Native, Black - Black or African American, NH - Native Hawaiian or Other Pacific Islander, TMR - Two or more races, SUB - SUBTOTAL (Minority Categories)

As of October 5th, 2020

	Applications				Offers					Enrollees from the Applicant Pool					%**	Deferred/Previously Admitted				Full Time Total Enrollees			
	T	M	W	O	T	%*	M	W	O	T	%*	M	W	O	%	T	M	W	O	T	M	W	O
HISR	23	10	13	0	10	43.48	7	3	0	5	21.74	4	1	0	50.00	0	0	0	0	5	4	1	0
AI	1	0	1	0	1	100.00	0	1	0	0	0.00	0	0	0	0.00	0	0	0	0	0	0	0	0
Asian	28	13	15	0	10	35.71	5	5	0	3	10.71	2	1	0	30.00	0	0	0	0	3	2	1	0
Black	67	33	34	0	17	25.37	11	6	0	3	4.48	2	1	0	17.65	0	0	0	0	3	2	1	0
NH	0	0	0	0	0	0.00	0	0	0	0	0.00	0	0	0	0.00	0	0	0	0	0	0	0	0
TMR	0	0	0	0	0	0.00	0	0	0	0	0.00	0	0	0	0.00	0	0	0	0	0	0	0	0
SUB	119	56	63		38	31.93	23	15		11	9.24	8	3		28.95	0				11	8	3	
White	191	95	96	0	114	59.69	60	54	0	46	24.08	27	19	0	40.35	0	0	0	0	46	27	19	0
NA	0	0	0	0	0	0.00	0	0	0	0	0.00	0	0	0	0.00	0	0	0	0	0	0	0	0
REU	13	6	7	0	8	61.54	4	4	0	2	15.38	1	1	0	25.00	0	0	0	0	2	1	1	0
TOTAL	323	157	166		160	49.54	87	73		59	18.27	36	23		36.88	0				59	36	23	

*Percentage from Applicant Pool
 ** Percentage from Offers of Admission

As of October 5th, 2019

	Applications				Offers					Enrollees from the Applicant Pool					%**	Deferred/Previously Admitted				Full Time Total Enrollees			
	T	M	W	O	T	%*	M	W	O	T	%*	M	W	O	%	T	M	W	O	T	M	W	O
HISR	36	14	22	0	10	27.78	5	5	0	4	11.11	2	2	0	40.00	0	0	0	0	4	2	2	0
AI	5	1	4	0	1	20.00	0	1	0	0	0.00	0	0	0	0.00	0	0	0	0	0	0	0	0
Asian	25	12	13	0	10	40.00	6	4	0	2	8.00	2	0	0	20.00	0	0	0	0	2	2	0	0
Black	69	32	37	0	14	20.29	4	10	0	6	8.70	3	3	0	42.86	0	0	0	0	6	3	3	0
NH	0	0	0	0	0	0.00	0	0	0	0	0.00	0	0	0	0.00	0	0	0	0	0	0	0	0
TMR	0	0	0	0	0	0.00	0	0	0	0	0.00	0	0	0	0.00	0	0	0	0	0	0	0	0
SUB	135	59	76		35	25.93	15	20		12	8.89	7	5		34.29	0				12	7	5	

White	211	114	97	0	99	46.92	51	48	0	36	17.06	15	21	0	36.36	1	1	0	0	37	16	21	0
NA	13	7	6	0	3	23.08	3	0	0	1	7.69	1	0	0	33.33	0	0	0	0	1	1	0	0
REU	14	8	6	0	5	35.71	1	4	0	0	0.00	0	0	0	0.00	0	0	0	0	0	0	0	0
TOTAL	373	188	185		142	38.07	70	72		49	13.14	23	26		34.51	1	1			50	24	26	

*Percentage from Applicant Pool

** Percentage from Offers of Admission

As of October 5th, 2018

	Applications				Offers					Enrollees from the Applicant Pool					% **	Deferred/ Previously Admitted				Full Time Total Enrollees				
	T	M	W	O	T	%*	M	W	O	T	%*	M	W	O	%	T	M	W	O	T	M	W	O	
HISR	11	7	4	0	5	45.45	3	2	0	0	0.00	0	0	0	0.00	0	0	0	0	0	0	0	0	0
AI	1	1	0	0	0	0.00	0	0	0	0	0.00	0	0	0	0.00	0	0	0	0	0	0	0	0	0
Asian	15	3	12	0	6	40.00	0	6	0	2	13.33	0	2	0	33.33	0	0	0	0	2	0	2	0	0
Black	49	17	32	0	8	16.33	1	7	0	4	8.16	0	4	0	50.00	0	0	0	0	4	0	4	0	0
NH	0	0	0	0	0	0.00	0	0	0	0	0.00	0	0	0	0.00	0	0	0	0	0	0	0	0	0
TMR	35	17	18	0	8	22.86	4	4	0	1	2.86	0	1	0	12.50	0	0	0	0	1	0	1	0	0
SUB	111	45	66		27	24.32	8	19		7	6.31		7		25.93	0				7		7		
White	258	143	115	0	127	49.22	67	60	0	40	15.50	23	17	0	31.50	3	2	1	0	43	25	18	0	0
NA	14	8	6	0	6	42.86	2	4	0	0	0.00	0	0	0	0.00	0	0	0	0	0	0	0	0	0
REU	10	6	4	0	6	60.00	3	3	0	1	10.00	1	0	0	16.67	0	0	0	0	1	1	0	0	0
TOTAL	393	202	191		166	42.24	80	86		48	12.21	24	24		28.92	3	2	1		51	26	25		

*Percentage from Applicant Pool

** Percentage from Offers of Admission

This report has been verified and confirmed.

The students interviewed expressed gratitude for the law school's diversity and inclusion outreach efforts and noted the recent formation and institutional support for The Civil Rights Law Journal as a welcome part of those efforts.

16. Standard 206(b).

Describe the Law School's concrete actions that demonstrate the Law School's commitment to having a full-time faculty that is diverse with respect to gender, race, and ethnicity. Provide details of recruiting and hiring efforts for the current and previous two academic years (AALS interviews, campus or other interviews, etc., for tenured, tenure-track, and contract faculty).

School response:

The Law School generally recruits full time, tenure track faculty primarily through the AALS hiring process. In its recruiting procedures and its hiring decisions, the Law School is committed to recruiting a faculty that is diverse with respect to gender, race and ethnicity. During the last full academic year, 2019-2020, the Law School had 21 full time faculty members. Nineteen percent were members of racial or ethnic minorities. Fifty-two percent were women.

2020-2021 Academic Year: The Law School is seeking to fill two, full-time, tenure track positions on its faculty during the current academic year. The Law School invited 32 candidates from the AALS Faculty Appointments Register to interview remotely for these positions. Twenty-two were women and ten were men. Twelve of these candidates identified as White, ten as Black or African-American, five as Hispanic or Latino and five as Asian.

Twenty-five of these candidates accepted the Law School's invitation for a remote screening interview. Seventeen of the candidates interviewed were women. Eight were men. Ten of the candidates identified as White, nine as Black or African-American, four as Hispanic or Latino and two as Asian.

Six of these candidates accepted the Law School's invitation for a full day of interviews with the University and Law School administration, the law faculty, staff and students. These candidates also presented a job talk. The candidates were given the option of visiting campus to participate in these interviews and give their job talk. Four of the candidates did so. The other two chose to participate in these activities remotely. All six of the final candidates were women. Three identified as Black or African American, two as White and one as Hispanic. Four of the final six candidates received the support of two-thirds of the faculty which the Law Schools bylaws require for tenure-track appointments. Two of these candidates identified as Black or African-American and two as White.

The Law School extended offers of appointment to the tenure track faculty to four of these candidates. All declined the offer. We anticipate hiring visiting faculty for 2021-2022 and continuing to search for permanent hires.

2019-2020 Academic Year: During the 2019-2020 academic year, the Law School sought to hire a full-time, tenure-track member of the faculty but, in the end, did not do so. The Law School invited 32 candidates from the AALS Faculty Appointments Register to interview for the position. Seventeen identified as male, thirteen as female and one did not indicate gender. Twenty-eight of these candidates accepted the Law School's invitation to interview. The Law School interviewed 23 of these candidates at the AALS hiring conference and five by means of video conference. Sixteen of the interviewed candidates identified as male and eleven as female. The Law School also interviewed the candidate who did not indicate gender on the AALS registry form.

The Law School invited six of these candidates to visit the campus for an on-site interview, two males, three females and the candidate who did not identify gender but appeared male. Five visited the campus, two males, two females and the candidate who did not indicate a gender in the AALS registry.

With respect to race and ethnicity, 16 of the 32 candidates invited to interview for the faculty opening listed their race as White. Of the remaining 16 candidates, three identified as Black or African-American, three as Hispanic or Latino, eight as Asian or Middle Eastern, and two did not list a race or ethnicity. Of the 28 candidates who accepted the Law School invitation to interview, 15 identified as White, two as Black or African-American, one as Hispanic, six as Asian, and two whose race or ethnicity was unidentified. Five of the six candidates invited to campus identified as White and the other did not indicate race or ethnicity. Five of these six candidates visited the campus for interviews and a job talk. One of these candidates withdrew after his campus visit.

The law faculty met to consider the remaining four candidates on December 3, 2019, and decided it would not proceed further with the hiring process.

The only other opening among the full time faculty arose when the assistant director of the academic success program, Katie Kramer, resigned her position in December 2019, at the end of the Fall semester. To facilitate filling this position before the start of the Spring semester, the Law School placed a notice of the opening in [HigherEdJobs](#), the Chronicle of Higher Education and the Ohio State Bar Bulletin. The Law School received four applications for the position, two males and two females, all of whom identified as White. The Law School interviewed the two women and hired Michelle Hunt.

2018-2019 Academic Year: The Law School did not anticipate having an opening on the full time faculty during the 2018-2019 academic year and did not participate in the AALS recruiting conference. At the end of that academic year, however, the Director of the Law Clinic, Assistant Professor Lauren Bartlett, resigned to accept a position with St. Louis University. The Law School filled that opening internally with Assistant Professor Melissa Kidder who previously served as Director of the Legal Writing Program. The other legal writing instructor, Allison Mittendorf, was promoted to Director of the Legal Writing Program. Consistent with the Law School's effort to reduce the size of the faculty to better reflect current enrollment, the Law School then eliminated the position vacated on the legal writing faculty.

Staff assessment:

The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

NOTE: Facts in addition to the information sought in the question are required. The Site Team should make the inquiry under 'Site Team Fact Finding' below.

Site Team Fact Finding:

[Note: Be sure to inquire about actions in addition to attending the AALS Faculty Recruitment Conference.]

The Law School is a small institution located in a small and non-diverse rural community, which makes it difficult to attract and retain diverse faculty. The Law School hires faculty almost exclusively through the AALS hiring process.

17. Standard 206(b).

For the current and previous two academic years, explain how the Law School has demonstrated by concrete action a commitment to having an adjunct/non-full-time faculty that is diverse with respect to gender, race, and ethnicity. Describe the results of these efforts.

School response:

The associate dean for academic affairs generally conducts the Law School's recruiting efforts when a curricular need for an adjunct instructor arises. In recent years, there has been limited need and the Law School's current adjunct faculty has generally been associated with the Law School for some time. In filling adjunct faculty positions that do arise, the associate dean has sought to recruit a faculty that is diverse with respect to gender, race and ethnicity.

2020-2021 Academic Year: During the current academic year, the Law School issued adjunct instructor contracts to five individuals and extended an offer of employment to a sixth individual who has agreed to teach a class in the fall of 2021. Of the five individuals who entered into contracts, four identified as white and one did not identify any race. Four identified as male and one did not identify any gender. The four individuals who identified as white males had previously served as adjunct instructors at the Law School, while the individual who did not identify any race or gender is a new addition to the Law School's adjunct faculty.

The sixth individual will be another new addition to the Law School's adjunct faculty in the fall of 2021. This individual identifies as an African-American male.

2019-2020 Academic Year: During the last full academic year, 2019-2020, the Law School issued adjunct instructor contracts to six individuals, four men and two women. One adjunct instructor was Asian American of Indian descent. The remainder identified as white. Only two of these individuals had not previously served as an adjunct instructor at the Law School. Both were issued contracts to present courses in the LL.M. program which was suspended at the close of the academic year. One of these contracts was issued to Karen Hall, the former director of the LL.M Program in Democratic Governance and the Rule of Law. No external search was conducted to fill this position and the adjunct contract was issued as part of the University's plan to wind down the Program. The other contract was issued to the Norwegian scholar, Tom Syring, with the support of an American Scandinavian Grant to offer a course in the LL.M. Program during the 2020 January term on migration and refugee law.

2018-2019 Academic Year: The Law School issued four adjunct contracts during the 2018-2019 academic year. Two were issued to men and two were issued to women. All identified as white. All had previously served as adjunct instructors at the Law School and no new search was conducted to fill the positions.

Staff assessment:

The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding (if required):

Reviewed and verified by the site team. No additional facts to add.

18. Standard 206(b).

For the current and previous two academic years, explain how the Law School has demonstrated by concrete action a commitment to having a staff that is diverse with respect to gender, race, and ethnicity. Describe the results of these efforts.

School response:

Staff positions in the Law School and Law Library are filled using the services of the University's Human Resources Office. The Office first gives internal candidates, i.e., current University employees, an opportunity to apply for an opening. If the position cannot be filled internally, the Office seeks outside candidates. Every posting for a staff position bears the University's diversity statement. (<https://jobs.onu.edu/>) The Human Resources Offices posts openings with HigherEdJobs which promotes diversity and inclusion with regard to gender, race and ethnicity. (<https://www.higheredjobs.com/articles/DiversityResources.cfm>)

The Law School and Law Library have filled only five, permanent staff positions with outside candidates during the current and past two academic year. The following table lists all the staff positions the Law School and Law Library has filled during that period:

Position	Person Hired	Race/ Ethnicity	Gender	Month Hired
Administrative Assistant / Paralegal	Erin Turgon	White	Female	5/19
Law Admissions Counselor	Rachel Tuskes	White	Female	8/19
Admin. Assistant	Melody Newland	White	Female	8/18
Admin. Assistant	Linda Louth*	White	Female	6/19
Admin. Assistant	Tasha Miller	White	Female	9/19
Admin. Assist. Library	Maggie Rodabaugh	White	Female	6/20
Circulation Librarian	Cristina Sheridan*	White	Female	8/18
Adv. Library Assistant	Michael Guiderra*	White	Male	10/18
Admin. Assist. Library	Colleen Kesner*	White	Female	8/19
Admissions Rep.**	Joseph Sukup	White	Male	9/19
Admissions Rep.**	Drew Ashcraft	White	Male	9/19

*Internal Candidate

**Filled the position vacated by Colleen Kesner below.

***These positions were temporary, typically for three months only. The persons holding the positions were recent graduates who were employed to attend admissions fairs and other similar events in the Fall following their graduation. The Law School no longer hires seasonal admissions representatives.

Staff assessment:

The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding (if required):

Reviewed and verified by the site team. No additional facts to add.

19. Standard 207 and Interpretation 207-1.

(a) Describe the Law School's policies and procedures for assessing and handling requests for reasonable accommodations made by qualified individuals with disabilities. Indicate where in the Law School's rules and regulations those policies and procedures are published.

(b) Describe how the Law School ensures adherence to those policies and procedures.

(c) How many students have received accommodations in the current and prior two academic years?

School response [respond to each subsection (a)-(c)]:

(a) Requests for accommodations apart from examinations are handled on a case by case basis. The Law School has been able to make all accommodations requested since its last sabbatical inspection. The Law School requires requests for exam accommodations to be made by the fifth week of the semester in which the exam is scheduled. The request is reviewed by a committee with an opportunity for appeal. The policy is published on the internal Law School Web Site at the following URL:

https://my.onu.edu/college_of_law/about/college_policies

(b) Admitted students are encouraged to advise the admissions office of any accommodations they would seek from the Law School. The admissions office would then bring accommodation needs to the attention of the Dean and University's coordinator of disability services. The associate dean for academic affairs advises all students of the Law School's exam accommodations policy during orientation. The Law School publishes that policy and it is included in course syllabuses.

(c) During the current academic year, 2020-2021, five students received exam accommodations. Five students received exam accommodations during the 2019-2020 academic year and six students received exam accommodations during the 2018-2019 academic year.

Staff assessment:

The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

EXPLANATION OF WHAT IS NEEDED FROM THE SITE TEAM: It is not enough to say that accommodations are made on a case-by-case basis. Ask the school to give a summary of that involves.

The site team should also answer the question below under 'Site Team Fact Finding.'

Site Team Fact Finding:

Is there any indication the Law School does not adhere to the policies it has adopted and published?

The school provided the following additional information as part of the site visit and the site team has reviewed and verified the additional information provided by the school.

“Students request examination accommodations by submitting a written request for accommodations to the Dean’s office by the end of the fifth week of the semester in which the exam is scheduled. Along with this written request, students are required to submit supporting documentation from at least one healthcare professional who has provided care to the students and can provide diagnostic and other information related to the disability. The required supporting documentation includes a diagnosis statement from the healthcare professional(s), a description of how the students’ physical or mental impairment impacts the students’ ability to take examinations under standard testing conditions, and a description of recommended examination accommodations. Students must execute and submit FERPA- and HIPPA-compliant authorizations to share information related to their examination accommodations requests with the relevant Law School personnel.

All examination accommodation requests are reviewed by a committee comprising Law School faculty members and the University’s student disability services coordinator. This committee determines whether to grant accommodation requests. Students have the right to appeal the denial of any accommodation request.

The Law School’s examination accommodations policy is published on the internal Law School web site at the following URL: <https://my.onu.edu/sites/default/files/policy.pdf>

The relevant forms are available here:
https://my.onu.edu/college_of_law/about/college_policies

Requests for accommodations apart from examinations are handled on a case by case basis.”

From the site team: The school appears to adhere to the policies that it has adopted.

PROGRAM OF LEGAL EDUCATION

Rigor, Learning Outcomes, Assessments

20. Standards 301(a).

(a) Provide a list of the 1L required courses and the number of credits.

(b) Provide a list of the upper-level required courses and the number of credits.

(c) Describe anything else that contributes to the rigor of the Law School's program of legal education that prepares its students, upon graduation, for admission to the bar and for effective, ethical, and responsible participation as members of the legal profession.

School response [respond to each subsection (a)-(c)]:

(a)

Fall Semester

Civil Procedure I (3 credits)
Contracts I (3 credits)
Legal Research and Writing I (3 credits)
Property I (3 credits)
Torts (4 credits)

January Term

Legal Problem Solving and Analysis (2 credits)

Spring Semester

Civil Procedure II (3 credits)
Contracts II (3 credits)
Criminal Law (3 credits)
Legal Research and Writing II (2 credits)
Property II (3 credits)
Public Law and Legal Process (3 credits)

Summer Starters

Civil Procedure (6 credits)
Legal Analysis (2 credits)

(b)

Business Organizations I (3 credits)
Constitutional Law I (3 credits)
Evidence (3 credits)
Legal Profession (2 credits)
1 seminar (e.g., American Legal History, Church and State, Jurisprudence, Sports Law, Women and the Law (all 2 credits))
7 credits of skills courses (e.g., Advanced Legal Research (2 credits), Alternative Dispute Resolution (2 credits), Estate Planning (3 credits), Pretrial Litigation (2 credits), Trial Advocacy (3 credits), Negotiation Workshop (3 credits))

(c)

Academic Support

All students with a cumulative grade point average of 2.5 or below at the conclusion of their first year of study in the Law School are required to take a course of study designed to enhance performance on the bar exam. Each qualifying student is required to take Constitutional Law II, Criminal Procedure, and Transition to Practice, as well as five of seven courses from a prescribed bar subject list prepared by the Director and Assistant Director of Academic Success as a condition of graduation.

Certificates

The Law School recognizes the achievement of students who have focused their studies and excelled in certain areas. To achieve such recognition, a student must take a designated core course in the field plus additional courses from among a list of electives. The credit hours earned in the core course and the electives must total at least 15 credits. Students who achieve a cumulative 3.0 grade point average for the courses in such a concentration receive a certificate following their graduation that recognizes their achievement.

To successfully complete the requirements of all Certificates, except Tax, students must demonstrate substantial engagement with a relevant committee or section of a state bar association or the American Bar Association for at least one year. Such involvement may include subcommittee membership and leadership, writing articles for newsletters, attendance and participation at a committee or section meeting, and participation in subcommittee conference calls. If possible, bar engagement should include opportunities to network in-person with members of the bar. The committee or section should be substantively related to the subject matter of the Certificate.

Staff assessment:

The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

NOTE: Facts in addition to the information sought in the question are required. Please perform the review and answer the questions below under 'Site Team Fact Finding.'

Site Team Fact Finding:

Based on a review of the law school's program of legal education from the responses to the SEQ and the site evaluation visit, please discuss facts (e.g. number or required credits, academic good standing standards, appropriate classroom instruction and exams) that indicate that the Law School is meeting the requirement to maintain a rigorous program of legal education that prepares its students, upon graduation, for admission to the bar and for effective, ethical, and responsible participation as members of the legal profession.

The Student Catalog provides that students are required to satisfactorily complete 90 credit hours with a GPA of 2.0. Seventy-five of the credit hours must be completed in residence at Ohio Northern. First-year required courses account for 37 credits. Upper division required courses account for 11 credits. In addition, each student is required to complete a seminar with a grade of C or higher, and each student must complete 7 skills credits. At a meeting with students, three students reported that they feel that they have the opportunity to customize their educations.

Academic good standing standards are found in Rule 6.50 of the School Catalog and state:

An accumulative average of 2.00 for the entire three years is required for graduation. However, a student who fails to achieve a 2.00 average by the end of his or her third year, may, at the discretion of the dean, be allowed a reasonable length of time in which to take further courses for the purpose of raising his or her final average to 2.00.

In addition, the Student Catalog provides that any student who has failed a required course must repeat the course. When the course is repeated, the number of hours and the grades for the original taking and the repetition of the course are included in the computation of the grade average, however, the course hours are counted only once toward the hours required for graduation.

Class attendance policies are stated in the Student Catalog as follows:

2.01 Attendance Requirement:

- (a) Classroom instruction is an essential element of legal education. Regular attendance is a necessary component of a student's education, with adequate preparation and active participation important to attain the greatest benefit from classroom experience.
- (b) Instructors shall develop attendance policies for each of their classes; these policies shall be designed to emphasize and effectuate regular classroom attendance. These policies must be reasonable, and they must be submitted to the Dean at the start of the semester.
- (c) Instructors may decide, as part of their attendance policy, that students who are absent in excess of 25% of the class meetings of a particular course shall be dropped from the course with the designation of "W" (withdrawal).
- (d) Instructors shall provide a written statement of their attendance policy to their students at the first class meeting.
- (e) Instructors shall take attendance in each class.
- (f) Instructors shall give written notice to students whose class attendance causes them to be within one day's absence of being penalized; provided, however, that when a particular day's absence counts for more than one absence, written notice shall be given as soon as practical thereafter, but in no event later than five class days. (Amended 5-10-05)

21. Standards 301(b) and 302.

Describe the learning outcomes that the Law School has adopted and state where they are published.

School response:

The Law School has adopted six learning outcomes for its J.D. program:

1. Graduates will demonstrate knowledge of substantive and procedural law. (This is measured by the ability to (a) determine which legal issues are presented by factual circumstances, and (b) the ability to articulate the applicable substantive and procedural rules.)
2. Graduates will demonstrate competence in legal research. (This is measured by the ability to (a) identify and accurately implement the fundamental tools of legal research, (b) create an effective research plan, (c) locate the relevant authorities for a legal issue, and (d) judge the weight of legal authorities.)
3. Graduates will demonstrate competence in legal analysis and problem-solving. (This is measured by the ability to (a) apply the appropriate legal rules and authorities to facts, including assessing possible counterarguments and likely case outcomes, and (b) develop potential legal solutions, including consideration of cost and other relevant factors.)
4. Graduates will demonstrate the ability to communicate effectively, orally and in writing. (This is measured by the ability to: (a) write legal documents that are clear, well-reasoned, organized, professional in tone, and appropriate to the audience and the circumstances, and (b) communicate orally on legal topics in a well-reasoned, organized and professional manner that is appropriate to the audience and the circumstances.)
5. Graduates will demonstrate knowledge and understanding of proper professional and ethical responsibilities to clients and the legal system. (This is measured by the ability to (a) identify the rules, laws and other authorities that govern the legal profession, (b) recognize professional and ethical dilemmas when presented in actual or hypothetical fact scenarios, and (c) formulate and articulate appropriate resolutions to professional or ethical dilemmas in an actual or hypothetical fact scenarios.)
6. Graduates will demonstrate competence in legal practice skills. (This is measured by the ability to (a) perform legal practice skills using actual or hypothetical-fact scenarios, including interviewing, counseling, advocating on behalf of clients, negotiating and drafting legal documents, (b) manage complex workflow diligently, reliably and within deadlines, (c) collaborate with others in a legal setting, and (d) identify potential effects on clients and others when formulating legal strategy in actual or hypothetical-fact scenarios.)

The learning outcomes are posted on the Law School's website:

<https://law.onu.edu/academics/jd-curriculum-and-learning-objectives>

Staff assessment:

The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

NOTE: Facts in addition to the information sought in the question are required. Confirm that the learning outcomes are published in the link provided by the law school in its response to question #21 above.

Based on a review of the law school's program of legal education from the responses to the SEQ and the site evaluation visit, please discuss facts (e.g. number or required credits, academic good standing standards, appropriate classroom instruction and exams) that indicate that the Law School is meeting the requirement to maintain a rigorous program of legal education that prepares its students, upon graduation, for admission to the bar and for effective, ethical, and responsible participation as members of the legal profession.

Site Team Fact Finding (if required):

The link provides six learning outcomes:

Graduates will demonstrate knowledge of substantive and procedural law.

- Determine which legal issues are presented by factual circumstances
- Articulate the applicable substantive and procedural rules

Graduates will demonstrate competence in legal research.

- Identify and accurately implement the fundamental tools of legal research
- Create an effective research plan
- Locate the relevant authorities for a legal issue
- Judge the weight of legal authorities

Graduates will demonstrate competence in legal analysis and problem-solving.

- Apply the appropriate legal rules and authorities to facts, including assessing the possible counterarguments and likely case outcomes
- Develop potential legal solutions, including consideration of cost and other relevant factors

Graduates will demonstrate the ability to communicate effectively, orally and in writing.

- Write legal documents that are clear, well-reasoned, organized and professional in tone, and appropriate to the audience and the circumstances

- Communicate orally on legal topics in a well-reasoned, organized and professional manner that is appropriate to the audience and the circumstances

Graduates will demonstrate knowledge and understanding of proper professional and ethical responsibilities to the clients and the legal system.

- Identify the rules, laws and other authorities that govern the legal profession
- Recognize professional and ethical dilemmas when presented in actual or hypothetical fact scenarios
- Formulate and articulate appropriate resolutions to professional or ethical dilemmas in actual or hypothetical fact scenarios

Graduates will demonstrate competence in legal practice skills.

- Perform the following legal practice skills using actual or hypothetical-fact scenarios: interviewing, counseling, advocating on behalf of clients, negotiating and drafting legal documents.
- Manage complex workflow diligently, reliably and within deadlines.
- Collaborate with others in a legal setting.
- Identify potential effects on clients and others when formulating legal strategy in actual or hypothetical fact scenarios.

In addition to requiring and offering first-year and upper-level courses, the school offers a large number of electives for the size of the student body it currently has at the law school. For example, in the summer of 2020, the school offered six courses, including three skills courses on advanced legal research and writing, trial advocacy, and alternative dispute resolution; two seminars on environmental law and criminal sentencing; and one course on commercial transactions. Many other electives, including seminars and skills courses, are offered each year. In the fall of 2019-2020, the school offered fifteen electives. It offered three skills courses, including alternative dispute resolution, pre-trial litigation, and trial advocacy; six doctrinal electives including employment discrimination law, international law, international protection of human rights, criminal procedure (adjudication), taxation (federal income tax), and taxation (corporations and shareholders); two seminars including capital punishment and legal history; and four bar-topic courses including domestic relations, estates, wills and trusts, products liability, and transition to practice. In the spring of 2019-2020, the school offered twenty-three electives. It offered four skills courses, including estate planning, law office economics and management, labor and employment law practicum, and specialized legal research; three seminars including sports law, church and state, and law and literature; seven doctrinal courses including administrative law, immigration and nationality law, international law, juvenile law, oil and gas law, private law issues in transitional democracies, and taxation of partnership and partners; and nine bar-topic courses including business organizations, commercial law (sales and secured transactions) conflict of laws, constitutional law 2, criminal procedure, federal courts, real estate finance and mortgage law, remedies, and advanced transition to practice. The school also offered an elective on international criminal law in its January term.

22. Standard 314 and Interpretations 314-1 and 314-2.

Describe how the Law School utilizes both formative and summative assessment methods in its curriculum to measure and improve student learning and to provide meaningful feedback to students.

School response:

The Law School faculty has been strongly encouraged to adopt formative assessment measures along with the summative measures in their respective classes. Through the Law School's outcome and assessment committee (LOA) curriculum mapping process the LOA determined several faculty members are currently implementing formative and summative measures in their doctrinal courses. In particular, all first-year faculty members offer some formative assessment measure during the first year, whether it is by way of active learning techniques, practice essay questions, mid-term exams, or in-class presentations. Additionally, law faculty work closely with the associate dean for academic affairs and Academic Success team for ways to include formative assessments in their classes. For example, TA sessions for 1L and 2L doctrinal classes have been modified so that professors give the TAs practice essay questions to review with students in their sessions.

Staff assessment:

_____ ***The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.***

 X ***The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:***

EXPLANATION OF WHAT IS NEEDED FROM THE SITE TEAM: A statement that formative and summative assessments are used is not sufficient. Ask the law school to provide their policy for using formative and summative assessments, the types of formative and summative assessments, and how formative and summative assessments are used to measure and improve student learning and to provide meaningful feedback to students.

Site Team Fact Finding (if required):

The school provided the following additional information as part of the site visit and the site team has reviewed and verified the additional information provided by the school.

“The Law School has two sections outlining assessment policies.

As it relates to summative assessments, Section 3.19 in the Law School’s Faculty Handbook is entitled “Final Examination Policy” and states that “[i]t is the University’s policy that a final examination must be given in all courses of instruction. Recognizing that in some courses final examinations are either impractical or unnecessary, exceptions to this policy may be made with the approval of the department chair and dean of the college in which the course is offered.” Final examinations are typically impractical for Law School simulation, field placement, and clinic courses, and the Law School has a separate assessment policy for its seminar courses (i.e., “Upper Division Writing Requirement” outlined below). However, all other courses fall under the University’s final examination policy unless otherwise given approval from the dean’s office. These final exams would qualify as summative assessments.

As mentioned above, the Law School formally prescribes one other type of assessment policy in its “Upper Division Writing Requirement.” This upper division writing requirement is a requirement for graduation, it must be taken either 2L or 3L, and a student must receive a grade of “C” or better. The Law School’s course catalog has an Upper Division Writing Requirement section that outlines in detail both the required formative and summative assessment measures. For example, at a minimum for formative assessment measures, early in the semester law students must submit their topic proposal to the faculty member for approval and then soon after a reasonably complete list of authorities, after which point in time the student and faculty member meet to discuss the student’s progress. Towards the latter half of the semester the student also submits a draft of their paper and again receives formative feedback from the faculty member about their progress. Finally, the faculty member also gives a summative assessment for the student when on or before the last day of the semester the student submits the final paper for grading.

For all other assessment activities, while the Law School recognizes that both types of assessments may not be utilized by all instructors in all courses, the Law School does utilize both formative and summative assessment methods throughout its curriculum in accordance with Standard 314.

For example, with respect to formative assessments, all first-year faculty members offer some formative assessment measure during the first year. For example, in Civil Procedure, the faculty member assigns several ungraded assignments during the semester which allows students to receive indirect formative feedback about their knowledge of the subject matter. The Civil Procedure professor also incorporates interactive polling questions at the beginning of classes to measure students’ substantive knowledge. Before the start of each class the Civil Procedure professor puts up a “warm up question” on the screen and then takes attendance by having the students respond to the question at the start of class using electronic polling. Based on the responses the professor will discuss the question in more detail. This daily attendance formative assessment feedback is in addition to the several ungraded assignments this professor also gives during the semester. Additionally, the professor in Public Law and the Legal Process assigns and gives feedback for two presentations (in addition to the final exam) during the semester: one presenting draft legislation on an assigned topic and one critiquing the presentation of a classmate(s) making a statutory presentation.

Generally, professors in Civil Procedure, Contracts, Property, Torts, and Criminal Law have also given students a mid-term or other similar type of examination during the semester. Each professor administers the exam in a different way. For example, the professor in Criminal Law gives students 5 multiple choice questions and a short essay question, while the professor in Contracts gives two 10 point quizzes during the semester (the first quiz is a long essay and the second quiz is a short answer and multiple choice questions). However, all of these exams give students an opportunity to know how they are progressing with their understanding of the material during the course prior to the final exam.

The Law School also created a Legal Methods Lab for all 1Ls in the Fall semester. Every year this Lab is aligned with a highly-tested bar subject 1L doctrinal course to provide additional support to students and provide students with more targeted assessments to improve their test-taking and analytical skills. The Lab meets for one-hour class periods during the first seven (7) weeks of the semester and includes online modules and activities for creating expert learner outlines, deconstructing legal rules, understanding rule-based and analogical reasoning in law exams, applying the IRAC method, pre-writing the law essay, and answering multiple-choice questions on law exams. In addition, the 1L doctrinal professor aligned with the course gives their mid-term examination (which consists of ten (10) multiple-choice questions and one (1) essay question written by the doctrinal professor) and works directly with the Academic Success team by way of the additional Legal Methods Lab sessions so students receive feedback on their performance in the mid-term exam from both the professor and Academic Support team.

The Law School also offers multiple forms of assessment opportunities through its Legal Problem Solving and Analysis (LPSA) course offered in the January term. This course is co-taught by Academic Support and Legal Research and Writing personnel. The Law School continues to teach the course using a doctrinal topic (Defamation) which is not being covered in the existing curriculum. The intent of the course is to provide students an opportunity to receive immediate instructor feedback and improve their analytical skills while obtaining additional doctrinal coverage. The course also introduces some basic lawyering skills (client interviewing, negotiations, and client letters) so the students can have some foundation for their skills requirement. Additionally, to allow all 1Ls the opportunity to improve their learning from Fall to Spring semester, every 1L receives formative assessment feedback from one of their Fall semester doctrinal exams in the Legal Problem and Analysis course. Usually this professor is a different professor than who was aligned with the Legal Methods Lab sessions in Fall semester. At the beginning of the January course, 1L students review their graded final exam from one of their Fall semester doctrinal courses. In addition, the faculty member who graded the exams gives students global feedback about the exam. After receiving feedback from the faculty member and reviewing their own exam each student rewrites a portion of their exam. Students then receive formative feedback from the Academic Support team about their revised exam answer.

Every 1L doctrinal class also issues a summative assessment by way of a final exam at the end of each semester. Final exams in 1L doctrinal courses usually consist of a combination of multiple choice questions and essay questions so as to best simulate and prepare students for the Bar exam.

In addition to the above, law faculty work closely with the associate dean for academic affairs, the Academic Success team, and the Law School's Outcomes and Assessment Committee for ways to include formative assessments in their classes. For example, TA sessions for 1L and 2L doctrinal classes have been modified so that professors give the TAs practice essay

questions to review with students in their sessions. These sessions allow students to receive formative indirect feedback about their knowledge of the substantive materials. Other upper level doctrinal professors give similar types of formative feedback during the semester. For example, the Criminal Procedure professor shows students a video hypothetical and asks students to either present in-class oral arguments or write a short essay answer presenting their legal arguments. The Administrative Law and Environmental Law professor has students do a 5-7 page paper during the semester in addition to the traditional summative final examination. And one of the Constitutional Law professors gives students hypothetical questions the night before certain classes with the expectation that students come prepared to the next day's class to discuss their answers with the professor during the class.

The Law School's Outcomes and Assessment Committee has also created a uniform assessment measure rubric that aligns with each of the Law School's student learning outcomes and performance criteria. The committee circulates the assessment rubric to relevant faculty members each academic year for the faculty member to report their data regarding students' performance in the course. The committee also encourages faculty members to use the rubric or measure to provide feedback to students. For example, simulation courses are interactive and combine both theory and practice to improve students' lawyering skills. As a result, a significant portion of the classes are devoted to simulated exercises that increase in complexity over the course of the semester. Various assessments are given during the courses and are tailored to the particular skill or subject matter identified in the course title. Instructors are asked to choose certain exercises and evaluate student's lawyering skills and professionalism using the committee's uniform rubric that would measure and provide feedback to students regarding these skills.

Also, every Fall semester, the Academic Support team administers a Kaplan Diagnostic to all 2L law students. This Diagnostic provides assessments of both students' substantive knowledge in five MBE subject areas and students' test-taking skills; and a three part writing exercise requiring students to respond to two essay questions and one performance test question (i.e., a simulated Multistate Performance Test (MPT), as described in the bar exam above).

This diagnostic measures students' knowledge and analyzes their academic skills. Subjects tested are Torts, Contracts, Real Property, Criminal Law, and Federal Civil Procedure. The assessment highlighted subject areas and topics in which students have demonstrated gaps in foundational knowledge. Students are given their Kaplan results so they can work to address any deficiencies during the remainder of the law school experience. Also, the Academic Support team, with the assistance of the associate dean for academic affairs, works with the 1L doctrinal faculty members to discuss the results of the diagnostic and any changes that may need to be made to course coverage or assessment measures in the 1L curriculum.

Lastly, all clinical and field placement courses utilize formative and summative assessment measures. Field placement and clinical supervisors are asked to fill out a mid-semester evaluation of the student's professionalism and are also asked to assess the student's practice/lawyering skills (scores range from 0-4). Faculty supervisors go over these mid-semester evaluations with students individually so the student is given the opportunity to improve during the remainder of the semester. Supervisors are then required to evaluate the student's overall performance at the end of the semester which accounts for 70% of the student's grade by utilizing the same mid-semester scoring standards. Clinic and field placement students are also given an opportunity to produce a written work product during

the semester. Along with providing supervisor feedback to students, faculty supervisors evaluate student work products and provide students formative feedback about their writing skills during these mandatory individual mid-semester meetings.”

From site team: The law school does not have a formal written policy for formative assessment, but it is highly encouraged of all faculty members. For example, the Associate Dean for Academic Affairs meets with all faculty teaching first year courses to discuss strategies for incorporating formative assessment. Additionally, in 2020-2021, the law school had an Outcomes and Assessments Committee which worked to review the use of formative assessment and to educate the faculty on it. The law school also had a representative on Ohio Northern University’s Assessments Committee. Additionally, the school provided examples of formative assessments including multiple choice questions, midterms, essay questions, research exercises, mid-semester evaluations in clinics and externships, client letter assignments, and negotiation stimulations for seventeen courses. At a classroom visit during the site visit, a faculty member was observed reviewing an approach on how to answer a practice essay question. In addition to in-class reviews of answers, faculty reported providing individual written feedback and individual conferences with students to review the assessments.

23. Standard 315 and Interpretation 315-1.

Has the Law School adopted and implemented an assessment plan? Explain how the Law School conducts an ongoing evaluation of its program of legal education, learning outcomes, and assessment methods and uses the results to determine the degree of student attainment of competency in the learning outcomes and to make appropriate changes to improve the curriculum.

School response:

The Law School’s outcomes and assessment committee (LOA) has adopted and implemented an assessment plan. As part of the plan, the LOA committee completed a curriculum mapping process. It gathered information from all full-time faculty members about what measures they use in their classes and which SLOs those classes and measures address. Based on this information, the LOA created and implemented a new uniform assessment rubric to have faculty use with the existing measures already being used in the respective courses.

The LOA evaluates two of its six learning outcomes every academic year, so that over a 3 year period the Law School evaluates all of its learning outcomes. Since the University requires each program to submit an assessment report to a University Assessment Committee evaluating its own learning outcomes every academic year, the Law School decided to conduct its evaluation process in conjunction with the University’s Assessment Report process. Thus, the current cycle for evaluation is as follows: SLO #1 and #3 (data collected 2017-2018 and report issued in Fall 2019), SLO #2 and #4 (data collected in 2018-2019 and report issued in Fall 2020), and SLO #5 and #6 (data collected in 2019-2020 and report issued in Fall 2021).

During its evaluation of the two learning outcomes, the LOA collects the assessment data from the identified measures by way of the uniform assessment tool, evaluates the data as it relates to those outcomes, writes a report to the University Assessment Committee and Law

School Administration about the information it found through this process, and, when needed, makes recommendations to the Administration. Individual assessment measures are essentially reviewed by the respective members of the Law School faculty who use them in their courses. Data from those measures are collected by the LOA as it relates to the SLO being evaluated for that academic year by way of the uniform assessment tool. In addition, faculty meetings are held routinely throughout the year in which the faculty discusses overarching issues that are observed from individual faculty members with respect to all SLOs. Each faculty member is nevertheless accountable for delivering course content and making sure SLOs are being met in their own area(s) of law, especially as it relates to SLOs #1 and #3.

Once the committee confirmed there are assessment measures being used in our Law School courses (based on the faculty survey), the LOA committee created assessment blueprints for each of the SLOs and asks that faculty use them in assessing applicable learning outcomes for their courses.

Staff assessment:

The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding (if required):

The site team reviewed and verified the school response. No additional facts added.

Curriculum

24. Standard 303(a)(1).

(a) Describe how the Law School ensures that each student satisfactorily completes one course of at least two credit hours in professional responsibility. Describe how the course includes substantial instruction in rules of professional conduct, and the values and responsibilities of the legal profession and its members.

(b) Describe how the Law School ensures that each student who enrolled prior to Fall 2016 (if any such students remain enrolled) meets the requirement of the former Standard that each student receive substantial instruction in the history, goals, structure, values, rules, and responsibilities of the legal profession and its members.

School response [respond to each subsection (a)-(b)]:

(a) All students are required to take Legal Profession, a two-hour course in professional responsibility, and must pass the course with at least a “D” in order to graduate. When students apply for graduation, they are required to submit a graduation checklist through which they confirm they have passed Legal Profession. The associate dean then verifies each student’s graduation checklist against the student’s transcript before certifying the student for graduation.

The course is an examination of the rules of conduct that regulate a lawyer’s relations with clients, the courts, other members of the legal profession, and the community at large. The Rules of Professional Conduct are studied both for the specific obligations and prohibitions that they describe, and for their relationship to larger issues concerning the role of the legal profession in the administration of justice. Further, the rules are studied in the context of judicial decisions assessing the role of attorneys with regard to their clients and with the others who may become involved in the judicial system, including other attorneys, non-parties, and courts.

(b) Not applicable - no such enrollees at the Law School.

Staff assessment:

The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding (if required):

The site team reviewed and verified the school response. No additional facts added.

25. Standard 303(a)(2) and Interpretations 303-1 and 303-2.

(a) Describe how the Law School ensures that each student satisfactorily completes at least one writing experience in the first year that is faculty supervised.

(b) To demonstrate the rigor of the writing experience, include factual detail such as class size; the number and nature of the writing assignments; opportunities for students to submit drafts, receive faculty comments, and incorporate those comments in subsequent versions of the written work; reliance on teaching assistants; use of peer assessments; and the extent of faculty supervision.

School response [respond to each subsection (a)-(b)]:

(a) First-year students are required to take Legal Research and Writing I and II, and must pass these courses with at least a “D” in order to graduate. Both courses are taught in their entirety by full-time faculty members without the use of teaching assistants. When students apply for graduation, they are required to submit a graduation checklist through which they confirm they have passed Legal Research and Writing I and II. The associate dean then verifies each student’s graduation checklist against the student’s transcript before certifying the student for graduation.

(b) The entering class is divided into 3 roughly equal sections so that each section has between fifteen and twenty students.

The fall and spring semesters of Legal Research and Writing have distinctive contents. The first semester focuses on case briefing, synthesis of cases, and research methods. The students complete numerous legal research assignments and take an exam on legal research in October. They also have a series of graded exercises including a synthesis, closed memo, open memo, library research exercise, citation exercises, and research exam. The central focus in the second semester is persuasive writing and the appellate process. Students are again required to complete a series of graded assignments, including an email memo, trial motion and memo, oral research report and judicial conference on the trial motion, appellate brief, and oral argument on the appellate brief. Students receive individual evaluation and feedback on their performance from their instructor after every exercise.

All writing assignments build in complexity, and students receive feedback on an assignment before moving to the next skill. In the first semester, students are required to attend a mandatory conference with their instructor where they bring a draft of their closed memorandum and receive oral feedback before the final version is due. In the second semester, students address a legal issue in a summary judgment motion, receive feedback, and then incorporate that issue as part of their appellate brief.

Neither of the Legal Research and Writing courses utilizes teaching assistants; all feedback, instruction, and supervision comes directly from faculty.

Staff assessment:

 X ***The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.***

 The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding (if required):

The site team reviewed and verified the school response. No additional facts added.

26. Standard 303(a)(2) and Interpretations 303-1 and 303-2.

(a) Describe how the Law School ensures that each student satisfactorily completes at least one additional writing experience after the first year that is faculty supervised.

(b) To demonstrate the rigor of the writing experience, include factual detail such as class size; the number and nature of the writing assignments; opportunities for students to submit drafts, receive faculty comments, and incorporate those comments in subsequent versions of the written work; reliance on teaching assistants; use of peer assessments; and the extent of faculty supervision.

(c) If study outside the classroom, such as moot court, law review, or directed research, can be used to satisfy the upper-level writing requirement, explain how those experiences are faculty supervised and include opportunities for individualized assessment and multiple drafts.

School response [respond to each subsection (a)-(c)]:

(a) The graduation requirements outlined in Rule 1.02 of the Rules of the College of Law require upper-level students to complete a seminar with a grade of “C” or better. The seminar requires the completion of a major research paper. All seminars are taught by faculty members, who closely supervise each student’s writing experience at each phase of the research paper.

(b) Seminars are capped at ten students to ensure students receive close, individualized feedback and supervision from the faculty member. All seminars require students to prepare a research paper that, in both style and substance, is comparable to a student comment in a law review. The paper must be the product of extensive legal research conducted by the student and must be at least twenty, double-spaced pages in length. Each paper is prepared under the supervision of, and is graded by, a member of the faculty.

The student must submit the following assignments to the supervising faculty member during the semester: (1) a writing containing the topic selected and a brief statement setting forth the significance of that topic (due by the end of the first week); (2) a reasonably complete list of authorities (due by the end of the fourth week); (3) a clear and detailed outline of the paper (due by the end of the sixth week); (4) a first draft of the paper containing a developed consideration and analysis of the topic and appropriate citations and notes (due by the end of the eighth week); (5) the final version of the paper (due by the last day of the semester). Pursuant to Section 4 of the Rules of the College of Law, the student and supervising faculty member should meet together after steps 2 through 4, at a minimum, to discuss the student’s progress.

The Law School does not utilize teaching assistants in seminars. Whether a faculty member utilizes peer assessments as part of a seminar is left to the faculty member’s discretion. It is common in seminars for faculty members to assign a classmate to comment on or otherwise review a student’s research paper.

(c) Not applicable. The upper-level writing requirement can only be satisfied by completing a seminar with a grade of “C” or better.

Staff assessment:

The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding (if required):

The site team reviewed and verified the school response. No additional facts added.

27. Standard 303(b)(2) and Interpretations 303-3 and 303-4.

Describe how the Law School offers substantial opportunities for student participation in pro bono legal services, including law-related public service activities.

School response:

The faculty seeks to encourage students to engage in pro bono work and to develop a sense of obligation to contribute as a member of the legal profession. Students who complete thirty or more hours of pro bono work during their three years in law school receive a notation on their transcript of "Pro Bono Service." The Law School annually recognizes a student, faculty member, or graduate selected by the Pro Bono/Public Interest Committee for their outstanding pro bono efforts. Career Services, along with the Public Interest Law Association, sponsor the annual public interest auction and other events that provide stipends to students engaged in public interest work over the summer.

Moreover, the Law School's clinic opportunities emphasize our commitment to providing pro bono and public interest legal services to the community. One clinic program solely focuses on providing pro bono civil litigation legal services to indigent clients, while the other clinic program focuses on providing pro bono legal services to non-profit organizations. On top of the clients we serve at the two clinics, the clinics have partnered with various other agencies in the area to provide additional pro bono services to residents, including an Expungement clinic, Pro Se Divorce clinics, Foreclosure clinics, and Wills and Healthcare documents clinics.

Staff assessment:

The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

NOTE: Facts in addition to the information sought in the question are required. Ask the school to provide information about how pro bono opportunities are available to every student that wishes to participate in pro bono work.

Site Team Fact Finding (if required):

The student organizations, in particular the PILA organization, focus on students interested in public interest opportunities. The BLSA student organization has also been involved with local community partners in participating in pro bono events. The office of professional development posts and emails students about pro bono opportunities around the area. In addition, the director of clinics and externships communicates pro bono opportunities to students when such opportunities become available. The director also tries to incorporate certain community engagement pro bono opportunities every semester for students in the clinics. Some of the community pro bono events available through the clinic are also available to law students not enrolled in the clinic (i.e., pro se expungement clinics).

28. Standard 305.

If academic credit is given for participation in the Law School's law review(s), moot court program(s), pro bono activities and any other competition(s), describe how the requirements of Standard 305 as to these activities are met, in particular, the requirement of Standard 305(c) that each student's academic achievement shall be evaluated by a faculty member?

School response:

Law Review

Second-year law students who are members of the Law Review can earn two pass/fail credits for the work they perform as staff editors for the Law Review. The Law Review's Editorial Board evaluates each staff editor's work and makes a recommendation to the faculty advisor to the Law Review as to whether the staff editor should receive a grade of pass or fail. The faculty advisor then conducts his or her own independent review of each staff editor's work, as well as the Editorial Board's evaluation thereof, to determine whether the staff editor receives a grade of pass or fail.

Third-year law students who are members of the Law Review can earn two graded credits for writing a Law Review comment of publishable quality. The purpose of the comment is to develop the member's research, analytical and writing skills, and to provide an in-depth interpretation of a timely topic for the benefit of practicing attorneys, members of the legal community, and other Law Review members. A member who wishes to receive academic credit for their comment must find a faculty member who will agree to assist, supervise, and collaborate with the member as the member writes the comment. The faculty member evaluates the member's comment and determines the member's grade.

Moot Court

Law students who are members of Moot Court teams (including Trial Competition teams) can earn two credits for their participation and competition on the team. For students on appellate

competition teams this includes the preparation and submission of an Appellate Brief (or Memorial). Each participating student enrolls in either Trial Advocacy for Trial Teams or Advanced Appellate Advocacy. The courses are 2 semesters long and carry 1 hour of graded academic credit per semester.

Each team has a faculty coach who works closely with the team members as they practice and prepare for the competition. The faculty coach generally travels with the team to the competition as well. After the competition has concluded, the faculty coach makes his or her assessment of each team member's work, and recommends an appropriate grade to the course instructor.

Third-year law students who are returning team members can earn one credit for participating on a Moot Court team for the second time.

Staff assessment:

The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding (if required):

The site team reviewed and verified the school response. No additional facts added.

Experiential Learning

29. Standards 303(a)(3), 303(b)(1), 304(e) and (f).

(a) Explain how the Law School curriculum provides each student with an opportunity to complete one or more experiential course(s) totaling at least six credit hours. *Note: This requirement applied beginning with Fall 2016 1L students.*

(b) How does the Law School ensure that each student satisfactorily completes one or more experiential course(s) totaling at least six credit hours?

(c) For students who enrolled prior to Fall 2016 (if any such students remain enrolled), describe how the Law School ensures that each student meets the requirement of the former Standard that each student receive substantial instruction in other professional skills generally regarded as necessary for effective and responsible participation in the legal profession. List all courses used to satisfy this requirement.

(d) Describe how the Law School ensures that no student uses a single course to satisfy more than one requirement in Standard 303(a).

(e) List the opportunities the Law School offers for students to participate in law clinics or field placements.

(f) Describe how credit granted for such experiential courses is commensurate with the time and effort required and the anticipated quality of the educational experience.

(g) How does the Law School ensure that each student in a simulation, law clinic, or field placement course has successfully completed sufficient prerequisites or receives sufficient contemporaneous training to assure the quality of the student experience?

School response [respond to each subsection (a)-(g)]:

(a) The Law School requires each student, after completing his or her first year, to successfully complete at least seven hours of instruction elected from courses designated as meeting the Law School's skills requirement as a condition of graduation, no more than six hours of which may be from clinic or externship courses. Each course designated as meeting the Law School's skills requirement is an experiential course within the meaning of Standard 304.

The Law School is offering this academic year, or has offered in the last two academic years, the following experiential courses (along with the credit hours assigned to each):

- Advanced Appellate Advocacy (1)¹
- Advanced Externship (3)
- Advanced Legal Research (1/2)
- Advanced Legal Research & Drafting (2)
- Alternative Dispute Resolution (2)
- Bankruptcy Externship (3/6)
- Corporate Transactional Clinic (3/6)
- Cross Examination and Depositions (1)
- Environmental Externship (3/6)
- Estate Planning (3)
- Governmental Externship (3/6)
- J.D./LL.M. Domestic Externship (6)²
- J.D./LL.M. International Externship (6)³
- Judicial Externship 1 (2)
- Judicial Externship 2 (2)
- Jury Selection (1)
- Labor Law Externship (3/6)

¹ Limited to students selected as members of competitive appellate teams by the Moot Court board.

² Limited to J.D./LL.M. students. The Law School has discontinued its LL.M. degree program and this externship.

³ Limited to J.D./LL.M. students. The Law School has discontinued its LL.M. degree program and this externship.

- Labor and Employment Law Practicum (3)
- Law Office Economics and Management (2)
- Litigation Externship (3/6)
- Moot Court (2)
- Moot Court II (1)
- Municipal Government Externship (3/6)
- Negotiation Workshop (3)
- Non-Profit Litigation Externship (3/6)
- Ohio Northern University Legal Clinic (3/6)
- Pretrial Litigation (2)
- Prosecution Externship (3/6)
- Public Defender Externship (3/6)
- Specialized Legal Research (1)
- Trial Advocacy (3)
- Trial Advocacy: Advanced (3)
- Trial Advocacy for Trial Team (1/2)⁴

In spring semester 2020, the Law School approved increasing the credit hours for 3/6 externships and clinics up to seven credits to allow students to work and receive commensurate academic credit for work done at an externship or clinic in the summer. To further update the Law School's clinical and externship programs, starting in summer semester 2021, the Law School will be offering the following externship and clinic courses:

- Judicial Externship 1 (2)
- Judicial Externship 2 (2)
- ONU Litigation Clinic (3/6)
 - Formerly known as "Ohio Northern University Legal Clinic" (3/6)
- ONU Summer Clinic (3-7)
- ONU Transactional Clinic (3/6)
 - Formerly known as "Corporate Transactional Clinic" (3/6)
- Practice Externship 1 (3/6)
 - Note all "Practice Externships" (Summer Practice Externships included) now encompass the following 3/6-credit subject matter externship courses:
 - Bankruptcy Externship
 - Environmental Externship
 - Governmental Externship
 - Labor Law Externship
 - Litigation Externship
 - Municipal Government Externship
 - Non-Profit Litigation Externship
 - Prosecution Externship

⁴ Limited to students selected as members of competitive trial teams by the Moot Court board.

- Public Defender Externship
- Practice Externship 2 (3/6)
- Summer Practice Externship 1 (3-7)
- Summer Practice Externship 2 (3-7)

(b) Each student must fill out a graduation checklist as a condition of graduation. The graduation checklist is available here:

https://my.onu.edu/college_of_law/academics/graduation_information

The graduation checklist requires students to indicate which courses they have taken in satisfaction of each of the Law School's graduation requirements. These graduation requirements include the successful completion of at least seven hours of instruction elected from courses designated as meeting the Law School's "skills" requirement. Each course designated as meeting the Law School's skills requirement is an experiential course within the meaning of Standard 304.

The associate dean for academic affairs reviews each graduation checklist and compares the checklist against students' course transcripts after all grades have been finalized to ensure that each graduation requirement (including the skills/experiential requirement) has been satisfied. Only students whose graduation checklists are approved by the associate dean for academic affairs are presented to the registrar for graduation. This ensures that every student who graduates from the Law School has satisfactorily completed experiential courses totaling at least seven credit hours.

(c) N/A

(d) The Law School's graduation requirements ensure that no student uses a single course to satisfy more than one requirement in Standard 303(a). As a condition of graduation, each student is required to satisfactorily complete each of the following courses:

(1) Professional Responsibility, a two-credit-hour course in professional responsibility that includes substantial instruction in rules of professional conduct and the values and responsibilities of the legal profession and its members, in satisfaction of Standard 303(a)(1);

(2) Legal Research and Writing 1 and Legal Research and Writing 2, two two-credit-hour courses that provide faculty-supervised writing experiences in the first year, in satisfaction of Standard 303(a)(2);

(3) a course designated as a seminar, which provides a faculty-supervised writing experience after the first year, in satisfaction of Standard 303(a)(2); and

(4) at least seven hours of instruction elected from courses designated as meeting the Law School's skills requirement, each of which is an experiential course as defined in Standard 304, in satisfaction of Standard 303(a)(3).

The associate dean for academic affairs reviews each student's transcript to ensure that the student has satisfactorily completed all of the above-listed courses prior to presenting him or her to the registrar for graduation. This process ensures that no student uses a single course to satisfy more than one requirement in Standard 303(a).

(e) The Law School guarantees every student who wishes to participate in a clinic or field placement the opportunity to do so. This is one of the ways in which the Law School offers substantial opportunities for student participation in pro bono legal services, including law-related public service activities, as discussed above in the answer to Question 27.

The following table lists the number of seats available in clinics and field placements for the current and previous three academic years (fall through summer semesters) and the number that were filled.

	2017-2018 ⁵		2018-2019		2019- 2020		2020-2021 ⁶	
	Filled	Available	Filled	Available	Filled	Available	Filled	Available
Clinical Placements	15	160	16	160	19	160	13	30
Field Placements	44	875	32	875	42	890	10	190

Clinics: At the time of the last site visit, the Law School offered four clinics: the Ohio Northern University Legal Clinic, the Litigation Clinic, the Governmental Clinic, and the Non-Profit Litigation Clinic. The Law School has since reorganized the clinical and externship/field placement program in accordance with changes to the ABA Standards and now offers two in-house clinics: The Ohio Northern University Legal Clinic and the Corporate Transactional Clinic.

The Ohio Northern University Legal Clinic is a traditional “legal aid” type clinic, which provides necessary legal services to indigent members of the Allen and Hardin County communities. These two communities have a combined population of approximately 134,000 people according to 2018 census estimates. The clinic students represent clients in matters including domestic relations, juvenile custody, bankruptcy, administrative cases, expungements, housing, probate, and other types of civil cases. The clinic handles between 150 and 200 cases each year and maintains a waiting list for potential clients. Additionally, through its community-engagement activities, the clinic assists between 10 and 50 participants each semester in a pro se divorces and drafts wills and health care directives for between 10 and 20 elderly clients. The clinic is typically staffed by between six and ten students.

The Corporate Transactional Clinic is supervised by the clinic staff, and provides legal assistance to non-profit organizations and churches from the West Ohio Conference of the United Methodist Church. The clinic assists local non-profit organizations in incorporating, as well as attaining non-profit status pursuant to section 501(c)(3) of the Internal Revenue Service Code. In addition, the clinic has developed a long-term working relationship with the West Ohio Conference of the United Methodist Church (comprising roughly 1,300 churches in the state of Ohio), whereby the clinic assists churches with a variety of legal issues including real estate transfers, incorporations, and risk management. The Corporate Transactional Clinic is typically staffed by two to four students and maintains an active caseload of roughly 12 cases at any given time.

⁵ Includes totals for fall 2017 through summer 2018.

⁶ Includes placements for fall 2020 only. The number of placement opportunities will remain the same even under the consolidated and revised externship courses starting in summer semester 2021.

By exposing students to the outstanding need for community service and civic engagement, the clinical program helps encourage students both to participate in pro bono activities and also to consider working in government and public interest offices after graduation. The local community heavily relies on the Law School's clinical programs for the vitally important free legal services that the Law School provides.

In fall semester 2020, the Law School updated the names and descriptions for the two in-house clinics effective summer semester 2021. The Ohio Northern University Legal Clinic will now be called "ONU Litigation Clinic" and the Corporate Transactional Clinic will be called "ONU Transactional Clinic." Though the primary descriptions and purposes of the two in-house clinics remain generally the same, the rebranding makes the clinic course titles more similar. Further, the course descriptions have been revised to provide students with more information about the expectations in participating at either clinic. The Law School expects students in both clinics to participate in community advocacy and pro bono projects during the semester and to attend weekly classroom sessions. In addition, estate planning and probate matters were moved from the Litigation Clinic and added to the ONU Transactional Clinic description since the Transactional Clinic is a better venue for providing students with these types of drafting skills. Finally, the Law School created the ONU Summer Clinic course that combines both the Litigation and Transactional clinics into one course. This was done to reflect the realities of offering clinic courses in the summer, when students (regardless of which in-house clinic they are associated with) will often need to work on both types of cases to ensure that they have multiple opportunities for performance, given the short eight-week nature of the summer semester.

Both clinics are offered every fall, spring, summer semester, which ensures that every student who wishes to work in a clinic is afforded the opportunity to do so. Starting summer semester 2021, both clinics will be offered every semester, but they will be combined into one summer clinic, still ensuring students have an opportunity to participate in a clinical experience. As noted in the table above, there are open spots in the clinics each semester.

Externships/Field Placements: The Law School has a large number of externship/field placement opportunities available relative to its rural location.

Bankruptcy Externships: The Law School provides placements with a panel Ch. 7 trustee in Lima, Ohio, or Findlay, Ohio, along with placements with a bankruptcy judge in Columbus, Ohio.

Environmental Externships: The Law School has developed a good working relationship with the Ohio Environmental Council, a non-profit advocacy organization in Columbus, Ohio, which engages in both lobbying activities and environmental litigation. Placements with this organization are regularly available to the Law School's students, and the Law School has placed students with this organization periodically over the past seven years.

Government Externships: The Law School has placed students in government settings, including the Ohio Attorney General's Office and the Ohio Secretary of State's Office, and with the Ohio Pharmacy Board.

Judicial Externships: The Law School places students in a variety of judicial settings. Students may be placed with municipal court judges in Findlay and Van Wert, juvenile court judges in Lima, probate court judges in Findlay, common pleas court judges in Findlay, Van

Wert, and Tiffin, Supreme Court of Ohio justices in Columbus, as well as federal district court judges in Toledo, Dayton, and Columbus, and federal bankruptcy judges in Toledo.

Labor and Employment Law Externships: The Law School has placed students with the State Employment Relations Board and the Ohio Civil Service Employees Association.

Litigation Externships: The Law School has placed students in the Civil Division of the Allen County Prosecutor's Office.

Non-Profit Litigation Externships: The Law School has placed students with Legal Aid of Western Ohio, Equality Ohio, and other legal aid services and organizations.

Prosecutor and Public Defender Externships: The Law School provides placements with both public defenders and prosecutors. The local opportunities include the Lima municipal public defender and prosecutor, the Hancock County public defender, and the Kenton municipal prosecutor.

Starting summer semester 2021, the Law School will continue to offer students opportunities to be placed in the same subject-matter specific field placements noted above, but will combine these placements into Practice Externship 1, Practice Externship 2, Summer Practice Externship 1, and Summer Practice Externship 2 courses. This change was made to reflect the universal expectation that, in all field placement experiences, students are expected to gain experience with professional skills including interviewing, counseling, public speaking, legal research and writing, cultural competence, and more. In addition, as noted below, the same specific objectives of the field placements are listed in every field placement syllabus. Consolidating and updating the externship courses ensures that all 3/6-credit field placements are designed to develop the concepts underlying these professional skills regardless of the subject matter of the placement.

The clinic director works individually with each student who wishes to participate in an externship/field placement to determine an appropriate placement. As noted in the table above, there are more available externships/field placements each semester than there are students who wish to enroll in them.

(f) Credit for Externships and Clinical Placements: Students receive credit for externship placements based on the number of hours they work at the placement site, combined with the number of hours the students spend participating in a mandatory orientation and a classroom component taught by the clinical director that meets multiple times during the semester, referred to as "tutorials." Students receive credit for clinical placements based on the number of hours they work at the clinic, combined with the number of hours the students spend participating in a mandatory orientation, a classroom component taught by the clinical director that meets multiple times during the semester, and case "rounds."

Students must work 85 hours (including on-site work and the mandatory orientation and tutorials) to receive two credits for a judicial externship. They must work 128 hours (including on-site work, the mandatory orientation, tutorials or the clinic classroom component, and case rounds) at any field placement site or clinic to receive three credits, and must work 255 hours at a placement site or clinic to receive six credits. This represents a 10% increase over the number of hours required to receive judicial externship credit in the Law School's last self-

study process, and a nearly 14% increase over the number of hours required to receive other externship and clinical placement credit.

The substantial number of work hours required per hour of academic granted for externship and clinical placements ensures that credit granted is commensurate with the time and effort required and the anticipated quality of the educational experience afforded by these placements.

Credit for Simulation Courses: The associate dean for academic affairs schedules the classroom time for each simulation course in accordance with the Law School's Standard 310 policy, which is available online here: https://my.onu.edu/college_of_law/about/college_policies. Thus, the Law School's simulation courses meet 60 minutes per week per credit hour awarded over 12 weeks per credit, plus either an examination of three hours or an equivalent amount of additional work, consistent with Standard 310(b)(2). Further, faculty teaching simulation courses are required to evaluate their syllabi to ensure that assigned reading and writing exercises required in preparation for class are a reasonable approximation of the out-of-class student work standard of two hours per week per credit hour.

During the 2018-2019 academic year a Standard 304 faculty working group reviewed the course syllabi of all simulation courses to ensure that the out-of-class work assigned was sufficient to comply with the Law School's Standard 310 policy. The associate dean for academic affairs discusses the Standard 310 requirements with each faculty member who proposes a new simulation course and reviews each proposed syllabus for compliance. This combination of scheduling, syllabus review, and consultation with faculty teaching simulation courses ensures that credit granted for simulation courses is commensurate with the time and effort required and the anticipated quality of the educational experience afforded by those courses.

(g) Most of the Law School's experiential courses have required prerequisite courses. Course prerequisites are loaded into the Banner student information system. Banner prevents students from registering for a course unless the prerequisite course has been completed. In order for a student to enroll in a simulation, clinic, or field placement course without having completed the prerequisite, the associate dean for academic affairs or clinic director must affirmatively waive the prerequisite. The same affirmative waiver is required for students who wish to take a prerequisite course simultaneously as a co-requisite, or to permit a different course than the one loaded in Banner to count as the prerequisite.

The following lists the Law School's experiential courses offered in the current and prior two academic years and the corresponding prerequisite or co-requisite courses:

- Advanced Externship: Completion of a prior semester or summer externship placement
- Bankruptcy Externship: Bankruptcy and Creditor's Rights
- Corporate Transactional Clinic: Business Organizations 1
- Environmental Externship: Environmental Law or Environmental Law Seminar
- Estate Planning: Estates, Wills & Trusts; Taxation: Federal Income Tax; Taxation of Transfers: Estates & Gifts
- Governmental Externship: Pretrial Litigation

- J.D./LL.M. Domestic Externship: Completion of first year of concurrent J.D./LL.M. program⁷
- J.D./LL.M. International Externship: Completion of first year of concurrent J.D./LL.M. program⁸
- Labor Law Externship: Labor Law
- Litigation Externship: Pretrial Litigation
- Municipal Government Externship: Municipal Corporations
- Non-Profit Litigation Externship: Pretrial Litigation
- Ohio Northern University Legal Clinic: Pretrial Litigation
- Prosecution Externship: Pretrial Litigation
- Public Defender Externship: Pretrial Litigation
- Trial Advocacy: Evidence

In addition, students enrolled in clinics and externships/field placements must attend a mandatory orientation. The clinic orientation familiarizes students with the clinic's case management system, client intake process, timekeeping, file organization, professional responsibility, substantive law, and other relevant topics. The field placement orientation covers topics such as professionalism in externship placements, confidentiality, timesheets, and legal intern certificate rules, if applicable.

Several of the simulation and field placement courses do not have formal pre- or co-requisites, but have them in practice. For example, Advanced Legal Research, Specialized Legal Research, and Advanced Legal Research & Drafting are available only for second- and third-year students, who thus have completed (or are currently retaking) Legal Research and Writing 1 and Legal Research and Writing 2. Judicial Externship 2 is a continuation course that provides students who have already completed one judicial externship the opportunity to participate in a second placement with a different judge. Trial Advocacy is not a formal prerequisite for Trial Advocacy: Advanced, but the advanced course builds upon the foundational course, and students are advised not to take the advanced course without having first completed the introductory course. Trial Advocacy for Trial Team, Advanced Appellate Advocacy, Moot Court, and Moot Court II are limited to students who were selected as members of a competitive trial or appellate team by the Moot Court board. This ensures that each student enrolled in the courses has received extensive training in preparation for the relevant competition.

Other simulation courses and field placements do not have pre- or co-requisites because they are designed as introductions to the subject matter. Judicial Externship 1 is designed for students who do not have prior experience in a clinic or field placement. Most of the supervising judges have been supervisors for extended periods of time. The clinic director regularly communicates with the supervisors and seeks input from them with respect to student performance on at least two occasions. On-site visits are performed annually if possible and are undertaken more frequently with new supervisors. All new supervisors are also provided with written information to assist them in their supervisory tasks. These practices ensure that students receive sufficient contemporaneous training to ensure the quality of their experiences.

⁷ Limited to J.D./LL.M. students. The Law School has discontinued its LL.M. degree program and this externship.

⁸ Limited to J.D./LL.M. students. The Law School has discontinued its LL.M. degree program and this externship.

Alternative Dispute Resolution, Cross Examination and Depositions, Jury Selection, Labor and Employment Law Practicum, Law Office Economics and Management, Negotiation Workshop, and Pretrial Litigation are appropriate for students who have not completed prior related coursework. The associate dean for academic affairs reviews each course syllabus to ensure that the courses provide sufficient contemporaneous training to assure the quality of the student experience.

Effective summer semester 2021, in light of the universal learning objectives of all field placement opportunities offered at the Law School and the Law School's updated externship and clinic course structures, the Law School will be eliminating formal pre- and co-requisites to clinic and externship courses. Instead, the clinic director will have discretion to determine the appropriate pre- and co-requisite courses for each student on a case-by-case and placement-by-placement basis. Some placements that have a primary focus of developing students' professional lawyering skills will not require a pre- or co-requisite course. Instead, students will participate in a mandatory externship orientation with the clinic director that targets those skills. Other placements will continue to require that students have legal intern certificates in order to participate. Still others will require students to have an introduction to the subject-matter doctrine through prior or contemporaneous coursework. Any pre- or co-requisite to a field placement or clinic will be communicated to students online through the Law School's clinic and externship registration process and during one-on-one meetings between students and the clinic director.

Staff assessment:

The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

NOTE: Facts in addition to the information sought in the question are required. In the response to subpart (g) above, ask the school to explain the basis for eliminating formal pre- and co-requisites to clinic and externship courses and how they will ensure that appropriate pre-requisites are in place when the clinic director uses his/her discretion to make that determination for each student on a case-by-case basis.

Site Team Fact Finding (if required):

- (a) While there are 33 separate experiential courses listed, more than one third of them (14) are externship offerings. Beginning in summer 2021, the Law School will offer six externship courses (“Judicial Externship 1 & 2,” “Practice Externship 1 & 2,” and “Summer Externship 1 & 2”), one of which (the Practice Externship) will encompass the different practice areas that had previously been individually listed. The 1 & 2 designations allow for students to take an externship course twice. The judicial externship courses are offered for 2 credits; the fall and spring semester practice externship courses are offered for 3 or 6 credits; and the summer externship courses are offered for variable credits, from 3 to 7.

The Law School offers two, in-house clinical programs – one with a transactional focus and the other with a litigation focus. The clinics will be renamed in summer 2021, but each will retain its subject matter focus. Additionally, there is a summer clinic offering, for 3 to 7 credits, that provides an opportunity to do both transactional and litigation work.

Other experiential courses include moot court, advanced legal research, trial advocacy, and negotiation.

- (b) The process for ensuring compliance with the 6-credit experiential requirement entails students completing a graduation checklist, and the academic dean comparing their lists with the students’ transcripts.

(c) N/A

(d) See statement in subsection (b) above

- (e) Although the clinic and externship seats listed as “available” in the three years prior to the current academic year appear to exceed enrollment and supervisory capacity, the number of students enrolled (seats “filled”) in clinics and externships was relatively stable until fall 2020 when enrollment in clinics, and especially in externships dropped during the pandemic.

There are two full-time attorneys (one tenure track assistant professor and one staff attorney) who teach and supervise clinic students in the in-house clinics, and one of these attorneys (the assistant professor) additionally teaches and administers the externship programs. Staffing for clinics and externships also includes a full-time paralegal, as of summer 2020, and an administrative assistant.

- (f) As discussed with the clinic director, students enrolled in 6-credit clinics and externships are required to work 20 hours per week ($42.5 \text{ hours} \times 6 \text{ credits} = 255 \text{ hours}/13 \text{ week semester} = 19.6 \text{ hours/week}$). These hours are primarily comprised of case- and client-related work in the clinics, and placement hours in the externship courses. The hours spent on “real world” work are combined with the mandatory orientation and classroom component for both clinics and externships. In addition, clinic hours include periodic “case rounds” which are structured, problem-solving conversations that give students an opportunity to present issues and give each other feedback, and meetings with the clinic faculty member who is supervising their legal work. Hours for the 3-credit and 2-credit options are calculated using the same formula for credit hours and weeks in the semester.

The externship “tutorials” are stand-alone classes that each require student participants to complete a class assignment. Topics covered in the tutorials include ethics, confidentiality, professional identity, and multicultural lawyering. Students taking the 2-credit judicial externship course are required to take two out of six tutorials, and those taking the 3- or 6-credit practice externships are required to take five or six tutorials.

Students enrolled in clinics meet weekly for their clinic seminar class, and every two to three weeks for case rounds conversations. Topics covered in clinic classes include interviewing, theory of the case, conflicts of interest, professional communication, and the attorney-client relationship.

- (g) The prerequisite and co-requisite courses for the prior system of 14 separate externship courses worked in a way that does not work for the consolidated externship offerings described in subsection (a) above. For example, although Practice Externship 1 includes the possibility of a placement working with bankruptcy, environmental, or labor law lawyers in practice, substantive classes in bankruptcy and creditor’s rights, environmental law, and labor cannot all be prerequisites for enrollment in the Practice Externship 1. The clinic director advises and guides students into externship placements that, based on her experience, will work best for them.

Students enrolled in the in-house clinics have weekly supervisory meetings, once every two or three weeks “rounds” meetings, and their weekly seminar class during which to ask substantive law and legal practice questions, and to receive guidance from clinic faculty.

Additionally, all clinic students are required to participate in a mandatory orientation in which they receive instruction in the areas of domestic and juvenile law, and non-profit law for the litigation and transactional in-house clinics.

30. Standard 304(a) [Simulation Courses].

If the Law School offers any simulation courses to satisfy the experiential course requirement of Standard 303(a)(3), how does it ensure that the courses meet the requirements of Standards 304(a)(1)-(6):

- (1) integrate doctrine, theory, skills, and legal ethics, and engage students in performance of one or more of the professional skills identified in Standard 302;**
- (2) develop the concepts underlying the professional skills being taught;**
- (3) provide multiple opportunities for performance;**
- (4) provide opportunities for a student performance, self-evaluation, and feedback from a faculty member;**
- (5) a classroom instructional component; and**
- (6) provide direct supervision of the student’s performance by the faculty member.**

School response [respond to each subsection (1)-(6)]:

(1) The Standard 304 faculty working group constituted during the 2018-2019 academic year reviewed the course syllabi of all simulation courses being taught at that time and confirmed that the courses complied with Standard 304. The working group then met with faculty teaching simulation courses to discuss the requirements of Standard 304, including the requirement to integrate doctrine, theory, skills, and legal ethics, and engage students in performance of one or more of the professional skills identified in Standard 302.

The associate dean for academic affairs meets with each faculty member who proposes a new simulation course and reviews the requirements of Standard 304 with him or her. The associate dean then reviews each proposed new syllabus and ensures that the course is designed to integrate doctrine, theory, skills, and legal ethics, and engage students in performance of one or more of the identified professional skills.

(2) The Standard 304 faculty working group constituted during the 2018-2019 academic year reviewed the course syllabi of all simulation courses being taught at that time and confirmed that the courses complied with Standard 304. The working group then met with faculty teaching simulation courses to discuss the requirements of Standard 304, including the requirement to develop the concepts underlying the professional skills being taught.

The associate dean for academic affairs meets with each faculty member who proposes a new simulation course and reviews the requirements of Standard 304 with him or her. The associate dean then reviews each proposed new syllabus and ensures that the course is designed to develop the concepts underlying the professional skills being taught.

(3) The Standard 304 faculty working group constituted during the 2018-2019 academic year reviewed the course syllabi of all simulation courses being taught at that time and confirmed that the courses complied with Standard 304. The working group then met with faculty teaching simulation courses to discuss the requirements of Standard 304, including the requirement to provide multiple opportunities for performance.

The associate dean for academic affairs meets with each faculty member who proposes a new simulation course and reviews the requirements of Standard 304 with him or her. The associate dean then reviews each proposed new syllabus and ensures that the course is designed to provide multiple opportunities for performance.

(4) provide opportunities for a student performance, self-evaluation, and feedback from a faculty member;

The Standard 304 faculty working group constituted during the 2018-2019 academic year reviewed the course syllabi of all simulation courses being taught at that time and confirmed that the courses complied with Standard 304. The working group then met with faculty teaching simulation courses to discuss the requirements of Standard 304, including the requirement to provide opportunities for a student performance, self-evaluation, and feedback from a faculty member.

The associate dean for academic affairs meets with each faculty member who proposes a new simulation course and reviews the requirements of Standard 304 with him or her. The associate dean then reviews each proposed new syllabus and ensures that the course is

designed to provide opportunities for a student performance, self-evaluation, and feedback from a faculty member.

(5) a classroom instructional component; and

The associate dean for academic affairs schedules each simulation course to include a classroom instructional component of 60 minutes per week per credit hour awarded over 12 weeks per credit, plus either an examination of three hours or an equivalent amount of additional work, consistent with Standard 310(b)(2). This ensures that all simulation courses include the requisite classroom instructional component.

(6) provide direct supervision of the student's performance by the faculty member.

The associate dean for academic affairs has met with each faculty member who teaches a simulation course to ensure the requirement of Standard 304 that the course must include direct supervision of the students' performance by a faculty member is met. The associate dean also reviews the course syllabi of all simulation courses and ensures that the courses provide opportunities for direct supervision of student performance.

Staff assessment:

_____ ***The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.***

 X ***The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:***

EXPLANATION OF WHAT IS NEEDED FROM THE SITE TEAM: It is not enough for the school to state that it complies with 304(a). Ask the school to explain how it meets the requirements of subparts (1)-(6) in question 30 above, including what steps faculty take to meet those requirements. The school should refer to question 31 below for the type of response requested. The site team should also answer the question under 'Site Team Fact Finding.'

Site Team Fact Finding (if required):

Do discussions with the faculty together with the course descriptions and/or syllabi of the simulation courses listed as satisfying the experiential course requirement demonstrate that the courses meet the requirements of Standard 304(a)(1)-(6) as well as 304(b)?

The school provided the following additional information as part of the site visit and the site team has reviewed and verified the additional information provided by the school.

For questions (a)(1)-(4):

“The purpose of the Law School’s simulation courses is to provide students with the opportunity to develop the legal skills necessary for the practice of law. The Law School views simulation courses as an integral part of preparation for the practice of law. To that end, all simulation courses at the Law School integrate doctrine, theory, skills, and legal ethics, and engage students in performance of one or more professional skills. The professional skills taught in the Law School’s simulation courses include, among others, negotiation, arbitration, mediation, oral and written advocacy, motions practice, trial practice, legal research, legal writing, investigation, interviewing, counseling, client management, depositions, and case management.

A Standard 304 faculty working group constituted during the 2018-2019 academic year thoroughly reviewed the course syllabi of all simulation courses being taught at that time and confirmed that the courses complied with Standard 304. Specifically, the working group confirmed that all faculty assigned materials for each simulation class that introduced doctrine, theory, and ethics relevant to the professional skills taught in that class. The working group further evaluated each syllabus to determine whether the assigned course materials, in- and out-of-class exercises, and assessments were appropriately tailored to develop the concepts underlying the professional skills being taught and that students were provided multiple opportunities for performance, self-evaluation, and feedback from the faculty member. As part of this review process, the working group also met individually with faculty teaching simulation courses to discuss the requirements of Standard 304. Based on this syllabus review process and the following meetings, the Standard 304 working group was satisfied that all Standards applicable to simulation courses were satisfied.

In addition to the Standard 304 working group’s review of then-existing courses, the associate dean for academic affairs meets with each faculty member who proposes a new simulation course or teaches a simulation course for the first time and discusses the requirements of Standard 304 with him or her. The associate dean also reviews each proposed new simulation course syllabus to ensure that the course is designed to integrate doctrine, theory, skills, and legal ethics, to engage students in performance of one or more of the identified professional skills, and to provide opportunities for student self-reflection and faculty feedback.

For example, in spring 2021 the associate dean worked extensively with two adjunct professors teaching simulation courses for the first time. This included detailed discussions about the purposes of the courses being taught, the expected types of formative and summative assessments, and strategies for integrating doctrine, theory, and ethics and providing students with feedback on their performance. At one adjunct professor’s request, the associate dean reviewed and critiqued proposed course readings and assignments and offered additional ideas for providing students with meaningful feedback on their performance.

Furthermore, simulation courses that are added to the Law School’s catalog as regular course offerings must also receive approval from the Curriculum Committee, who analyze a detailed description of the course and course syllabus, as well as sample assignments. For

example, when the Curriculum Committee recently considered whether to approve the Labor and Employment Law Practicum as a permanent course, it examined a number of proposed course assignments and rubrics upon which those assignments would be graded, such as drafting discovery, taking oral depositions, and participating in a mediation.

The Law School also ensures simulation courses meet the requirements of Standards 304(a)(1)-(4) through its outcomes and assessment measures. The Law School's learning outcomes associated with simulation courses include Learning Outcome 5 (Graduates will demonstrate knowledge and understanding of proper professional and ethical responsibilities to clients and the legal system) and Learning Outcome 6 (Graduates will demonstrate competence in legal practice skills). Faculty teaching simulation courses complete assessment rubrics in connection with one or more of their course's formative or summative assessments and provide these rubrics to the Law School's Outcomes and Assessment Committee. The committee analyzes the data on both of these learning outcomes as part of its regular review of all learning outcomes. The Law School utilizes the committee's analysis to determine whether the Law School's simulation courses are appropriately satisfying the identified learning outcomes."

For 304(a)(5):

"All simulation courses have a classroom instructional component and meet at scheduled class meeting times set by the associate dean for academic affairs. During the COVID-19 pandemic, however, these scheduled meeting times were at times supplemented or supplanted by asynchronous faculty instruction, including through use of recorded lectures."

For 304(a)(6):

"All simulation courses are designed to provide direct faculty supervision of the students' performance, whether that performance occurs synchronously during classroom sessions or asynchronously by means of recorded performances or written work that the faculty member later reviews and critiques. For example, students in Alternative Dispute Resolution negotiate and mediate simulated role-play exercises in class and receive immediate feedback on their performance from the professor. Similarly, students in the Negotiation Workshop negotiate and practice related skills in class and receive real-time coaching and feedback from the faculty member. They also record negotiations, which are later reviewed and critiqued in class by both peers and the faculty member. Students in classes focused on drafting, such as Estate Planning and Advanced Legal Research and Drafting, submit drafts of documents and receive extensive written feedback on those drafts from the professors."

- (1) **Site Team:** In terms of process, a faculty working group reviewed the syllabi of all simulation courses in 2018-19, looking at materials assigned and class exercises. Subsequently, the academic dean met with faculty teaching or proposing a new simulation course, and discussed Standard 304 with them.

In terms of the substance of incorporating doctrine, theory, skills, and legal ethics, the Law School has identified negotiation, oral and written advocacy, investigation, interviewing, and counseling as some of the skills taught in simulation courses, and the working group evaluated whether the course materials introduced doctrine, theory, and the ethics related to the skills being taught. It similarly examined whether students had opportunities for performance, reflection, and faculty assessment through review of syllabi and meetings with faculty.

The Law School provided the example of the academic dean's discussion with adjunct faculty of course goals; integrating doctrine, theory, skills, and legal ethics; and formative and summative assessments and feedback; as well as review of course readings and assignments.

- (2) The faculty working group and academic dean reviewed syllabi and met with faculty.
- (3) See statement in subsection (2) above
- (4) The faculty curriculum and outcomes & assessment committees supplement the compliance work of the academic dean. For example, the curriculum committee evaluates proposed course assignments and grading rubrics for new simulation courses, and the outcomes & assessment committee similarly gathers assessment rubrics for simulation courses.
- (5) The academic dean schedules each simulation course to include a classroom instructional component of 60 minutes per week per credit hour awarded over 12 weeks per credit, plus either an examination of three hours or an equivalent amount of additional work so as to ensure compliance with Standard 304.
- (6) The academic dean meets with each faculty member teaching a simulation course to ensure compliance.

31. Standard 304(a) [Law Clinics].

If the Law School offers any law clinics to satisfy the experiential course requirement of Standard 303(a)(3), how does the Law School ensure that the law clinics meet the requirements of Standards 304(a)(1)-(6):

- (1) integrate doctrine, theory, skills, and legal ethics, and engage students in performance of one or more of the professional skills identified in Standard 302;**
- (2) develop the concepts underlying the professional skills being taught;**
- (3) provide multiple opportunities for performance;**
- (4) provide opportunities for a student performance, self-evaluation, and feedback from a faculty member;**
- (5) a classroom instructional component; and**
- (6) provide direct supervision of the student's performance by the faculty member.**

School response [respond to each subsection (1)-(6)]:

(1) integrate doctrine, theory, skills, and legal ethics, and engage students in performance of one or more of the professional skills identified in Standard 302;

Each clinical course has been approved by the Law School's curriculum committee and the faculty through submission of a written course proposal and proposed syllabus. In addition, the associate dean for academic affairs reviews each course syllabus every semester. All of the Law School's course syllabi must include educational objectives and assessment methods. In the case of the clinic, these include the teaching and learning of professional skills.

The purpose of all clinical education at the Law School is to provide students with the opportunity to learn the practice of law in a "real life" setting. Clinic students are expected to gain experience with most (if not all) of the following practical legal skills: oral and written advocacy, motions practice, trial practice, legal research, legal writing, community education, investigation, interviewing, counseling, client interaction, legal analysis, case management, timekeeping, and more.

Additionally, the clinical faculty introduce students to, and encourage students to delve into, legal ethics and professional responsibility topics, particularly as they relate to their clinic placements. Students in the clinic are instructed to conduct themselves as if they were licensed attorneys acting on behalf of the University, including by at all times adhering to the rules of professional conduct as found in the Ohio Rules of Professional Conduct.

Faculty ensure these objectives are met through regular supervisor meetings, meetings as a clinic office to discuss cases (i.e., rounds), weekly clinic classes with students (as described below), review of students' self-reflections and other written work product, and direct supervision of students' performance.

During the COVID-19 pandemic, the clinical faculty established ways for clients and students to meet virtually or through telephone calls so students could still work on interviewing, counseling, and communication skills. The clinic established an office with a computer capable of videoconferencing to give clients who may not have had the technology available for videoconferencing a way to communicate with students. Students had access to cases through the clinic's electronic case management system so they could work on case management and timekeeping skills. Students were still given community-engagement projects to work on even though they did not work with community members in person. Finally, although court hearings and trials were postponed during the initial stages of the pandemic, students were also given real cases to work on that gave them experience with oral and written advocacy, motion practice, legal research, and legal writing and analysis skills. Students filed documents with courts and government offices electronically and participated in virtual court hearings when those became available.

In addition, the clinic staff attorney, administrative assistant/paralegal, and clinic director rotated their scheduling to accommodate COVID-19 social distancing requirements and still keep the clinic office open for students and clients when appropriate. The clinic staff also instituted a virtual chat during students' clinic hours so students could communicate with clinic staff members outside of their weekly supervisor meetings, classes, and round sessions.

(2) develop the concepts underlying the professional skills being taught;

Through their clinic experience, students are expected to gain experience with most (if not all) of the following practical legal skills: oral and written advocacy, motions practice, trial practice, legal research, legal writing, community education, investigation, interviewing, counseling, client interaction, legal analysis, case management, timekeeping, and more. Each clinical course has been approved by the Law School's curriculum committee and the faculty through submission of a written course proposal and proposed syllabus. In addition, the associate dean for academic affairs reviews each course syllabus every semester. This review process ensures that the clinic courses are designed to develop the concepts underlying these professional skills.

Prior to participating in the clinics, all students must participate in a mandatory orientation in which they are instructed on the substantive topics covered in the two clinics: domestic and juvenile law for the Ohio Northern University Legal Clinic and non-profit law for the Corporate Transactional Clinic.

Further development of these concepts comes through the clinics' classroom instructional component and rounds. All clinic students participate in mandatory one-hour weekly classes. Over the course of the semester this amounts to nine or ten classes. These sessions cover topics such as conflicts of interest, professional communication, case theory, trauma-informed lawyering, poverty, and attorney-client relationships. In addition, one of these classes is a simulated learning experience, usually on evidentiary rules, in which all students are required to learn how to introduce a piece of evidence in a simulated trial setting. Finally, one to two of these classes covers a particular substantive legal topic, such as wills, healthcare documents, or foreclosures, related to the outside community-engagement events the clinic offers during the semester.

In addition to the weekly classes, all clinic students participate in six case rounds. Rounds occur every two to three weeks during the semester. During rounds, students hear about their colleagues' cases and their relationships with clients and others, and discuss ethical and other problems that arise in the course of providing legal services. Each student presents at least one of his or her cases during one of these rounds.

During the COVID-19 pandemic, mandatory orientation sessions were divided into smaller segments and conducted over the course of several days through videoconferencing. Classes and rounds were also conducted via videoconferencing.

(3) provide multiple opportunities for performance;

Each student is given one or two existing cases when starting at the clinics and is expected to take one or two additional cases during the semester. Students have multiple opportunities throughout the semester to perform the practical legal skills being taught, to receive feedback on their performance, and to reattempt performance in light of their feedback. Every email, item of correspondence, pleading, and other written document students draft must be approved by either the staff attorney or clinic director, which requires students to submit and revise multiple drafts. In the course of trial preparation, students submit for approval and then revise multiple drafts of opening arguments, questions for witnesses and clients, closing arguments, etc. The clinic runs mock trials and hearings using other students as witnesses and opposing counsel multiple times to prepare clinic students for hearings. In addition, weekly meetings with the staff attorney provide students with weekly feedback and the

opportunity to present work product and ask questions regarding cases, as well as formulate next steps in a case. Finally, students are expected to participate in at least one of the community advocacy or pro bono legal services project coordinated by the clinics. These projects often times allow students to work with community leaders and provide students an opportunity to give very tailored and specific pro bono legal services to individuals in the community who would not otherwise be able to be formal clients at the clinics.

During the COVID-19 pandemic, the clinics relied upon videoconferencing and phone calls to run these mock trials and hearings and to conduct these weekly meetings with the staff attorney. The clinics worked with other legal aid and community leaders during the pandemic on ways to continue providing pro bono legal services to individuals in the community through virtual collaborative projects.

(4) provide opportunities for a student performance, self-evaluation, and feedback from a faculty member;

Prior to coming to the clinics, students are required to take a self-evaluation of the top 25 lawyering skills and write an introductory memorandum. The introductory memorandum is a statement of the students' personal and professional goals for clinic and of how they intend to accomplish those goals. The self-evaluation and introductory memorandum are reviewed and discussed in the initial meeting with the clinic's staff attorney. The students' goals are periodically discussed throughout the semester during the mandatory weekly meetings with the staff attorney. These weekly meetings provide students with the opportunity to discuss their cases and next steps and to deal with issues relevant to their cases. Students must prepare a written agenda for each weekly meeting. The clinic director also reviews students' timesheets weekly and, when necessary, contacts the student if the director notices anything concerning.

In addition to weekly meetings and timesheet review, students are also given a written midterm evaluation in which the clinic director or staff attorney gives students detailed feedback on their performance in clinic to date and a frank assessment of their developing lawyering skills. During the semester, students are asked to reflect on certain lawyering skills by way of the designated weekly topic for the clinic class (conflicts of interest, attorney-client relationships, poverty, etc.). At the end of the semester, students are required to submit a final reflection paper, in which they are asked to evaluate and reflect on their time at the clinic, including their growth on the lawyering skills they self-evaluated in the beginning of the semester, the cases they worked on during the semester, and their professional development as a lawyer.

(5) a classroom instructional component; and

All clinic students participate in a mandatory orientation that covers certain substantive areas of law. This provides students with a basic understanding of the legal concepts presented in their clinic cases. During the COVID-19 pandemic, this orientation was conducted synchronously online over the course of several days via videoconference.

All clinic students participate in mandatory one-hour weekly classes. Over the course of the semester this amounts to nine or ten classes. These sessions cover topics such as conflicts of interest, professional communication, case theory, trauma-informed lawyering, poverty, and attorney-client relationships. In addition, one of these classes is a simulated learning experience, usually on evidentiary rules, in which all students are required to learn how to

introduce a piece of evidence in a simulated trial setting. Finally, one to two of these classes cover a particular substantive legal topic, such as wills, healthcare documents, or foreclosures, related to the outside community-engagement events the clinic offers during the semester.

During the pandemic, students worked on opening and closing statements for their cases when an in-person simulated trial was not possible. Although the clinic's community-engagement events were postponed, students were given drafting assignments after classes that discussed substantive topics, such as wills and healthcare documents.

In addition to the weekly classes, all clinic students participate in six case rounds. Rounds occur every two to three weeks during the semester. During rounds, students hear about their colleagues' cases and their relationships with clients and others, and discuss ethical and other problems that arise in the course of providing legal services. Each student presents at least one of his or her cases during one of these rounds.

(6) provide direct supervision of the student's performance by the faculty member.

The clinic has a written policy that requires the clinic's staff attorney to review and sign off on all written correspondence between students and their clients, including letters, emails, notes, etc., before transmission to the clients. This ensures that the staff attorney has approved each item of client correspondence prior to its being sent. The staff attorney also reviews and approves all documents filed with a court before they are filed.

In addition to this supervision of written documents, all clinic students are required to have weekly individual meetings with the clinic director or staff attorney to go over cases and discuss the students' performance in the clinic. These weekly meetings provide students with the opportunity to discuss their cases and next steps and to deal with issues relevant to their cases. Students must prepare a written agenda for each weekly meeting. During the COVID-19 pandemic, these meetings were conducted virtually via videoconference. Students are also given a written midterm evaluation in which the clinic director or staff attorney gives detailed feedback on the students' performance in clinic to date and a frank assessment of their developing lawyering skills.

Finally, students must record all of the time they spend on clinic activities in the clinic's case management system contemporaneously. This requires students to record their time as soon as they have finished a task, and no later than the end of the day. The staff attorney has 24-hour access to all files, including timekeeping records, and checks student time entries on a regular basis and regularly asks students to make corrections. Further, the clinic director reviews students' timesheets weekly and, when necessary, contacts the student if the director notices anything concerning.

Staff assessment:

The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

NOTE: Facts in addition to the information sought in the question are required. Please answer the question under 'Site Team Fact Finding' immediately below.

Site Team Fact Finding (if required):

Do discussions with the faculty together with the course descriptions and/or syllabi of the law clinics listed as satisfying the experiential course requirement demonstrate that the courses meet the requirements of Standard 304(a)(1)-(6) as well as 304(c)?

- (1) The Law's Schools clinics have structures and mechanisms in place where integration of doctrine, theory, skills, and legal ethics can occur: (a) a mandatory clinic orientation, (b) weekly classroom instruction, (c) biweekly or triweekly case rounds conversations about students' legal work, (d) weekly meetings with their supervising attorney, and (e) during the pandemic, communications on a virtual chat platform that students could use with each other, and with their clinic faculty supervisors.

Clinical pedagogy engages students in making a *plan* for a lawyering task (like representing a client in court); putting students in role as "legal intern" so that they have the opportunity to *do* the task; and then guiding students to *reflect* on their performance to learn from the experience. The plan-do-reflect model typically creates a platform for reinforcing integration of doctrine, theory, skills, and legal ethics.

The planning and preparation stage provides opportunities to learn the legal *doctrine* and *theory* that must be applied in the two to four cases that each ONU clinic student typically works on.

Doing the lawyering work engages students in developing *skills* such as oral and written advocacy, motion practice, legal research and writing, and community education. Litigation clinic students work on a variety of matters such as custody, divorce, bankruptcy, social security, and expungement cases. Transactional clinic students similarly work on a variety of matters such as updating bylaws, preparing not-for-profit 990 tax forms, wills, and probate administration.

Clinic faculty instruct students to adhere to the rules of *ethics* and professional responsibility as required under the Ohio Rules of Professional Conduct. ONU clinic students must have completed two-thirds of their legal education to obtain a "legal intern certificate" that authorizes them to practice law in Ohio under the supervision of a licensed attorney.

Reflecting on their lawyering work requires students to self-critique their performance of skills such as oral advocacy and brief writing.

- (2) Development of the concepts underlying the professional skills being taught occurs during the multiple sites for learning outlined in subsection (1) above: orientation, seminar classes, case rounds, simulations, and supervision meetings.
- (3) Clinic students work on multiple matters, as well as a community advocacy or pro bono legal services project, which provide multiple lawyering performance opportunities.

- (4) Clinic faculty supervise their students as they are counseling clients or appearing in court, and provide feedback in real time, as well as during subsequent supervision meetings. ONU clinic faculty additionally provide their students with a written midterm evaluation and review their students' final reflection papers. Working on multiple matters for clients and reflecting on that work enables students to consolidate their learning from past experiences and apply it to future lawyering experiences. Students also are required to submit a self-evaluation memo prior to starting their clinic course.
- (5) Students enrolled in clinics meet weekly for their clinic seminar class, and every two to three weeks for case rounds conversations. Topics covered in clinic classes include interviewing, theory of the case, conflicts of interest, professional communication, and the attorney-client relationship.
- (6) The clinic faculty who supervise student legal work are the clinic director, who is a tenure track assistant professor of law, and a clinic staff attorney who also serves as the assistant clinic director.

32. Standard 304(a) and (d) [Field Placement Programs].

(a) If the Law School offers any field placements to satisfy the experiential course requirement of Standard 303(a)(3), how does the Law School ensure that the field placements meet the requirements of Standards 304(a)(1)-(6):

- (1) integrate doctrine, theory, skills, and legal ethics, and engage students in performance of one or more of the professional skills identified in Standard 302;**
- (2) develop the concepts underlying the professional skills being taught;**
- (3) provide multiple opportunities for performance;**
- (4) provide opportunities for a student performance, self-evaluation, and feedback from a faculty member or site supervisor;**
- (5) a classroom instructional component, regularly scheduled tutorials, or other means of ongoing, contemporaneous, faculty-guided reflection; and**
- (6) provide direct supervision of the student's performance by the faculty member or site supervisor.**

(b) Describe how the Law School's field placement program satisfies the requirements of Standard 304(d):

- (1) A written understanding among the student, faculty member, and a person in authority at the field placement;**
- (2) A method for selecting, training, evaluating, and communicating with site supervisors;**
- (3) evaluation of each student's educational achievement by a faculty member;**

(4) sufficient control of the student experience to ensure that the requirements of the Standard are met; and

(5) A method of maintaining records to document the steps taken to ensure compliance with the Standard.

School response [respond to each subsection (a)(1)-(6) and (b)(1)-(5)]:

(a) (1) Each field placement course has been approved by the Law School’s curriculum committee and the faculty through submission of a written course proposal and proposed syllabus. In addition, the associate dean for academic affairs reviews each course syllabus every semester. All of the Law School’s syllabi must include educational objectives and assessment methods. Specific objectives of the field placements that are listed in every field placement syllabus include (1) providing students with an opportunity to reflect on their field placement experiences; (2) introducing students to, and encouraging students to delve into, legal ethics and professional responsibility topics, particularly as they relate to field placements; (3) engaging students in discussions about topics such as ethics, access to justice, and career planning through the use of hypotheticals, presentations, class discussions, and other types of learning activities; (4) encouraging students to learn from each other how to deal with challenges at their field placements and how to deepen their field placement experiences; (5) providing students with opportunities to develop and hone their professional skills (including, but not limited to, interviewing, counseling, public speaking, legal research and writing, cultural competence, and more) in the context of their field placements; and (6) allowing students to examine the settings in which they are working and the types of lawyering they are observing with the goal of helping them make more informed choices about their legal careers.

The clinic staff, who oversee the Law School’s field placements as well as the clinics, ensure these objectives are met through regular meetings or tutorials with students (as described below), review of students’ self-reflections and other written work product, and direct supervision of students’ performance. The clinic director also regularly communicates with field placement supervisors and ensures that the field placements engage students in developing professional skills, including interviewing, counseling, public speaking, legal research and writing, cultural competence, and more. Most of the field placement supervisors have been supervisors for extended periods of time. On-site visits are performed annually if possible and are undertaken more frequently with new supervisors. All new supervisors are evaluated ahead of time by the clinic director and are also provided with written information to assist them in their supervisory tasks, including information regarding the ABA Standards.

(2) Through their field placement experience, students are expected to gain experience with professional skills including interviewing, counseling, public speaking, legal research and writing, cultural competence, and more. Each field placement course has been approved by the Law School’s curriculum committee and the faculty through submission of a written course proposal and proposed syllabus. In addition, the associate dean for academic affairs reviews each course syllabus every semester. This review process ensures that the field placements are designed to develop the concepts underlying these professional skills.

Further development of these concepts comes through the field placements’ classroom instructional component, referred to as “tutorials.” All externship/field placement students must attend a certain number of tutorials with the clinic director during the semester. These tutorials cover topics such as tips for a successful externship, ethical issues in externships,

client relationships, externships and career planning, and professional identity. Judicial externs, who receive two academic credits, attend two tutorials. All other externs in three- or six-credit externships attend three to four tutorials. Students enrolled in Advanced Externship, who have already completed one externship, attend four to five tutorials with the clinical director.

When field placement sites shut down during the COVID-19 pandemic, the clinic director conducted these tutorials via videoconference. In addition, to make up for the lost hours students experienced due to the closing of field placement sites, the clinic director offered weekly one-hour virtual tutorials on a wide variety of other topics, such as tips for working remotely, pandemic lawyering, and public interest lawyering. The clinic director also created several additional work product assignments for students to complete as needed. The clinic director created assignments for each classification of externship, such as opening statements for prosecutor/public defender externship students, a judicial memorandum for judicial externship students, and a bankruptcy memorandum for bankruptcy externship students.

In fall semester 2020, tutorials and meetings continued to be virtual in light of the pandemic. The clinic director went back to the same number of tutorial opportunities as what had been offered in the past but implemented more reflection assignments for students to complete during the semester. The clinic director also provided students with an opportunity to reflect on diversity and inclusion issues in the legal field. The clinic director continues to have additional work product assignments available to students who may need additional hours due to an unexpected COVID-related reason or placement issue due to COVID-19. Unlike spring and summer 2020, in order to work on these additional assignments for externship hours, students must have a meeting with the clinic director and receive her written approval ahead of time. This is to ensure that students are truly getting the majority of hours they need from their placements rather than from the clinic director.

Because summer externships/field placements are frequently a distance from the Law School's campus, the clinic director and staff attorney use Google Meet to meet with students virtually during the summer semester. These Google Meet meetings cover the same material as the classroom sessions during the fall and spring semesters do, and the students meet with the clinic director and staff attorney with the same frequency as during the fall and spring semesters. This practice continued during summer semester 2020. In addition, similar to the spring semester 2020 changes resulting from the pandemic, the clinic director continued to offer additional voluntary virtual tutorials and various work-product assignments to students who experienced COVID-related issues during the summer at their externship placements.

Finally, the clinical faculty are in frequent contact with field placement supervisors, both during the process of designing a placement to achieve specified educational objectives, and throughout the duration of the field placement to ensure the specified skills and objectives are being appropriately developed.

During the pandemic, the clinic director sent out a survey to most field placement sites to determine the placement sites' interest in having student externs for the 2020-2021 academic year, whether in person or remotely. The survey also included questions regarding the expected operations of both the onsite and remote experiences to confirm the placements would be sufficiently rigorous and provide sufficient opportunities for students to develop

lawyering skills, as well as to ensure that the placement sites would adequately comply with COVID-related health and safety mandates.

(3) The nature of performance in a field placement varies according to the type of placement. Nonetheless, the clinic director ensures that students are being given multiple opportunities for performance by discussing the externship expectations with the supervisor at the outset of the placement and with the student at the orientation, conducting site visits, reviewing both supervisor and student evaluations at the end of the semester, and monitoring student timesheets, which memorialize the details of the tasks students perform at their field placement site.

In light of the COVID-19 pandemic, in summer semester 2020 students were permitted to participate in remote field placements. These placements had to be approved by the clinic director ahead of time. In addition to the standard procedures and documentation used for traditional placements, remote placements had to indicate the type of work and lawyering experiences they would provide students. Remote placements and students had to execute a special memorandum of understanding addendum designed to address the remote nature of the field placement experience.

(4) Students are required to discuss their learning agenda with their field placement supervisors at the beginning of the semester. In addition, the tutorials that students are required to attend are aimed at providing guided self-reflection and self-evaluation on student performance of lawyering skills at their field placement. There are corresponding written assignments that relate to the topic of that tutorial and that are reviewed by the clinic director and discussed in class. The clinic director also reviews students' timesheets weekly and, when necessary, contacts the student if the director notices anything concerning.

Supervisors are encouraged to give mid-semester evaluations of the student's performance. The clinic director has mandatory mid-semester meetings with each student to discuss any supervisor evaluations, the student's progress on his or her learning goals, and the student's reflection on his or her experience. The student is required to submit a final reflection on his or her learning agenda goals and externship experience at the end of the semester. The supervisor is also required to submit a final evaluation of the student's performance.

(5) All externship/field placement students must attend a certain number of tutorials with the clinic director or staff attorney during the semester. These tutorials cover topics such as tips for a successful externship, ethical issues in externships, client relationships, externships and career planning, and professional identity. Judicial externs, who receive two academic credits, attend two tutorials. All other externs in three- or six-credit externships attend three to four tutorials. Students enrolled in Advanced Externship, who have already completed one externship, attend four to five tutorials with the clinical director or staff attorney.

When field placement sites shut down during the COVID-19 pandemic, the clinic director conducted these tutorials via videoconference. In addition, to make up for the lost hours students experienced due to the closing of field placement sites, the clinic director offered weekly one-hour virtual tutorials on a wide variety of other topics, such as tips for working remotely, pandemic lawyering, and public interest lawyering. The clinic director also created several additional work-product assignments for students to complete as needed. The clinic director created assignments for each classification of externship, such as opening statements for prosecutor/public defender externship students, a judicial memorandum for

judicial externship students, and a bankruptcy memorandum for bankruptcy externship students.

In fall semester 2020, tutorials and meetings continued to be virtual in light of the pandemic. The clinic director offered the same number of tutorial opportunities as had been offered prior to the pandemic but implemented more reflection assignments for students to complete during the semester. The clinic director also provided students with an opportunity to reflect on diversity and inclusion issues in the legal field. The clinic director continues to have additional work-product assignments available to students who may need additional hours due to an unexpected COVID-related reason or placement issue due to COVID-19. Unlike spring and summer 2020, in order to work on these additional assignments for externship hours, students must have a meeting with the clinic director and receive her written approval ahead of time. This is to ensure that students are truly getting the majority of hours they need from their placements rather than from the clinic director.

Because summer externships/field placements are frequently a distance from the Law School's campus, the clinic director and staff attorney use Google Meet to meet with students virtually during the summer semester. These Google Meet meetings cover the same material as the tutorials during the fall and spring semesters do, and the students meet with the clinic director and staff attorney with the same frequency as during the fall and spring semesters. This practice continued during summer 2020. In addition, similar to the spring 2020 changes resulting from the pandemic, the clinic director continued to offer additional voluntary virtual tutorials and various work-product assignments to students who experienced COVID-related issues during the summer at their externship placements.

(6) The clinic director ensures that students are given direct supervision by the site supervisor by discussing the field placement expectations with the supervisor at the outset of the placement and by conducting site visits.

The clinic director also supervises students' work. Students are required to maintain a contemporaneous record of their time and their activities at their field placements. Timesheets are kept electronically on a daily basis using the timesheets the clinic director provides to students by access to a Google spreadsheet using students' Law School email accounts. Students must record their externship activities in detail, including the tasks they perform on a specific case, but not any client names or client-specific information. The clinic director reviews all timesheets weekly to see what the students are doing at their placements, how much time they are putting in at their placements, and if there seems to be any issues that would need to be addressed with the student or supervisor.

At the beginning of tutorials, every student is asked to discuss his or her externship experience with the class and clinic director or staff attorney. Mandatory mid-semester meetings with the clinic director also provide an opportunity for feedback from the director on the student's performance because supervisors are encouraged to give the clinic director feedback in the middle of the semester about the student's performance. Additionally, students are asked to provide feedback and reflect on certain lawyering skills pertinent to their placements in additional reflective memoranda assignments throughout the semester. The clinic director reviews these reflection assignments and provides students with feedback about their reflections and follows up with students about placements if needed.

(b) (1) At the field placement orientation or the first mandatory field placement meeting, students receive a copy of the memorandum of understanding (MOU) that must be signed by

the student, the supervising attorney/judge/staff attorney, and by the clinic director. Before beginning the externship, or within the first week, students are required to meet with their supervising attorney/judge/staff attorney and ask the supervisor to sign the MOU. Once the supervisor has also signed the MOU, students must provide the signed MOU to the clinic director. Executed MOUs are maintained in each student's externship file and are part of the student's grade in the course. Students working at a remote placement because of COVID-19 must provide the clinic director with information about how the remote placement opportunity will operate during the semester and then the student and field placement site must execute a separate MOU Addendum for Remote Externship Experience.

(2) Field placement supervisors are selected based on their legal practice experience, the area of law they work in, and their interest and commitment to the externship experience. Most of the field placements the Law School has used have existed for several years and were established by past clinic directors. The clinic director maintains regular contact with the supervisors by either conducting a site visit during the academic year with the supervisor and student, or by contacting the supervisor directly about his or her field placement experiences.

In summer semester 2020, during the COVID-19 pandemic, the clinic director sent out a survey to most field placement sites to determine the placement sites' interest in having student externs for the 2020-2021 academic year, whether in person or remotely. The survey also included questions regarding the expected operations of both the onsite and remote experiences to confirm the placements would be sufficiently rigorous and provide sufficient opportunities for students to develop lawyering skills, as well as to ensure that the placement sites would adequately comply with COVID-related health and safety mandates.

The clinic director contacts all new field placement supervisors and gives them an overview of the externship requirements and process. All new supervisors are given a "New Externship Supervisor" letter, a copy of the ABA Standard 304, and supervisor guidelines. After an overview and providing the supervisors with this material, the director conducts a follow-up meeting with the supervisor to ensure the supervisor understands everything that goes into having an externship student. During the pandemic the clinic director also communicated with the supervisors about the details and nature of the experiences they would be providing students to ensure compliance with ABA Standard 304 and COVID-related health and safety mandates.

The clinic director meets at least annually with every field placement supervisor to evaluate the placement as an externship site. In addition, every student submits an evaluation of his or her supervisor/field placement at the end of each placement. Both of these allow the clinic director to assess whether the Law School should continue to use a particular supervisor or placement.

Communications with supervisors are done either by email or letter, depending on the supervisors' communication preferences. All correspondence with supervisors is placed in either the externship student's file or in the general field placement folder for record keeping purposes.

(3) All new field placement students are required to attend a mandatory orientation at the beginning of the semester. The orientation covers topics such as professionalism in externship placements, confidentiality, timesheets, and legal intern certificate rules, if applicable. Students are required to have completed their learning agendas for the orientation and then work on discussing their goals with each other in simulated supervisor meetings

while the clinic director supervises the simulations. Memoranda of understanding are also discussed and reviewed in detail with the externship students. Finally, the purpose of tutorials is explained to students and students are given the tutorial schedule for the semester.

Returning externship students must still attend a meeting with the clinic director during the first week of classes to discuss their learning agendas and tutorial requirements for the semester. During the COVID-19 pandemic, these meetings were conducted virtually via videoconference. Learning agendas are mandatory for all externship students and are part of the externship students' grade; therefore, they are reviewed and assessed by the clinic director in the beginning of the semester. In addition, the clinic director has a mandatory individual meeting with every externship student during the middle of the semester. At these mid-semester meetings, the clinic director and student review the student's educational goals and discuss the student's progress based on the supervisor's mid-semester evaluation. Students are required to submit a final reflection assignment at the end of the semester that reviews and evaluates their goals from their learning agenda and externship experience. Students are also required to submit a supervisor placement evaluation at the end of the semester, which asks them to assess their supervisor and placement. The clinic director contacts each supervisor in the middle of the semester and asks the supervisors to provide the director feedback on the students' performance at the placement. Supervisors are required to submit a final evaluation of the students' performance during the semester, which counts for 70% of the students' externship course grade.

(4) Before any student is placed at a placement, the clinic director meets with the student to determine what type of experience he or she is considering, his or her goals for the experience, and if the student has any restrictions or conflicts that the director should know about when finding a placement. The director also discusses with each student the requirements for the externship course, including mandatory orientation, obtaining a certain amount of time every week at the experience and at the end of the externship, participating in tutorials, and a mid-semester meeting. All of these items are discussed again at the externship orientation or first meeting with all externship students. The orientation was conducted via online video modules during the COVID-19 pandemic. Based on these individual meetings the clinic director selects and contacts the appropriate placement supervisor to determine if the supervisor would be interested in accepting the student as an extern.

Students are required to attend in-person tutorials (or via Google Meet over the summer) during the semester. These tutorials were held virtually during the COVID-19 pandemic. Each tutorial starts with the clinic director's or staff attorney's asking every student about his or her placement experience. In addition, all students are required to attend an individual in-person meeting with the clinic director around the middle of the semester, in which the clinic director discusses the student's placement experience. The clinic director reviews the student's timesheets weekly to determine if the student is on track with his or her time requirements and to know the type of work the student is doing at the placement. Finally, at the end of the semester, the clinic director reviews the student's learning agenda from the beginning of the semester with the student's final reflection, the student's evaluation of his or her supervisor/placement, and the supervisor's evaluation of the student's performance.

(5) Because students work in a variety of field placements and have a wide range of schedules, organization and record-keeping are essential concerns for law school and ABA compliance purposes. As such, students are required to send all emails regarding the externship, all documents required for the field placement, and any tutorial and work product

assignments due during the semester via email to both the clinic director and the pertinent administrative assistant. All records are printed and put in an externship student's file. Checklists are maintained in every externship student's file with a list of documents needed for the ABA Standard and course grade. In addition, the clinic director and administrative assistant maintain a master list of externship students, placement information, and record requirements on an Excel spreadsheet. All lists are updated when a new document is added to the file. At the end of the semester, the clinic director reviews every externship student file to ensure that all records are in every file.

Staff assessment:

The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

NOTE: Facts in addition to the information sought in the question are required. Please answer the question immediately below under 'Site Team Fact Finding.'

Site Team Fact Finding (if required):

Do discussions with the faculty together with the course descriptions and/or syllabi of the field placement courses listed as satisfying the experiential course requirement demonstrate that the courses meet the requirements of Standard 304(a)(1)-(6) as well as 304(d)?

(a)(1) The Law School's externship courses seek to integrate doctrine, theory, skills, and legal ethics

through a series of tutorial classes in which placement students must participate. The clinic director seeks to ensure that students have the opportunity to perform lawyering tasks and develop professional skills through her communication with field placement supervisors.

(2) Similarly, the theory underlying the lawyering skills that students work on in their placements is addressed in the tutorials, through feedback on student reflection memos, and through collaboration and communication between the clinic director and field placement supervisors about achieving the educational objectives of the externship course.

(3) The clinic director coordinates with the field placement supervisors to try to ensure multiple performance opportunities.

(4) Self-evaluation is incorporated in the tutorial class curriculum, and the clinic director reviews externship students' tutorial assignments, weekly time sheets, and students' final reflections. Field placement supervisors are required to provide a final evaluation of their student interns.

- (5) Judicial externship students are required to participate in two tutorials and receive two credits, and students in the practice externships are required to participate in three to four tutorials for three or six credits.
- (6) Field placement supervisors provide externship students with direct supervision of their performance of lawyering tasks.
- (b)(1) The clinic director, externship student, and field placement supervisor sign a memorandum of understanding (MOU) that is maintained in each student's file and forms a part of their grade.
- (2) The methodology for selecting, training, evaluating, and communicating with field placement supervisors is informal. Most placement sites were established by past clinic directors. The current clinic director began in her role as clinic director in summer 2019. Written training guidelines are provided to field placement supervisors, and every student submits an evaluation of their on-site field placement supervisor. The clinic director communicates with on-site supervisors by phone or email.
- (3) The clinic director guides externship students in preparing their learning agendas and educational goals, meets with them mid-semester to discuss the students' progress, and reviews students' final reflection assignments. The clinic director's assessment of externship student performance determines 30% of a student's grade, and their field placement supervisor's evaluation constitutes 70% of their grade.
- (4) The clinic director meets with students before matching them with externship placements and discusses course requirements. Similarly, the clinic director provides the written "Guidelines for Training Externship Supervisors" and a copy of ABA Standard 304 to confirm the field placement supervisor's responsibilities.
- (5) The clinic director and administrative assistant maintain a file for each externship student that contains a checklist of required documents, and an excel spreadsheet of all externship students' placement information and record requirements. The clinic director conducts a file review at the end of the semester.

Distance Education

33. Standard 306 and Interpretations 306-1 and 306-2.

(a) If the Law School allows credit for distance education courses, describe:

(1) the process by which the academic content, method of course delivery, and method of evaluating student performance is approved. If this process differs from that used for reviewing other courses, explain the difference;

(2) how the Law School's technological capacity, staff, information resources, and facilities are sufficient to ensure the educational quality of distance education;

(3) how the Law School ensures that credit is granted for distance education courses only if: (i) there is opportunity for regular and substantive interaction between faculty member and student and among students; (ii) there is regular monitoring of student

effort by the faculty member and opportunity for communication about that effort; and (iii) the learning outcomes for the course are consistent with Standard 302;

(4) how many distance education courses does the Law School offer? Provide a breakdown between asynchronous and synchronous courses;

(5) what is the maximum number of distance education credit hours the Law School allows?;

(6) how the Law School ensures that a student may be granted no more than one-third of the credit hours required for the J.D. degree for distance education toward the J.D. degree;

(7) how the Law School ensures that a student may be granted no more than 10 credits for distance education courses during the first one-third of a student's program of legal education;

(8) how the Law School has established an effective process for verifying the identity of students taking distance education courses that also protects student privacy; and

(9) whether there are any additional charges associated with verification of student identity, and, if so how students are notified at the time of registration or enrollment.

(b) Describe the training or support that is provided to ensure effective teaching in distance education courses.

School response [respond to each subsection (a)(1)-(9) and (b)]:

(a) (1) Not applicable

Students may earn both their law degree and a Master of Science in Accounting (M.S.A.) degree through a concurrent degree program offered by the Law School and the College of Business Administration. Students who pursue the joint degree take some distance education courses through the College of Business Administration. These distance education courses count only toward the M.S.A. degree, and not toward the law degree.

The Law School does not allow credit for distance education courses, other than any courses that have been offered remotely pursuant to a COVID-19-related variance from the ABA (discussed below).

(2) Not applicable

(3) Not applicable

(4) The Law School converted all of its courses to remote learning in spring semester 2020 pursuant to an ABA variance in the face of the COVID-19 pandemic. In addition, the Law School taught six of its eight summer semester 2020 and 11 of its 26 fall semester 2020 courses online or in a hybrid format pursuant to an ABA variance. All of the first-year courses were taught in person in both the summer 2020 and fall 2020 semesters, other than the "lab" accompanying the doctrinal Property course (see Question 37).

None of the courses that the Law School offered online in the spring, summer, and fall 2020 semesters was taught online previously. The Law School does not intend to offer these courses online in the future, other than pursuant to an ABA variance during the COVID-19 pandemic. Accordingly, the Law School does not offer any distance education courses within the meaning of the ABA Standards.

(5) The Law School does not allow any distance education credit hours, other than credit granted for courses offered online in the 2020-2021 academic years pursuant to an ABA variance during the COVID-19 pandemic.

(6) Not applicable

(7) Not applicable

(8) Not applicable

During the COVID-19 pandemic, the associate dean for academic affairs instructed faculty to take attendance in each class in a way that permitted verification of attendance by both in-person and remote learners, as applicable. Methods of verifying attendance included having students sign in via a Google Sheet at the start of each class, having students type into the chat feature of Google Meet or Zoom, and having technology teaching assistants (discussed in Question 33(b)) take attendance, among other methods. Faculty adopted new pandemic-related remote learning attendance policies, including policies for whether students were required to keep their cameras on during online classes. They communicated these policies to the students in their syllabi or in addenda thereto.

(9) Not applicable

(b) Though the Law School does not provide credit for distance education courses, there is training available through the University for faculty members who would like to learn how to design a distance education course. The University's educational technology department hosts workshops and trainings and provides individual consultation and support to faculty wishing to learn to use the University's educational technologies. Further, the information technology building offers a number of resources to enable faculty to design a distance learning course, including video conferencing facilities and a media room with a green screen and the capacity to record light board sessions. The Law School also built a media room in 2020 with video conferencing facilities that faculty can use to record class sessions.

The Law School provided the faculty with both Google Meet and Zoom to conduct courses during the COVID-19 pandemic pursuant to an ABA variance. During this time, the Law School also hired technology teaching assistants, student workers specifically trained to assist faculty with in-class technology needs, for all faculty members who requested them. This ensured that the faculty had the technological support they needed to teach effectively remotely when necessary during the COVID-19 pandemic.

Staff assessment:

The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding (if required):

The site team has reviewed and verified the school response. No additional facts added.

Studies Outside the United States

34. Standard 307.

(a) If the Law School grants credit for student study at a foreign institution (including dual degree programs) under the *Criteria for Accepting Credit for Student Study at a Foreign Institution*, provide the statement required by Criterion I.A.3 that defines the educational objective the Law School seeks to achieve in allowing students to study abroad for credit toward the J.D. degree.

(b) Describe how the Law School complies with the requirements in Criterion I.A.4 of the *Criteria for Accepting Credit for Student Study at a Foreign Institution* that each student has an academic advisor and a written plan that defines the educational objectives the student seeks to achieve during the period of study abroad.

(c) Describe how the Law School ensures that students do not earn credits exceeding two-thirds of the credits required for the J.D. degree for participating in a program sponsored by an ABA approved law school, including programs held in accordance with the *Criteria for Approval of Foreign Summer and Intersession Programs Established by ABA-Approved Law Schools*; programs held in accordance with the *Criteria for Approval of Foreign Semester and Year-Long Study Abroad Programs Established by ABA Approved Law Schools*; and field placements outside the United States.

(d) Describe how the Law School ensures that students do not earn credits exceeding one-third of the credits required for the J.D. degree for any combination of (1) student participation in a study outside the U.S. under the *Criteria for Accepting Credit for Student Study at a Foreign Institution* and (2) credit granted for courses completed prior to admission at a law school outside the United States in accordance with Standard 505(c).

(e) Describe how the Law School ensures that students do not earn credits exceeding two-thirds of the credits required for the J.D. degree though credit awarded pursuant to Standards 307(b), (c), and (d).

(f) Describe how the Law School ensures that students participating in study outside the United States must have successfully completed sufficient prerequisites or must

contemporaneously receive sufficient training to assure the quality of the student educational experience.

(g) Please list all foreign program(s) offered by the Law School, including summer, intercession and semester and/or year-long program(s) and for each program provide the following:

(1) A completed [Supplemental Questionnaire](#) for Programs Offered by an ABA-approved Law School in a Location Outside the United States.

(2) For each program listed in this subsection, provide for the site team a summary of recent student evaluations of the program and faculty; also provide any student complaints submitted during the most recent accreditation period (i.e., 10 years) and the resolution of the complaints.

School response [respond to each subsection (a)-(f) and (g)(1)-(2)]:

(a) The Law School publishes the following statement defining the educational objective the Law School seeks to achieve in allowing students to study abroad for credit toward the J.D. degree:

“Take part in ONU Law’s study-abroad program, and you’ll enhance your study of U.S. law while gaining first-hand knowledge of your host country’s legal system and culture. You’ll develop your own international legal perspective, and you’ll be able to explore potential options for practicing law outside the United States once you graduate. Plus, you’ll start to build your network of personal and professional contacts across the globe.”

This statement is published online here:

https://my.onu.edu/college_of_law/academics/study_abroad and here:

<https://law.onu.edu/student-life#study-abroad>

(b) Students who wish to receive credit toward the J.D. degree through study at a foreign institution must apply for and obtain the permission of the associate dean for academic affairs. The associate dean serves as the student’s academic advisor for the student’s studies at the foreign institution. The associate dean for academic affairs is a tenured faculty member, in addition to being a law school administrator with the training and experience to permit effective approval and monitoring of students’ foreign study.

As part of the application to receive credit for foreign study, the student must list the courses he or she proposes to take at the other institution and the catalog descriptions of each. The student must also submit a one- to three-page statement describing why the student wants to study abroad and what educational objectives the student seeks to achieve from doing so. The student and the associate dean then work together to finalize a written plan to define the educational objectives to be achieved in studying abroad and the specific methods to be used in evaluating whether the student has obtained them. Towards that end, credit transferred toward the J.D. degree from another law school is granted only for courses in which the student achieved a grade of “C” or better, including courses taken while studying abroad. If changes occur, such as a course change or cancellation, the student and the associate dean reexamine the written plan to determine whether the approved foreign study continues to satisfy the stated educational objectives.

These application and grade acceptance policies ensure that each student has an academic advisor and a written plan that defines the educational objectives the student seeks to achieve during the period of studying abroad.

(c) The Law School permits transfer of the equivalent of one semester's worth of credits earned in a program at another ABA-accredited law school or at a program sponsored by such a law school abroad. No student may take more than 17 credit hours in any semester. Earning the J.D. degree requires 90 credits. Thus, students may transfer a maximum of approximately 19% of the credits required for the J.D. degree from such a program.

The Law School also has a long-standing agreement (1996) with the University of Iceland Faculty of Law for academic student exchanges. Under this agreement, the Law School's students may spend a semester at the University of Iceland taking courses in the LL.M. program that are taught in English.

The exchange program for the Law School's students is limited to one semester in either the second or third year, for a maximum of 12 credit hours, approximately 13% of the 90 credits required for the J.D. degree. Additionally, because of the academic calendar at the University of Iceland, three of these hours consist of an extensive writing and research project under the supervision of a member of the Law School faculty. While a number of Icelandic students have attended the Law School pursuant to this agreement, no Law School students have participated at the University of Iceland.

In the extremely unlikely event that a student studied abroad and spent a semester in the Iceland exchange program, that student would be eligible to transfer a maximum of 29 credits toward the J.D. degree, approximately 32% of the 90 credits required for that degree. Any such transfer would require the review and approval of the associate dean for academic affairs.

In addition to these credit limitations, the Law School's rules contain a residence requirement. In order to graduate with a J.D. degree, a student must complete at least 90 credit hours. At least 75 of these credit hours (i.e., approximately 83%) must be completed in residence at the Law School. The residence requirement is waived by the Dean or his delegate only in exceptional circumstances. This residence requirement ensures that no student earns credits exceeding two-thirds of the credits required for the J.D. degree for participating in a program sponsored by an ABA-approved law school, study abroad, and field placements outside of the United States.

(d) Students desiring to receive credit toward the J.D. degree through study at another law school, including a law school outside the United States, must apply for and obtain the approval of the associate dean for academic affairs. The Law School permits transfer of no more than one semester's worth of credits earned in a study abroad program sponsored by an ABA-approved law school. No student may take more than 17 credit hours in any semester. Earning the J.D. degree requires 90 credits. Thus, students may transfer a maximum of approximately 19% of the credits required for the J.D. degree from study at a foreign institution.

The Law School also accepts up to 12 credits, approximately 13% of the 90 credits required for the J.D. degree, earned at the University of Iceland Faculty of Law toward the J.D. degree through an academic exchange program with that institution. Because of the academic calendar at the University of Iceland, three of these hours consist of an extensive writing and

research project under the supervision of a member of the Law School faculty. No Law School students have participated in this program to date. All applications for the University of Iceland exchange program must obtain the review and approval of the associate dean for academic affairs.

Students desiring to receive credit toward the J.D. degree for courses completed prior to admission at the Law School at a law school outside the United States must apply for admission at the Law School and submit an official transcript of all completed law school work completed. The associate dean for academic affairs reviews all transfer applications and determines how many, if any, credits from the other institution will count toward the J.D. degree. The associate dean ensures that no student receives more than one-third of the credits toward the J.D. degree from a combination of study at a foreign institution and courses completed prior to admission at a law school outside the United States.

In addition to these transfer limitations, the Law School's rules contain a residence requirement. In order to graduate with a J.D. degree, a student must complete at least 90 credit hours. At least 75 of these credit hours (i.e., approximately 83%) must be completed in residence at the Law School. The residence requirement is waived by the Dean or his delegate only in exceptional circumstances. This residence requirement ensures that no student receives more than one-third of the credits toward the J.D. degree from a combination of study at a foreign institution and courses completed prior to admission at a law school outside the United States.

(e) In addition to the credit limitations described above, the Law School's rules contain a residence requirement. In order to graduate with a J.D. degree, a student must complete at least 90 credit hours. At least 75 of these credit hours (i.e., approximately 83%) must be completed in residence at the Law School. The residence requirement is waived by the Dean or his delegate only in exceptional circumstances. This residence requirement ensures that no student earns more than two-thirds of the credits required for the J.D. degree for credit awarded pursuant to Standards 307(b), (c), or (d).

(f) As part of the application to receive credit for foreign study, the student must list the courses he or she proposes to take at the other institution and the catalog descriptions of each. The associate dean for academic affairs reviews each application and does not approve any application unless the student has successfully completed sufficient prerequisites or is enrolling in such courses as will provide sufficient contemporaneous training to assure the quality of the student educational experience.

(g) Not applicable

Staff assessment:

The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Insert Report: Study Abroad Programs containing;
Report #6A: Summer/Intersession Programs for the Law School's Own Students
Report #6B: ABA-Approved Summer/Intersession Programs
Report #6C: ABA-Approved Semester/Year-Long Study Abroad Programs
Report #6D: Number of Students Earning Credit Towards the J.D. Degree at a Foreign Institution.

Report 6: STUDY ABROAD PROGRAMS

Programs for the Law School's Own Students

Program Location	Number of Students Enrolled For Credit Towards a J.D. Degree	Number of Students Enrolled Not For Credit Towards a J.D. Degree	Maximum Number of Credits Allowed Per Student
	2019 - 2020	2019 - 2020	2019 - 2020
NA	NA	NA	NA

ABA-Approved Programs(Open to Students from Other ABA-Approved Law Schools and Cosponsored Programs)

Program Location	Number of Students Enrolled For Credit Towards a J.D. Degree	Number of Students Enrolled Not For Credit Towards a J.D. Degree	Maximum Number of Credits Allowed Per Student
	2019 - 2020	2019 - 2020	2019 - 2020
Reykjavik - Iceland	0	0	0

Number of Students Earning Credit Towards the J.D. Degree at a Foreign Institution

2019 - 2020
NA

Site Team Fact Finding (if required):

The site team has reviewed and verified the school response. No additional facts added.

Academic Standards and Support

35. Standard 308.

(a) Describe the Law School's policies relating to academic standards, including those for:

- (1) regular class attendance;

(2) good standing;

(3) academic integrity;

(4) graduation; and

(5) dismissal.

(b) Indicate where in the Law School's rules and regulations the policies are published.

(c) Describe the Law School's written due process policies with regard to taking any action that adversely affects the good standing or graduation of a student and state where they are published.

(d) Describe how the Law School ensures adherence to the policies described in subsections (a) and (c).

School response [respond to each subsection (a)(1)-(5) and (b)-(d)]:

(a) (1) The Law School requires regular class attendance. Instructors are required to develop attendance policies that are designed to emphasize and effectuate regular classroom attendance. Each policy must be submitted to the Dean at the start of the semester. Instructors may decide, as part of their attendance policy, that students who are absent in excess of 25% of the class meetings of a particular course shall be dropped from the course with the designation of "W" (withdrawal). Instructors must provide a written statement of their attendance policy to students at the first class meeting.

Instructors take attendance in each class. They must further provide written notice to students whose class attendance causes them to be within one day's absence of being penalized.

During the COVID-19 pandemic, the associate dean for academic affairs instructed faculty to take attendance in each class in a way that permitted verification of attendance by both in-person and remote learners, as applicable. Methods of verifying attendance included having students sign in via a Google Sheet at the start of each class, having students type into the chat feature of Google Meet or Zoom, and having technology teaching assistants (discussed in Question 33(b)) take attendance, among other methods. Faculty adopted new pandemic-related remote learning attendance policies, including policies for whether students were required to keep their cameras on during online classes. They communicated these policies to the students in their syllabi or in addenda thereto.

(2) Students must maintain a cumulative grade point average of 2.00 at all times in order to be in good academic standing in the Law School. Every student whose cumulative grade point average at the end of any spring semester is below 2.00 is dismissed from the Law School.

The Law School adopted a modified grading and dismissal policy in spring semester 2020 during the COVID-19 pandemic. Each student had the ability, in accordance with a policy the University adopted in spring semester 2020, to select "pass/low pass/no pass" in place of the student's assigned grade for spring semester 2020 after the assigned grade was posted. The decision to elect a "pass/low pass/no pass" grade had to be made in consultation with an

advisor or the Dean's office. Courses completed with a "pass/low pass/no pass" grade were not included in any term or cumulative grade point average calculations.

Further, pursuant to this policy, no academic dismissals were made at the close of the spring 2020 semester. Instead, all academic dismissal decisions were deferred until the end of the fall 2020 semester.

For all students who were in their first year during the 2019-2020 academic year, academic dismissal decisions were based upon their grade point averages calculated based only on first-year course grades and grades from Evidence, Business Organizations 1, and Constitutional Law 1, taken in fall semester 2020. For all other students, decisions regarding academic dismissal were made based upon grades through spring semester 2020 and in all courses tested on the bar examination taken in fall semester 2020 taught by full-time faculty of the Law School.

Any student whose grade point average, calculated in accordance with this modified policy, was below a 2.0 at the end of fall semester 2020 was academically dismissed. Students between a 1.9 and 2.0 had the opportunity to appeal, in accordance with the relevant provisions of the Law School's catalog. All other dismissal provisions of the Law School catalog remained in effect.

Individual faculty members were granted authority to accommodate, within their courses, in consultation with the Dean's office, those students most adversely impacted by coronavirus-related circumstances.

A student registered in the Law School who retains a period of eligibility for intercollegiate athletics must be in good academic standing at the end of the previous semester. Students not in good academic standing cannot participate in extracurricular competitive activities of individuals, teams, or other groups officially designated as representing the University.

A cumulative grade point average of 2.00 for the entire three years is required for graduation. A student who fails to achieve a 2.00 average by the end of his or her third year, may, at the discretion of the Dean, be allowed a reasonable length of time in which to take further courses for the purpose of raising his or her final average to 2.00.

(3) The Law School expects its students to conduct themselves in a dignified and honorable manner as future members of the legal profession and assumes that individually and collectively they will discourage acts of academic dishonesty. The Law School also expects cooperation among administrators, faculty, staff, and students in preventing acts of academic dishonesty, in detecting such acts, reporting them, and identifying those who commit them, and in providing appropriate punishment for offenders. The Student Code of Conduct (Code) is here: https://law.onu.edu/sites/default/files/law_catalog_2020_-_2021_update_2-5-21.pdf and here: https://my.onu.edu/college_of_law/academics/juris_doctor_jd/catalog and on the Law School's internal website at:

https://my.onu.edu/sites/default/files/student_code_of_conduct.pdf.

The Code articulates the Law School's standards for academic integrity. The Code prohibits a variety of acts that constitute a lack of academic integrity, including, among others, plagiarism; knowing misstatements of material fact or law in any class discussion oral or written assignment, or any other academic matter; use of unauthorized materials during an

examination or attempts to observe or copy another student's work; submitting work in a course for which credit has been received in another course; improper collaboration; misrepresentation of the authenticity of sources; and acquisition or provision of unauthorized knowledge of an examination or part thereof.

An alleged violation of the Law School's rules pertaining to academic integrity is adjudicated pursuant to the adjudication procedures outlined in the Code, including the filing of a complaint, appointment of a tenured member of the faculty as adjudication counsel, determination of probable cause, and constitution of an adjudication committee comprising three faculty members and two law student members. The adjudication committee holds a hearing regarding the alleged violation of academic integrity at which the respondent is entitled to appear with representation, present evidence, and call and cross-examine witnesses. The adjudication committee then reaches a verdict and, if applicable, makes a determination of sanctions.

(4) The Law School confers the J.D. degree upon application to all students who, in no less than 28 months and no more than 72 months after matriculation, have successfully completed a total of at least 90 credit hours, including courses graded with an "S" (satisfactory) or "U" (unsatisfactory), with a cumulative average of 2.00 for all courses in which a letter grade is given. At least 75 of the 90 credit hours counted toward the J.D. degree must have been received in full-time residence at the Law School.

To graduate, students must satisfactorily complete all required courses, including Legal Research and Writing 1 & 2, Torts, Civil Procedure 1 & 2, Criminal Law, Contracts 1 & 2, Business Organizations 1, Property 1 & 2, Constitutional Law 1, Legal Problem Solving and Analysis, Evidence, Public Law and the Legal Process, and Legal Profession. They must also complete a seminar with a grade of "C" or higher and at least seven credit hours of courses designated as meeting the "skills" (experiential) requirement, no more than six of which may be clinic or externship courses. They must also submit a completed graduation checklist to the associate dean for academic affairs.

Degrees are conferred at the end of the semester during which requirements were completed. Commencement exercises are held at the close of the spring semester. Students who complete their work prior to the spring semester are invited to participate in the spring commencement exercises.

Students who graduate and complete at least 60 hours in the Law School and whose cumulative grade point averages meet the standards for academic recognition have this recognition announced at commencement, recorded on their diplomas, and recorded on their transcripts. The levels of academic recognition are *cum laude*, a cumulative grade point average of 3.30-3.59; *magna cum laude*, a cumulative grade point average of 3.60-3.89; and *summa cum laude*, a cumulative grade point average of 3.90 and above.

(5) Students whose cumulative grade point average at the end of any spring semester or at the end of six full-time semesters is below a 2.00 are dismissed from the Law School.

Students who have been dismissed and whose cumulative grade point average is below a 1.90 may not petition for readmission except upon motion of a faculty member approved by two-thirds of the governing faculty. Students who have been dismissed and whose cumulative grade point average is 1.90 or higher may petition the admissions committee for readmission.

Students enrolled in summer school whose cumulative grade point average at the end of spring semester is below 2.00 are dismissed at the end of the spring semester, subject to the petition process. All tuition and fees paid for summer school are refunded to students who are dismissed. Summer school grades are not considered during the petition process.

Students eligible for petition for readmission may petition the admissions committee only one time. The admissions committee or the governing faculty may impose any reasonable conditions upon a student's readmission, including, but not limited to, repeating any required classes in which the student earned a grade lower than a C.

The Law School adopted a modified grading and dismissal policy in spring semester 2020 during the COVID-19 pandemic. Each student had the ability, in accordance with a policy the University adopted in spring semester 2020, to select "pass/low pass/no pass" in place of the student's assigned grade for spring semester 2020 after the assigned grade was posted. The decision to elect a "pass/low pass/no pass" grade had to be made in consultation with an advisor or the Dean's office. Courses completed with a "pass/low pass/no pass" grade were not included in any term or cumulative grade point average calculations.

Further, pursuant to this policy, no academic dismissals were made at the close of the spring 2020 semester. Instead, all academic dismissal decisions were deferred until the end of the fall 2020 semester.

For all students who were in their first year during the 2019-2020 academic year, academic dismissal decisions were based upon their grade point averages calculated based only on first-year course grades and grades from Evidence, Business Organizations 1, and Constitutional Law 1, taken in fall semester 2020. For all other students, decisions regarding academic dismissal were made based upon grades through spring semester 2020 and in all courses tested on the bar examination taken in fall semester 2020 taught by full-time faculty of the Law School.

Any student whose grade point average, calculated in accordance with this modified policy, was below a 2.0 at the end of fall semester 2020 was academically dismissed. Students between a 1.9 and 2.0 had the opportunity to appeal, in accordance with the relevant provisions of the Law School's catalog. All other dismissal provisions of the Law School catalog remained in effect.

Individual faculty members were granted authority to accommodate, within their courses, in consultation with the Dean's office, those students most adversely impacted by coronavirus-related circumstances.

This modified grading and dismissal policy was emailed to all Law School faculty and students by the Dean on April 3, 2020.

(b) The Law School's policies relating to academic standards are published in the Law School's catalog, available online here: https://law.onu.edu/sites/default/files/law_catalog_2020_-_2021_update_2-5-21.pdf and here: https://my.onu.edu/college_of_law/academics/juris_doctor_jd/catalog

The modified grading and dismissal policy adopted during the COVID-19 pandemic was emailed to all Law School faculty and students by the Dean on April 3, 2020.

(c) Academic Dismissals: Students whose cumulative grade point average at the end of any spring semester or at the end of six full-time semesters is below a 2.00 are automatically dismissed from the Law School. Students with a cumulative grade point average between 1.90 and 2.00 are eligible to petition the admissions committee for readmission. Two-thirds of the faculty may permit a student who has a cumulative grade average below a 1.90 to petition for readmission.

Eligible students may petition for readmission only one time, within a year of their dismissal, absent the Dean's finding of exceptional circumstances. Upon receiving a petition for readmission from a student eligible to petition, the admissions committee can vote to readmit the student or to deny readmission.

Students denied readmission by the admissions committee have the right to petition the Dean for readmission. The Dean, upon receipt of such petition, can deny the petition or, upon a finding that extraordinary circumstances exist with respect to a student's academic performance, can forward the petition to the faculty in writing, specifying the extraordinary circumstances. The student has no right of appeal upon the Dean's denial of the petition for readmission. If the Dean forwards the petition to the faculty, the student can be readmitted if two-thirds of the governing faculty present votes in favor of readmission.

Any student who has been readmitted by the admissions committee or by the faculty and is subsequently academically suspended has no right to petition for readmission.

The Law School adopted a modified grading and dismissal policy in spring semester 2020 during the COVID-19 pandemic. Each student had the ability, in accordance with a policy the University adopted in spring semester 2020, to select "pass/low pass/no pass" in place of the student's assigned grade for spring semester 2020 after the assigned grade was posted. The decision to elect a "pass/low pass/no pass" grade had to be made in consultation with an advisor or the Dean's office. Courses completed with a "pass/low pass/no pass" grade were not included in any term or cumulative grade point average calculations.

Further, pursuant to this policy, no academic dismissals were made at the close of the spring 2020 semester. Instead, all academic dismissal decisions were deferred until the end of the fall 2020 semester.

For all students who were in their first year during the 2019-2020 academic year, academic dismissal decisions were based upon their grade point averages calculated based only on first-year course grades and grades from Evidence, Business Organizations 1, and Constitutional Law 1, taken in fall semester 2020. For all other students, decisions regarding academic dismissal were made based upon grades through spring semester 2020 and in all courses tested on the bar examination taken in fall semester 2020 taught by full-time faculty of the Law School.

Any student whose grade point average, calculated in accordance with this modified policy, was below a 2.0 at the end of fall semester 2020 was academically dismissed. Students between a 1.9 and 2.0 had the opportunity to appeal, in accordance with the relevant provisions of the Law School's catalog. All other dismissal provisions of the Law School catalog remained in effect.

Individual faculty members were granted authority to accommodate, within their courses, in consultation with the Dean's office, those students most adversely impacted by coronavirus-related circumstances.

The policies for academic dismissals are published in the Law School's catalog, which is available online here: https://law.onu.edu/sites/default/files/law_catalog_2020_-_2021_update_2-5-21.pdf and here: https://my.onu.edu/college_of_law/academics/juris_doctor_jd/catalog

The modified grading and dismissal policy adopted during the COVID-19 pandemic was emailed to all Law School faculty and students by the Dean on April 3, 2020.

Other Actions Affecting Good Standing or Graduation: Students who are found guilty of violating the Student Code of Conduct (Code) may be subject to sanctions, including, but not limited to, withdrawal of degree, permanent expulsion from the Law School, suspension from the Law School for a period not to exceed one academic year for each violation, and loss of credit hours for any course with which the violation is directly related. Sanctions for Code violations are imposed by an adjudication committee comprising three faculty members and two law students only after the affected student has been afforded substantial due process rights.

These rights include, without limitation, the right to (1) be notified of the nature of the complaint filed, the specific Code provisions alleged to have been violated, and the name of the complainant; (2) receive written copies of the complaint, all motions, briefs, and exhibits filed by the adjudication counsel (a tenured member of the faculty) with the adjudication committee, and all other documentation related to the adjudication; (3) a hearing before the adjudication committee, at which the affected student may be represented, call witnesses, present evidence, and cross-examine witnesses testifying against him or her; and (4) have the adjudication hearing be held in closed session.

The adjudication procedures also specify particular time periods for notice, responses, and the making of key determinations.

The Code and adjudication procedures are available on the Law School's website here: at https://my.onu.edu/sites/default/files/student_code_of_conduct.pdf, and in the Law School's catalog, which is available online here: https://law.onu.edu/sites/default/files/law_catalog_2020_-_2021_update_2-5-21.pdf

(d) Attendance: Instructors' attendance policies are included in their course syllabi, which are submitted to the Dean and reviewed by the associate dean for academic affairs at the beginning of each semester to ensure compliance with the Law School's attendance policies. The associate dean also periodically discusses the Law School's attendance policies with the faculty and reminds the faculty of their obligations to comply with those policies.

During the COVID-19 pandemic, the associate dean instructed faculty to take attendance in each class in a way that permitted verification of attendance by both in-person and remote learners, as applicable. Methods of verifying attendance included having students sign in via a Google Sheet at the start of each class, having students type into the chat feature of Google Meet or Zoom, and having technology teaching assistants (discussed in Question 33(b)) take attendance, among other methods. Faculty adopted new pandemic-related remote learning attendance policies, including policies for whether students were required to

keep their cameras on during online classes. They communicated these policies to the students in their syllabi or in addenda thereto.

Good Standing: The associate dean for academic affairs reviews and monitors all students' transcripts and grade point averages to ensure that any students who are not in academic good standing are appropriately dismissed.

Academic Integrity: Every faculty member is tasked with ensuring adherence to the Law School's policies with respect to academic integrity. All course syllabi contain a statement of the Law School's academic integrity policy, including a link to the Student Code of Conduct. Any faculty member who has a good faith belief that a student has violated the Student Code of Conduct by failing to act with academic integrity is encouraged to file a complaint in accordance with the procedures outlined in the Student Code of Conduct.

Graduation: As part of the application for graduation, students must submit a completed graduation checklist to the associate dean for academic affairs. In completing the checklist, students must indicate that they have successfully completed all required courses, a seminar with a grade of "C" or higher, and at least seven hours of "skills"/experiential courses, for a total of at least 90 credit hours. After all grades are in for the spring semester, the associate dean for academic affairs compares each graduation checklist to the students' final transcripts. Only those students who satisfy the graduation requirements are presented to the registrar for graduation.

Dismissal: Students whose cumulative grade point average at the end of any spring semester or at the end of six full-time semesters is below 2.00 are automatically dismissed from the Law School.

The Law School adopted a modified grading and dismissal policy in spring semester 2020 during the COVID-19 pandemic. Each student had the ability, in accordance with a policy the University adopted in spring semester 2020, to select "pass/low pass/no pass" in place of the student's assigned grade for spring semester 2020 after the assigned grade was posted. The decision to elect a "pass/low pass/no pass" grade had to be made in consultation with an advisor or the Dean's office. Courses completed with a "pass/low pass/no pass" grade were not included in any term or cumulative grade point average calculations.

Further, pursuant to this policy, no academic dismissals were made at the close of the spring 2020 semester. Instead, all academic dismissal decisions were deferred until the end of the fall 2020 semester.

For all students who were in their first year during the 2019-2020 academic year, academic dismissal decisions were based upon their grade point averages calculated based only on first-year course grades and grades from Evidence, Business Organizations 1, and Constitutional Law 1, taken in fall semester 2020. For all other students, decisions regarding academic dismissal were made based upon grades through spring semester 2020 and in all courses tested on the bar examination taken in fall semester 2020 taught by full-time faculty of the Law School.

Any student whose grade point average, calculated in accordance with this modified policy, was below a 2.0 at the end of fall semester 2020 was academically dismissed. Students between a 1.9 and 2.0 had the opportunity to appeal, in accordance with the relevant

provisions of the Law School's catalog. All other dismissal provisions of the Law School catalog remained in effect.

The associate dean for academic affairs identifies any students with a cumulative grade point average below 2.00 at the end of the relevant semester and takes the necessary action to dismiss these students.

Due Process: The Law School's due process procedures are easily available to all faculty members and students on the Law School's internal website at:
https://my.onu.edu/sites/default/files/student_code_of_conduct.pdf.

If an event occurs that triggers these procedures, the associate dean for academic affairs or relevant committee chair, as applicable, consults the Law School's written procedures and makes every effort to ensure that they are thoroughly complied with.

Because the procedures are accessible to all faculty members and students, any person who believes there has been a lack of due process is able to raise this alleged lack with the Dean, the associate dean for academic affairs, or any relevant committee chair or member.

Staff assessment:

The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding (if required):

The site team has reviewed and verified the school response. No additional facts added.

36. Standard 309(a).

Describe how the Law School provides academic advising for students that communicates effectively its academic standards and graduation requirements, and that provides guidance on course selection.

School response:

The Law School takes a proactive approach to academic advising. Students are assigned both a faculty advisor and peer advisors throughout their law school tenure. At the beginning of the first semester, each student is assigned to a faculty member who is responsible for academic advising. As a general rule, this faculty member remains the student's advisor until graduation. The role of the faculty advisor is more substantial than at many other schools. These responsibilities include advising students on their schedules and graduation requirements, reviewing students' résumés, and discussing with students their career options. Each full-time faculty member typically advises between two and four students from each class. In addition to the faculty advisor, a group of peer advisors is available to help the new student become integrated into law school life.

Although the level of involvement in course selection may vary from advisor to advisor, each advisor holds a pre-registration conference with each of his or her students each semester in order to assess the student's progress, keep track of requirements for graduation, and keep the student abreast of specific requirements in the state in which the student plans to take the bar. The associate dean for academic affairs strongly urges the advisors to recommend courses that are not required for graduation but would prove helpful on the bar exam, such as Business Organizations 2 and Criminal Procedure. As a result, enrollment in those classes is consistently high.

The Law School ensures that faculty advisors are kept abreast of the most recent information about course offerings and graduation and bar exam requirements and that faculty advisors are discussing all relevant topics with their advisees. The associate dean for academic affairs holds meetings with the faculty prior to registration each semester to apprise them of any changes, including the impact of any new ABA Standards or Criteria on the Law School's policies or course requirements. In addition, a faculty working group constituted in the 2019-2020 school year drafted an advising memo that summarized the course requirements and recommendations for each class year, information about clinic and externship opportunities, and other information relevant to faculty advisors. The working group circulated the advising memo to all faculty members prior to their pre-registration conferences with advisees. The associate dean for academic affairs continued this practice with new advising memos in the 2020-2021 school year.

Staff assessment:

The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding (if required):

The site team has reviewed and verified the school response. No additional facts added.

37. Standard 309(b).

(a) How does the Law School provide academic support designed to afford its students a reasonable opportunity to complete the program of legal education, graduate, and become members of the legal profession? How does the Law School monitor and evaluate the success of its program?

(b) If the Law School imposes additional or different requirements based on a student's GPA, state of bar examination, or other factor, describe those differences here.

School response [respond to each subsection (a)-(b)]:

(a) Since the last self-study, the Law School has built on its comprehensive academic support program, which the Law School labels "Academic Success." The Academic Success program has traditionally comprised two full-time faculty members. Nancy Sabol was the director of Academic Success and an associate professor of law before passing away in spring 2020. She had been the director since 2001. Director Sabol graduated from the Ohio State University Moritz College of Law *summa cum laude*. Michelle Hunt was hired as the assistant director of Academic Success in spring semester 2020 to work with Director Sabol and became interim director after Director Sabol's passing. Interim Director Hunt graduated from North Carolina Central University School of Law *magna cum laude*. Before Interim Director Hunt joined the Law School, Katie Kramer held the position of associate director of Academic Success from 2016 through the fall semester of 2019. Professor Kramer graduated from Case Western University College of Law. The Law School is seeking to hire an additional full-time faculty member to serve as assistant director of Academic Success.

Academic support at the Law School begins on the first day of law school with a very intentional line of Academic Success programming. This programming includes, among other things, two mandatory academic support-oriented classes in the first-year curriculum, a stepped up legal analysis class for second-year students hovering below a 2.5 grade point average, and then an across-the-board bar preparation course for all students in the third year. The Law School's two-person Academic Success team strives to give individual attention and timely feedback to each student, which the Law School's faculty-to-student ratio graciously permits. Of equal import, though, is the Law School's incredibly supportive faculty and administration, who give credence to the value of this kind of programming, and who regularly work with Academic Success to integrate bar-forward principles into their existing rigorous first-year doctrinal curriculum.

As for the programming in the first-year curriculum, each first-year student is required to take a "lab" course in the fall semester with the associate/assistant director of Academic Success (hereinafter the "assistant director" for ease of reference). Prior to fall semester 2020 this was a Torts lab. This lab introduced law students to essential study and exam taking skills using the backdrop of Torts as its substantive legal framework. The assistant director began by introducing students to legal rules, rule synthesis, rule-based reasoning and rule-based course outlines. Once these concepts had been introduced, the assistant director assigned various exercises that required the students to practice these skills, such as drafting several iterations of a graded Torts course outline, for which the assistant director provided direct and immediate individual feedback. The assistant director then introduced exam-taking skills and strategies for both essay and multiple choice formats. The students did a graded, timed, practice essay in the lab in advance of their Torts midterm exam. The students were provided a model answer afterward and then were given an opportunity to meet one-on-one with the

assistant director to go over their individual essay. As for multiple choice, the students participated in a group in-class exercise where they got to select correct answers using clicker technology from Turning Point Technologies following the introduction of certain strategic skills for taking multiple choice tests in law school and on the bar. This exercise always received very favorable feedback from students. The students' performance in the lab accounted for 5% of their grade in their doctrinal Torts class.

For fall semester 2020, Interim Director Hunt realigned the lab with the doctrinal Property course to provide additional support for this highly-tested bar subject. Interim Director Hunt redesigned the lab to incorporate several of the "expert learning" concepts and strategies offered by Michael Hunter Schwartz in *Expert Learning for Law Students*. Students met with Interim Director Hunt for one-hour class periods during the first seven weeks of the semester. The lab included online modules and activities for creating expert learner outlines, deconstructing legal rules, understanding rule-based and analogical reasoning in law exams, applying the IRAC method, pre-writing the law essay, and answering multiple choice questions on law exams. The lab's objectives and activities culminated in a Property midterm consisting of 10 multiple choice questions and one essay question written by the Property professor. The Property lab accounted for 10% of the doctrinal Property class grade.

Following the fall semester, first-year students are required to return to campus early for a three-week intensive January term in which they take Legal Problem Solving and Analysis. In January 2021 this course was taught online due to the COVID-19 pandemic. The course is a collaboration between the Academic Success and legal research and writing departments, and is aimed at sharpening the students' ability to analyze and resolve legal problems using a "real-world problem" in the context of defamation. Student buy-in is maximized through skills-based exercises including mock client interviews, negotiations, and a mediation based on the defamation problem. In January 2021 the class included a segment on student wellness, including strategies for handling stress and exam anxiety, and financial wellness, including a presentation on financial wellness by the Law School's AccessLex representative (see Question 64 for a description of AccessLex's services offered at the Law School). Throughout the January term, the students are required to complete a number of written analytical exercises and self-assessments so that professors can adequately monitor student progress on the heels of the students' first round of law school exams in the fall. This course also helps the Academic Success program identify and reach out to students who would benefit from additional academic support.

Throughout the first year, the Law School offers all students the ability to voluntarily participate in the "Succeed Program," which utilizes upper-class student Teaching Assistants (TAs) to assist first-year students with exam-taking skills. The assistant director oversees the Succeed Program. The Succeed Program has been modified since the last self-study, in that it has moved to a strict practice essay and multiple choice practice exam format for its weekly group sessions, and then allows for one-on-one interactions through use of "office hours" wherein the TAs are paid by the University to make themselves available to first-year students at a set time each week in a particular location in the Law School. The Academic Success program has found this framework more helpful to students who might be more hesitant to ask questions in a group setting. As for the group sessions, each first-year doctrinal professor drafts three practice essays each semester, which are given to the students the Friday before the TA session on a rotating basis so that the students have the weekend to familiarize themselves with both the fact pattern and the legal rules implicated by the facts. The students are also asked to draft an answer to the essay in advance of the TA session. The timing utilized under this model has proven effective for increasing both student

attendance and engagement, as students often expressed that their failure to attend sessions in the past was driven by their belief that they could not practice a skill on the spot when they were not familiar with the law they were being asked to apply. The assistant director communicates regularly with the doctrinal professors on essay content, deadlines for distribution to students, and appropriate feedback on TA performance. Attendance is taken at each session and the weekly sessions typically draw approximately 60-70% of the first-year student population. During the COVID-19 pandemic, TA sessions were conducted online to adhere to the University's COVID-19 safety protocols.

Following the January term, the assistant director carefully monitors students whose grade point averages landed at a 2.5 or below at the end of first semester. The assistant director meets with these students at regular intervals in order to figure out where things might have gone off track academically. The assistant director assists students with a wide variety of academic skills, including study techniques, time management, critical reading, course outlining issues, and test anxiety, among other things. There has been marked student improvement between first and second semesters due, in large part, to the assistant director's careful attention and monitoring. Almost every student monitored over the last four academic years has seen an increase in his or her grade point average at the end of the first year.

Additionally, a self-assessment tool was created to assist students with creating an academic success strategy plan. The ONU Law Academic Self-Assessment form guides students through an honest self-reflection of their academic performance during the prior semester(s). From a list of academic, social, resource, and learning factors, students identify obstacles from the previous semester that may have impacted their performance. Then, they evaluate their current learning and studying skills using a Learning and Study Skills Inventory. Finally, students discuss this information during an academic success strategy session with the director or assistant director of Academic Success in order to develop a plan for success in the next semester.

If, after the end of first year, a student's grade point average still falls at a 2.5 or below, the Law School then implements a mandatory bar course of study for the remainder of law school for the student. The particulars of the bar course of study are reviewed regularly and modified at the discretion of the director of Academic Success. The purpose of this bar course of study is to expose at-risk students to bar-tested subjects in advance of their personally directed bar study following graduation. These same students meet personally with the associate dean for academic affairs and the assistant director over the course of the summer, who invite their participation in an Advanced Legal Analysis course in the fall semester of the second year. This course is taught by the assistant director and is aimed exclusively at improving test-taking skills and legal analysis. Because the class sizes are typically small, having fewer than 10 students, the assistant director is able to tailor the course content to the individualized needs of the students in the class. In fall semester 2020, the Advanced Legal Analysis class was eliminated and replaced with Academic Success workshops supporting Business Organizations, Evidence, and Constitutional Law. This change was made to provide support to all second-year students in light of the changes and challenges brought about by the COVID-19 pandemic.

To assist further with the transition to online learning during the pandemic, the Academic Success faculty established a virtual information site using the University's learning management system, Moodle. This virtual site serves as a one-stop-shop for students' informational needs, including how to access library resources, University resources, and

community resources to support students on and off campus. The Moodle site hosts the Succeed Program resources, including practice problems and recorded Succeed sessions. The Moodle site also provides helpful articles and tools for test anxiety and mental health topics that affect law students. Additionally, the Academic Success faculty created and published video tutorials to guide students as they prepared for online exams. The Academic Success faculty also prepared written and video tutorials to assist faculty and administrative staff as they prepared their online exams using a new technology.

This aggressive outreach and individual attention has been successful, as students often return to thank the Academic Success professors for helping them successfully get through law school.

The Law School's academic support offerings directly related to the bar examination, which were already substantial, have been expanded since the prior self-study. They now include (1) in the fall semester, a three-credit, graded bar preparation course for third-year students graduating early and for those whom the director of Academic Success has identified as benefitting from additional bar preparation; (2) in the spring semester, a three-credit, graded bar preparation course for all third-year students; and (3) individual meetings and academic support while the graduates study for the bar exam. The core of the academic support offerings for the bar exam are the bar preparation courses, Transition to Practice (Transition), which Director Sabol designed and implemented to provide third-year law students with the tools they need to pass the bar examination on their first attempt. The Transition courses have multiple purposes: to familiarize students with the bar exam, provide them with effective ways to study for the bar exam, and, most importantly, to help them refine their issue identification, analytical skills, and writing in the context of subjects tested on the Multistate Bar Exam (MBE). Themis and Barbri provide online lecture videos and outlines to the students, who are responsible for learning the substantive material. The class analyzes and reviews multiple choice questions from released MBEs by the National Conference of Bar Examiners (NCBE), past essays from the Uniform Bar Exam, and Multistate Performance Tests (MPTs) by the NCBE. The purpose is to improve the students' knowledge of the law and skills in identifying issues and reasoning to a conclusion. The spring Transition course (or the fall course, if the student is graduating early) is mandatory for students with a first-year grade point average of 2.50 or below. Close to 100% of the third-year class takes at least one of the two Transition courses, regardless of whether they are required to take it.

Beginning spring semester 2020, the assistant director added an online component using Moodle, the University's learning management system, to the third-year bar review class. This online component includes weekly sessions for both multiple choice practice and essay writing practice quizzes. The multiple choice quizzes are composed of NCBE-licensed questions distributed by Adaptibar and provide students with statistical data based on their individual performance. A new assessment tool, the Multiple Choice Analysis Table, was added and requires students to reflect on the correct and incorrect answer choices and to self-diagnose their own errors and reasons they may have missed a specific question (e.g., issue identification, did not know the rule, reading error, application error). Likewise, the practice essay quizzes are based on prior NCBE-licensed Multistate Essay Examinations (MEEs) and are coordinated with self-assessment tools designed by the director of Academic Success to guide students through a comparison and correction of their own work. Another formative assessment tool, Poll Everywhere, has been added to provide students an opportunity to complete multiple choice questions, to compare their performance with their peers, and to discuss answers and explanations together in class.

Interim Director Hunt maintained the online Moodle resource for the fall 2020 Transition course. In addition to the aforementioned changes, a pretest for each substantive module has been added to assess students' prior knowledge of the topics covered in the module. Students then dissect these pretest questions together as well as the correct and incorrect answers to develop strategies for answering similar questions on the bar exam. The structure of the Transition course includes two weekly modules of a substantive law bar subject (e.g., Criminal Law, Civil Procedure, Constitutional Law, and Real Property) followed by one weekly module of graded summative assessments covering both modules (e.g., short-answer substantive law quiz, multiple choice quiz, and essay quiz). The final two modules of the semester focus on the MPT. Students are assessed on their MPT skills through a prior NCBE-licensed MPT test administered by Themis Bar Review. This current iteration of the third-year bar review course will be implemented again in spring semester 2021 to cover additional substantive law bar subjects and topics.

In consideration of the pandemic and delays in the administration of the bar examination, Interim Director Hunt organized the "ONU Law Summer Bar Prep" program. With the participation of several of the Law School administration and faculty, this program provided online modules designed to support students in several MEE topics, including Trusts and Future Interests, Wills and Decedents' Estates, Agency and Partnerships, Corporations and LLCs, Family Law, and Civil Procedure/Conflict of Laws, as well as MPT and MBE strategies. Students were provided substantive law lectures from the Law School's professors, practice MEE essays, and self-assessment tools each week for eight weeks of the summer. Additionally, resources to prepare for an online bar exam were created, including a 60-minute essay practice module and a 90-minute guided practice MPT exercise to help students assess their time management skills during testing.

In addition to the bar preparation Transition courses and summer bar preparation program, Interim Director Hunt also works one-on-one with the Law School's graduates as they study for the bar exam. She meets or confers by phone or Google Meet regularly with graduates to review with them their essay writing and multiple choice test taking and to provide other guidance and support. Interim Director Hunt also conducts a "Mock First Day" of the bar exam about two weeks before the actual exam and then meets individually with each graduate to review his or her performance from the Mock First Day.

Overall, the success of the academic support efforts can be measured in a variety of ways. As discussed above, there is evidence that student grade point averages have improved (significantly, one student went from 1.81 to 2.93 GPA, and went on to pass the Colorado bar exam on the first attempt), and although improved grades can be attributed to many variables, the students involved believe the support program to be invaluable. The number of students seeking the director's and assistant director's assistance is another measure of the success of the program. The number of students availing themselves of the Academic Success program's help has increased significantly each year.

A further indication of the success of the academic support program is the Law School's bar passage rates. In particular, for the July 2019 Ohio bar exam, the Law School had a 100% pass rate for first-time takers, well above the state average of 82% for the 734 first-time takers of the Ohio bar. The 2020 Ohio October Bar Exam pass rate for the Law School's first-time takers again exceeded the state average ranking 4 out of the 9 Ohio law schools.

(b) In 2014, the Law School amended its upper division course requirements to require all students with a cumulative grade point average of 2.5 or below at the conclusion of their first

year to take as a condition of graduation a bar passage-based course of study, including Constitutional Law 2, Criminal Procedure, and Transition to Practice, as well as five of seven courses from a prescribed bar subject list prepared by the director and assistant director of Academic Success. The particulars of the bar course of study are reviewed regularly and modified at the discretion of the director of Academic Success. The purpose of this bar course of study is to expose at-risk students to bar-tested subjects in advance of their personally directed bar study following graduation.

These same students meet personally with the associate dean and the assistant director over the course of the summer, who invite their participation in an Advanced Legal Analysis course in the fall semester of the second year. This course is taught by the assistant director and is aimed exclusively at improving test-taking skills and legal analysis. Because the class sizes are typically small, having fewer than 10 students, the assistant director is able to tailor the course content to the individualized needs of the students in the class. All students subject to this requirement are also assigned the director or assistant director of Academic Success or the associate dean for academic affairs as their academic advisor to ensure that their academic progress and bar exam preparation are closely monitored.

In fall semester 2020, the Advanced Legal Analysis class was eliminated and replaced with Academic Success workshops supporting Business Organizations, Evidence, and Constitutional Law. This change was made to provide support to all second-year students in light of the changes and challenges brought about by the COVID-19 pandemic.

Staff assessment:

The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding (if required):

The site team has reviewed and verified the school response. No additional facts added.

Academic Requirements

38. Standard 310.

(a) Describe the Law School's policies and procedures for determining the credit hours that it awards for coursework, including co-curricular activities for which credit is awarded, and how those policies and procedures require the minimum 42.5 hours of in-class and out-of-class work per credit. Also describe how the Law School assesses the amount of out-of-class student work required in each course. Indicate where in the Law School's rules and regulations the policies and procedures are published. [Note: 42.5 hours equals the equivalent of 50 minutes of in-class instruction per week and 120 minutes of out-of-class preparation time per week for 15 weeks; time spent preparing for

and taking a final exam can be included in the 42.5 hours provided an exam of appropriate length is actually required for the class; the scheduling of an “exam week” is insufficient.]

(b) Indicate how the Law School ensures adherence to those policies. Provide examples (e.g., documentation in new course proposals, review of syllabi by Associate Dean, certification by faculty members, etc.). [See Managing Director’s Guidance Memo on Standard 310 dated May 2016.]

School response [respond to each subsection (a)-(b)]:

(a) The Law School requires that, for each credit hour awarded in a classroom or simulation course, the class must meet for a minimum of 60 minutes each week over a semester of at least 12 weeks. The Law School requires the same number of total classroom minutes in classes scheduled in the January term and Summer semester. The associate dean for academic affairs assures the classroom minutes required by Standard 310 are met when she prepares the class schedule and semester calendar. Also, faculty are required to review their syllabuses each semester in order to assure that the class preparation, reading and writing assignments in their classes meet the requirements of Standard 310 for at least two hours out of class work for each credit hour awarded. The Law School’s Standard 310 regulations and procedures for classroom and simulation courses are published at the following address:

https://my.onu.edu/college_of_law/about/college_policies

In externships and clinics, the Law School requires a student work 128 hours at a placement site or clinic for each 3 hours of academic credit, 256 hours for 6 credits and 85 hours for a judicial externship of 2 credit hours. In addition, the students must participate in mandatory orientation and classroom sessions. Students submit time sheets which are reviewed by their supervisor and the director of clinical education to assure they have met the requirements of Standard 310. The Law School’s Standard 310 regulations and procedures for clinics and externships are published at the following URL:

https://my.onu.edu/college_of_law/academics/clinics_and_externships/registration_for_clinics_and_externships

(b) Before any class can be offered by the Law School, it must be approved by the curriculum committee and the law faculty. A sample syllabus must accompany any course proposal. The curriculum committee consists of faculty, upper class students and the associate dean for academic affairs. The committee and faculty will not approve any course that would not, in their judgment, require both class and out of class work that comply with Standard 310. As noted above, when the associate dean for academic affairs prepares the course schedule and academic calendar, she assures each course offering has ample class time to comply with Standard 310. Each semester, every faculty member must review their course plans when they submit their syllabuses to assure they require at least two hours of out of class student work for every credit hour awarded as mandated by Standard 310. Finally, the director of clinical education assures students submit time sheets that both she and the students’ clinic and externship supervisors review to make certain the clinical and externship opportunities offered by the Law School meet the Standard.

Staff assessment:

_____ ***The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard for both classroom courses and co-curricular activities for which credit is awarded. No further information is required from the Site Team.***

 X ***The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:***

EXPLANATION OF WHAT IS NEEDED FROM THE SITE TEAM: The school does not appear to meet the credit hour requirement: (12 weeks x 60 minutes in class) + (12 weeks x 120 minutes out of class) = 720 minutes in class + 1440 minutes out of class = 2160 total minutes / 60 minutes = 36 hours of in class and out of class work. (See calculation under Standard 310, Interpretation 310-1. Ask the school to explain their calculations for arriving at 42.5 hours of in class and out of class work under Standard 310. Also, confirm that the link provided by the school contains the school credit hour policy.

Site Team Fact Finding (if required):

The school provided the following additional information for question 38(a) as part of the site visit and the site team has reviewed and verified the additional information provided by the school.

“The Law School requires that, for each credit hour awarded in a classroom course, the amount of classroom or direct faculty instruction is not less than 750 minutes and the amount of out-of-class student work is not less than 1,800 minutes, for a total time of 42.5 hours per credit. For other academic activities, including simulation courses, field placements, clinical courses, moot court, law review, and directed independent studies, at least an equivalent amount of work is required.

“Classroom or direct faculty instruction” includes all scheduled class periods (60 minutes each week per credit over a semester of at least 12 weeks), any make-up classes or review sessions held in addition to scheduled class periods, and time spent by students taking scheduled midterm and final examinations. The Law School requires the same amount of classroom or direct faculty instruction in classes scheduled in the January and summer terms.

“Out-of-class student work” includes preparing for class (e.g., reading and briefing cases, completing other assigned work or assessments); work that assists in the comprehension of course content (e.g., writing outlines, working with other students in study groups, preparing for exams); researching and writing any required papers; and performing any other assigned and evaluated work, such as clinic or externship work, preparation for moot court competitions, and law review work like writing, tech-citing, and fulfilling responsibilities of editorial positions.

The Law School’s credit hour policy is published at the following address:
https://my.onu.edu/college_of_law/about/college_policies

The associate dean for academic affairs ensures that courses provide sufficient classroom or direct faculty instruction when she prepares the class schedule, semester calendar, and final exam schedule. To ensure that the Law School's clinic and externship courses comply with the Law School's credit hour policy, the Law School requires a student work 128 hours at a placement site or clinic for each 3 hours of academic credit, 256 hours for 6 credits and 85 hours for a judicial externship of 2 credit hours. In addition, the students must participate in mandatory orientation and classroom sessions. Students submit time sheets that are reviewed by their supervisor and the director of clinical education to assure they have met the requirements of Standard 310. The Law School's Standard 310 regulations and procedures for clinics and externships are published at the following URL:

https://my.onu.edu/college_of_law/academics/clinics_and_externships/registration_for_clinics_and_externships

Faculty are required to review their syllabuses each semester in order to ensure that the assigned out-of-class student work in their classes meets the requirements of Standard 310. Further, the Law School monitors whether the amount of assigned out-of-class student work complies with these requirements. For instance, the Law School's course evaluation form asks students how much time they spend per week preparing for class, reading assigned materials, and spending on writing assignments. Students' mean responses indicate that their out-of-class student work does in fact constitute at least 30 hours over the course of the semester. In addition to this time spent on classwork, students spend a substantial amount of time preparing for exams, as evidenced by the Law School's survey of library utilization during end-of-semester exam periods."

Site team: The link provided (https://my.onu.edu/college_of_law/about/college_policies) has a policy stating:

ABA STANDARD 310 CREDIT HOUR POLICY

The 2014 revisions to the American Bar Association standards for accrediting law schools introduced a formula for calculating the amount of work that constitutes one credit hour. In accordance with ABA Standard 310(b)(1), a "credit hour" is an amount of work that reasonably approximates: (1) not less than one hour of classroom time or direct faculty instruction and two hours of out-of-class student work per week for fifteen weeks, or the equivalent amount of work over a different amount of time." Interpretation 310-1 states that "[f]or the purposes of this Standard, fifty minutes suffices for one hour of classroom or direct faculty instruction. An 'hour' for out-of-class student work is sixty minutes. The fifteen-week period may include one week for a final examination."

In accordance with ABA Standard 310, ONU Law defines a "credit hour" as an amount of work that reasonably approximates:

1. no less than 750 minutes of classroom or direct faculty instruction and 1,800 minutes of out-of-class student work, or a total time of 42.5 hours per credit.
2. for other academic activities, including simulation courses, field placements, clinical courses, moot court, law review, and directed independent studies, at least an equivalent amount of work is required.

“Classroom or direct faculty instruction” shall include all scheduled class periods, any make-up classes or review sessions that may be held in addition to scheduled class periods, and time spent by students taking scheduled midterm and final examinations. In a course with distance-learning components, time spent in both synchronous and asynchronous instruction may be counted.

“Out-of-class student work” and work for other academic activities shall include preparing for class (e.g., reading and briefing cases, completing other assigned work or assessments); work that assists in the comprehension of course content (e.g., writing outlines, working with other students in study groups, preparing for exams); researching and writing any required papers; and performing any other assigned and evaluated work, such as clinic or externship work, preparation for moot court competitions, and law review work like writing, tech-citing, and fulfilling responsibilities of editorial positions.

These requirements apply to coursework that extends over any period of time, including semester-long courses and summer/January-term courses. They also apply to distance education courses.

39. Standard 311(a) and Interpretation 311-1.

(a) Does the Law School require successful completion of at least 83 credit hours for graduation? Provide a citation and/or link to the applicable rule or policy.

(b) How does the Law School ensure that at least 64 of the credits required for graduation are earned through attendance in regularly scheduled classroom sessions or direct faculty instruction?

School response [respond to each subsection (a)-(b)]:

(a) Yes, the Law School requires completion of 90 credit hours with a minimum cumulative grade average of 2.00. This requirement can be found in section 1.01 (Degree Requirements) of the Rules of the College of Law published on page 16 of the Law School’s Catalog. The Catalog can be found online at the following URL:

https://law.onu.edu/sites/default/files/law_catalog_2020_-_2021_update_2-5-21.pdf

(b) All students must file a graduation application that is reviewed by the associate dean for academic affairs along with the student’s transcript. The associate dean assures these requirements are met.

Staff assessment:

The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

NOTE: Facts in addition to the information sought in the question are required. Please confirm that the link provided contains the school policy.

Site Team Fact Finding (if required):

The link provided was to the School Catalog. On page 16 of the School Catalog, the following information is provided:

SECTION 1.00 DEGREE REQUIREMENTS 1.01

Eligibility In order to graduate with a JD degree, a student must have:

I. Obtained a baccalaureate degree from an approved educational institution or been otherwise admitted as a special student in accordance with the rules of the ABA and AALS; and

II. Satisfactorily complete all graduation requirements, including all required courses and sufficient electives to aggregate 90 credit hours with a cumulative GPA of 2.0; and (A) These hours must be earned in no less than 28 months and no more than 72 months after the date of matriculation. (B) At least 75 of these credit hours must be completed in residence at Ohio Northern University. The Dean, at his discretion, may waive the number of hours to be completed in residence under special circumstances.

III. Submit a timely Application for Graduation (available in the Dean's office). (Amended 10-7-14)

1.02 Required Courses: The required courses for graduation are as follows:

1001 & 1002 Legal Research/Writing 1 & 2

1043 Torts 1011 & 1012

Civil Procedure 1 & 2

1052 Criminal Law

1021 & 1022 Contracts 1 & 2

1232 Business Organizations 1

1031 & 1032 Property 1 & 2

1280 Constitutional Law 1

1004 Legal Problem Solving and Analysis

1324 Evidence

1035 Public Law and the Legal Process

1388 Legal Profession

Each student, after completing his or her first year, must complete a seminar with a grade of "C" or higher. Each student, after completing his or her first year, must successfully complete at least seven hours of instruction elected from courses designated as meeting the skills requirement, no more than six of which may be clinic or externship courses. (Amended 9-15-2020)

40. Standards 311 (b) and Interpretations 311-2 and 311-3.

(a) Does the Law School require that the course of study for the J.D. degree may be completed no earlier than 24 months and, except in extraordinary circumstances, no later than 84 months after a student has commenced law study at the Law School or a law school from which the school has accepted transfer credit? Provide a citation and/or link to the applicable rule or policy. How does the Law School ensure adherence to this requirement?

(b) Indicate whether, since the last site evaluation, (1) any student has been allowed to exceed the 84-month limitation in Standard 311(b), and (2) if so, whether a statement explaining the extraordinary circumstances is in the student's file. Describe any circumstances in which the Law School has allowed a student to exceed the 84-month limitation in Standard 311(b).

School response [respond to each subsection (a)-(b)]:

(a) Yes, the Law School requires students to earn the 90 credits required for graduation in no fewer than 28 months nor longer than 72 months. These requirements can be found in section 1.01 (Degree Requirements) of the Rules of the College of Law published on pages 18-19 of the Law School's Catalog. The Catalog can be found online at the following URL:

https://law.onu.edu/sites/default/files/law_catalog_2020_-_2021_update_2-5-21.pdf

(b) No student has been allowed to exceed the limitation in Standard 311(b) since the Law School's last site evaluation.

Staff assessment:

The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

NOTE: Facts in addition to the information sought in the question are required. Please confirm that the link provided contains the school policy.

Site Team Fact Finding (if required):

Information regarding this question could not be found on pages 18-19 in the materials provided. The link, however, did contain the following information on page 25 of the school catalog.

GRADUATION REQUIREMENTS

The J.D. degree is conferred upon application to all students who, in no less than 28 months and no more than 72 months after matriculation, have successfully completed a total of 90 hours, including the courses graded with an "S" or "U", and with a cumulative grade point average (CGPA) of 2.00 for all courses in which a letter grade is given. Those who have received credit from another college of law must have studied in full-time residence in this college for the completion of 75 of the hours towards graduation. The dean, at his discretion, may waive the number of hours to be completed in residence under special circumstances. Degrees are conferred at the end of the semester during which requirements were completed. Commencement exercises are held at the close of the spring semester.

41. Standards 311(c) and (d).

(a) Describe how the Law School ensures that a student is not permitted under any circumstances to enroll at any time in coursework that exceeds 20 percent of the total credit hours required by the Law School for graduation. Provide a citation and/or link to the applicable rule or policy and describe how the Law School ensures adherence to this policy.

(b) Describe how the Law School ensures that credit for J.D. degree is given only for course work taken after the student has matriculated in a law school's J.D. program of study, except for credit that may be granted pursuant to Standard 505. A Law School may not grant credit toward the J.D. degree for work taken in a pre-admission program.

School response [respond to each subsection (a)-(b)]:

(a) All students must meet with their faculty advisor prior to registering for their coursework in the upcoming semester. They are apprised of the Law School rule that limits the credit hours they may take in any one semester to no more than 17 credits. This rule is published in the Law School's Catalog, Section 3.00 (Credit Hours Per Semester), at page 17. The Catalog can be found online at the following URL:

https://law.onu.edu/sites/default/files/law_catalog_2020_-_2021_update_2-5-21.pdf

As a final check, the computer system employed by the registrar will not permit a law student to enroll in more than 18 credit hours in any semester. This prevents a student from enrolling for more credit hours in any one semester than 20 percent of the 90 credit hours the Law School requires for graduation.

(b) All transfer credits must be approved by the associate dean for academic affairs. The associate dean will not approve credits for coursework undertaken in a preadmission program, non-accredited law school or any other setting unauthorized by Standard 505.

Staff assessment:

The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

NOTE: Facts in addition to the information sought in the question are required. Please confirm that the link provided contains the school policy.

Site Team Fact Finding (if required):

The link provided was to the school catalog. On page 17 of the school catalog, the following information is provided:

3.01 Full-time Student Status Required:

In order to be considered a full-time student, a student must register for at least 12 hours each semester. This rule applies to fall and spring semesters only; it does not include the January term or summer session. No student may take fewer than 12 hours in the fall and spring semesters, without the prior approval of the Dean. No student may take more than 17 hours in any semester. (Amended 10-7-14)

42. Standard 312.

If the Law School has a part-time division that has received acquiescence from the Council, describe how the Law School provides students in that part-time division with reasonably comparable opportunities for access to: (a) the Law School's program of legal education; (b) courses taught by full-time faculty; (c) co-curricular programs; and (d) other educational benefits.

School response:

Not applicable

Staff assessment:

The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding (if required):

Not applicable.

Non-J.D./Certificate Programs

43. Standard 313, Interpretation 313-1, and Standard 506.

(a) Does the Law School offer a degree or certificate other than the J.D. degree? If so, the list should match the programs listed in the Part III of the most recent AQ.

(b) Has the Council granted acquiescence in the non-J.D. degree or certificate? If so, when?

(c) Does the Law School ensure that any reference to a non-J.D. degree or certificate does not announce or suggest that the degree is approved by the Council or “ABA-approved”?

(d) Indicate how the Law School ensures that enrollment of non-J.D. students does not interfere with the ability of the Law School to operate in compliance with the Standards and to carry out its program of legal education.

(e) Describe the policy granting J.D. students priority registration in courses in which J.D. and non-J.D. students are permitted to enroll.

School response [respond to each subsection (a)-(e)]:

- a. The Law School does not currently offer a degree or certificate program other than the J.D. degree.
- b. Not applicable.
- c. Not applicable.
- d. The associate dean for academic affairs must approve the registration of any non-J.D. student who seeks to enroll in a Law School class. Such a request might be made, for example, by a student earning a master of science in accounting at the Dicke College of Business. There have been no such requests in recent years.
- e. Law students are given priority in all classes offered by the Law School. The associate dean for academic affairs would not approve the registration of a non-J.D. student in a Law School class if that student's enrollment would adversely affect any J.D. student's opportunity to take the course.

Staff assessment:

_____ **The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.**

___**X**___ **The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:**

EXPLANATION OF WHAT IS NEEDED FROM THE SITE TEAM: In its response to subpart (a), the law school states that it does not currently offer a degree or certificate program other than the J.D. degree. But the reports below show Non-J.D. programs and enrollment in those programs for 2019-2020, the most recent reporting year for the school’s Annual Questionnaire. Please ask the school to explain what appears to be contradictory information.

Insert Non-J.D. Programs Report Containing: (1) Non-J.D. Program Enrollment And (2) Non-J.D. Students Enrolled In J.D. Courses

Report 1: J.D. AND NON-J.D. ENROLLMENT

Key: T = Total; M = Men; W = Women; O = Other/Not reported

Full Time Enrollment on October 5th 2020

	JD1				JD2				JD3			
	T	M	W	O	T	M	W	O	T	M	W	O
Hispanics of any race	5	4	1		1	1			1		1	
American Indian or Alaska Native	0				0				0			
Asian	3	2	1		2	2			2		2	
Black or African American	3	2	1		6	3	3		3		3	
Native Hawaiian or Other Pacific Islander	0				0				0			
Two or More Races	1	1			1		1		0			
Total Minority	12	9	3		10	6	4		6		6	
White	46	26	20		33	17	16		36	20	16	
Nonresident Alien	0				1	1			0			
Race and Ethnicity Unknown	3	2	1		0				1	1		
Total	61	37	24		44	24	20		43	21	22	

Full Time Enrollment on October 5th 2019

	JD1				JD2				JD3			
	T	M	W	O	T	M	W	O	T	M	W	O
Hispanics of any race	3	2	1		1		1		3	2	1	
American Indian or Alaska Native	0				0				0			
Asian	2	2			2		2		2	1	1	
Black or African American	6	3	3		3		3		4	2	2	
Native Hawaiian or Other Pacific Islander	0				0				0			
Two or More Races	1		1		0				0			
Total Minority	12	7	5		6		6		9	5	4	
White	35	17	18		36	20	16		36	18	18	
Nonresident Alien	1	1			0				3		3	
Race and Ethnicity Unknown	0				0				0			
Total	48	25	23		42	20	22		48	23	25	

Full Time Enrollment on October 5th 2018

	JD1				JD2				JD3			
	T	M	W	O	T	M	W	O	T	M	W	O
Hispanics of any race	0				3	2	1		2	1	1	
American Indian or Alaska Native	0				0				0			
Asian	3		3		2	1	1		3		3	
Black or African American	5		5		5	2	3		4	1	3	
Native Hawaiian or Other Pacific Islander	0				0				0			
Two or More Races	0				0				4	1	3	
Total Minority	8		8		10	5	5		13	3	10	
White	42	24	18		38	19	19		33	18	15	
Nonresident Alien	0				0				0			
Race and Ethnicity Unknown	1	1			1	1			1	1		
Total	51	25	26		49	25	24		47	22	25	

Non- J.D. Enrollment

	Total enrollment	Enrollment online only
2020	22	0
2019	15	0
2018	27	0

Report 7: NON - J.D. PROGRAMS

Non-J.D. Program Enrollment

Name of Degree or Certificate	Number of students enrolled in 2019 - 2020 academic year	Students enrolled online only in 2019 - 2020 academic year
Democratic Governance and Rule of Law, LL.M.	22	0

Non-J.D. Students Enrolled in J.D. Courses		
Name of J.D. Degree Course	Number of students enrolled in 2019 - 2020 academic year	
Course Title	J.D.	Non-J.D.
Comparative Admin Law	8	16
Comparative Con Law	6	16

Competitiveness & Corruption	3	16
Int'l and Comp Law of NGOs	5	14
Int'l Protection-Human Rights	7	3
Negotiation Workshop Skills	9	3
Rule of Law Seminar	2	11
Rule of Law Seminar	4	5
S/T:Specialized Legal Res	4	10

Site Team Fact Finding (if required):

The school provided the following additional information as part of the site visit and the site team has reviewed and verified the additional information provided by the school.

“The Law School does not currently offer a degree or certificate program other than the J.D. degree. The Law School previously offered an LL.M. degree in Democratic Governance and Rule of Law. As reflected in the Law School’s 2020 AQ, the LL.M. degree program was discontinued at the end of the 2019-2020 academic year.”

FACULTY

Faculty Size and Qualifications

44. Standard 401.

Summarize the qualifications and experience of the full-time faculty, including their academic qualifications, experience in teaching or practice, and scholarship.

School response:

Name	Highest Degree	Rank	T/TT/RTC	Years at ONU
Rick Bales	JD (Cornell)	Professor	T	7
Joanne Brant	JD (Case Western)	Professor	T	29
David Crago	JD (Michigan)	Professor	T	29
Dallan Flake	JD (Michigan)	Associate Professor	TT	4
Bruce Frohnen	JD/PhD (Emory/Cornell)	Professor	T	12
Scott Gerber	JD/PhD (Virginia/Virginia)	Professor	T	19
Jean-Marie Kamatali	JD (National Univ. of Rwanda)	Professor	T	12
Melissa Kidder	JD (Ohio Northern)	Assistant Professor	TT	5
Allison Mittendorf	JD (Toledo)	Instructor	RTC	16
Lauren Newell	JD (Harvard)	Professor	T	8

Liam O'Melinn	JD/PhD (Columbia/Yale)	Professor	T	19
David Raack	JD (Missouri-K.C.)	Professor	T	36
Charles Rose	JD (Notre Dame Law School)	Professor/Dean	T	1
Rebecca Rosenberg	JD (Harvard)	Associate Professor	TT	3
Michelle Hunt	JD (N.C. Central Univ. School of Law)	Instructor	RTC	1
Steve Veltri	JD (Georgetown)	Professor	T	34
Bryan Ward	JD (UNC Chapel Hill School of Law)	Professor	T	21

Over the past 3 years, the full time faculty have published 13 books, 4 book chapters, 28 law review articles, and 62 other pieces of scholarship. This number includes scholarship by individuals identified in response to Question 50(b) which was produced while they were members of the Law School faculty.

Staff assessment:

The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding (if required):

One faculty member, Nancy Armstrong who is the librarian, was omitted from the school's response. Nancy is a tenured professor who has been at the Law School for 20 years. She received her JD from Boston College and her MS from Drexel University. She will be retiring at the end of the spring 2021. She has produced no scholarship during the relevant period.

Below the chart, the Law School included a paragraph regarding scholarship. It should be corrected to read: Over the past 3 years, the full-time faculty have published 17 books, 23 law review articles, 4 forthcoming (or other unpublished law review articles), and various other pieces of scholarship. The team could not review the book chapters due to the virtual site visit.

45. Standard 402, Interpretations 402-1 and 402-2, and Definition (6).

(a) State whether full-time faculty members devote substantially all their working time to teaching, scholarship, service, and governance. Explain any exceptions.

(b) List any full-time faculty member who also has a full teaching load at another law school and describe the other teaching load.

(c) List any full-time faculty member who regularly engages in law practice or has an ongoing relationship with a firm or other business. Describe any such law practice or relationship with a firm or other business.

(d) For any faculty members noted above in subparts (b) and (c), describe how the Law School ensures that their outside activities do not unduly interfere with their responsibilities as full-time faculty members.

School response [respond to each subsection (a)-(e)]:

(a) All full-time faculty members in the Law School devote substantially all their working time to teaching, scholarship, service and governances.

(b) No full-time faculty have full-time teaching loads at another law school.

(c) No full-time faculty member regularly engages in law practice or has an ongoing relationship with a firm or other business.

(d) Not Applicable

Staff assessment:

The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

NOTE: Facts in addition to the information sought in the question are required. The Site Team should follow the instructions below under the heading 'Site Team Fact Finding.'

Insert Report: Teaching Resource Summary

Report 4: TEACHING RESOURCE SUMMARY

2019-2020 Academic Year

	Male	Female	Other	Minority	Total
Full-time faculty members					
Tenured	10	5	0	3	15
Track-Tenure	2	2	0	0	4
On Presumptively Renewable Contract					
Clinical					
Length of contract :					
≥5 years	0	0	0	0	0
≥3 years and less than 5 years	0	0	0	0	0
≥1 year and less than 3 years	0	0	0	0	0
Legal Writing					
Length of contract :					
≥5 years	0	1	0	0	1
≥3 years and less than 5 years	0	0	0	0	0
≥1 year and less than 3 years	0	0	0	0	0
Other	0	1	0	0	1
On Track to Presumptively Renewable contract					
Clinical	0	0	0	0	0
Legal Writing	0	0	0	0	0
Other	0	1	0	0	1
On contract that does not lead to a Presumptively Renewable Contract					
Clinical	0	0	0	0	0
Legal Writing	0	0	0	0	0
Other	0	1	0	0	1
Visitor	0	0	0	0	0
Non-full-time faculty	3	2	0	1	5
Total	15	13	0	4	28

Site Team Fact Finding:

Review and verify Teaching Resources. Explain whether the Law School has a sufficient number of full-time faculty to carry out its program of legal education. In so doing, consider the size of the student body and the opportunities for students to meet individually with full-time faculty members; the nature and scope of the educational program; and the opportunities for the faculty to fulfill their teaching responsibilities as well as conduct scholarly research, participate in the governance of the Law School, and provide service to the profession and public. If there are concerns raised in the record or during the visit with respect to the Law School's ability to operate in compliance with the Standards, provide sufficient facts to enable the Council to make a determination.

The size of the fulltime faculty decreased from the last site visit (2013) from 30 faculty members to 18, including administrators who teach part-time. The student body also decreased from 236 to 148. The faculty members reported that there is a lot of committee work because the committee structure was designed when the faculty was larger. The faculty teach 2 courses per semester. Faculty have been asked to teach courses not within their wheelhouse due to the faculty's smaller size. The administration tries to accommodate teaching preferences and not change course packages by more than 50% each year. The majority of upper-level courses are bar related courses, although seminars are also offered.

Teaching Resources and Effectiveness

46. Standard 403(a).

(a) Do the Contact and Credit Hours reports demonstrate that the full-time faculty teach substantially all of the first one-third of each student's coursework? If not, explain.

(b) Do the Contact and Credit Hours reports demonstrate that the full-time faculty teach either more than half of all of the credit hours offered by the Law School or at least two-thirds of the student contact hours generated by student enrollment at the Law School? If not, explain.

School response [respond to each subsection (a)-(b)]:

(a) Yes. Full-time faculty teach all first-year courses. Full-time faculty also teach nearly all second and third-year courses. The Law School does not utilize teaching assistants to teach courses, and makes very limited use of adjunct teachers (e.g., two elective courses in Fall 2020 and four elective courses in Spring 2021).

(b) Yes. Full-time faculty teach nearly all of the credits the Law School offers. The Law School does not utilize teaching assistants to teach courses, and makes very limited use of adjunct teachers (e.g., two elective courses in Fall 2020 and four elective courses in Spring 2021).

Staff assessment:

The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Insert Report: Contact Hours and Credit Hours.

Report 9a: CONTACT HOURS

Full-Time Faculty Members - Total student contact hours for all courses (IL and upper level).	4236.00
Part-Time Faculty Members - Total student contact hours for all courses (IL and upper level).	94.00
Percent of total student contact hours (all courses) taught by full-time faculty.	0.98
Percent of total student contact hours (all courses) taught by part-time faculty.	0.02
Full-Time Faculty Members - Total student contact hours for first-year courses.	1702.00
Part-Time Faculty Members - Total student contact hours for first-year courses.	15.00
Percent of total student contact hours/first-year courses only taught by full-time faculty members.	0.99
Percent of total student contact hours/first-year courses only taught by part-time faculty members.	0.01

Report 9b: CREDIT HOURS

Full-Time Faculty Members - Total student credit hours for all courses (IL and upper level).	277.20
Part-Time Faculty Members - Total student credit hours for all courses (IL and upper level).	10.00
Percent of total student credit hours (all courses) taught by full-time faculty.	0.97
Percent of total student credit hours (all courses) taught by part-time faculty.	0.03
Full-Time Faculty Members - Total student credit hours for first-year courses.	55.00
Part-Time Faculty Members - Total student credit hours for first-year courses.	2.00
Percent of total student credit hours/first-year courses only taught by full-time faculty members.	0.96
Percent of total student credit hours/first-year courses only taught by part-time faculty members.	0.04

Site Team Fact Finding (if required):

No additional facts required.

47. Standard 403(b) and Interpretation 403-1.

(a) Describe how the Law School ensures the teaching effectiveness of full-time faculty. (e.g., a faculty committee on effective teaching, class visits, institutional review of student evaluations, and other efforts).

(b) Describe how the Law School ensures the teaching effectiveness of adjunct/non-full-time faculty. (e.g., class visits; institutional review of student evaluations; the Law School's orientation, guidance, monitoring, and evaluation of adjuncts; and other efforts).

School response [respond to each subsection (a)-(b)]:

(a) Faculty members who are new to teaching are generally released from all administrative duties during their first year so they can focus on their teaching. Because quality teaching is a criterion for promotion and tenure, all untenured faculty receive written feedback on their progress and accomplishments. Every year, each untenured faculty member is reviewed by three members of the tenure committee. The committee members observe classes of the faculty member and provide a report on the quality of their teaching to the tenure committee. After each classroom visit, the observing faculty member completes a written evaluation form that is made available to the person being evaluated, often with a discussion of the observer's reactions. The report to the tenure committee is further informed by an examination of syllabi, teaching materials, examinations, and written student evaluations. The full tenure committee then includes a discussion of teaching performance in the annual retention/promotion report for the faculty member. Each report specifies whether the professor is meeting expectations and making progress toward promotion and tenure.

The teaching effectiveness of tenured faculty is evaluated as part of the Law School's post-tenure review procedure. As part of this process, the post-tenure review subcommittee and tenure committee review the faculty member's student evaluations of his or her teaching for at least the previous six years.

Each semester all law students are asked to evaluate every class, whether the class is taught by a tenured or untenured member of the faculty. The evaluation form is an online form that asks the students to evaluate the professors in twenty-nine different categories. Students receive several reminders to complete the online evaluation forms. Not surprisingly, examination of the evaluation forms reveals a range of student opinion about individual professors. Overall, however, the majority of faculty members receive student scores in the 4 to 5 (out of 5) range on most categories.

Teaching excellence is a broadly shared aspiration on this faculty, and all faculty benefit from the willingness of colleagues to observe classes, suggest innovations, debate developments in specific legal fields, and generally contribute to a professional environment where good teaching is nurtured and valued.

Perhaps the most compelling demonstration of quality teaching is the fact that our graduates regularly pass the bar at rates significantly higher than would be predicted based upon their entering LSAT scores. In addition to the feedback from both internal and external constituencies, quality teaching is acknowledged by an annual award for teaching excellence which carries a \$1,000 stipend for the recipient. Finalists for the award are selected on the

basis of the student evaluations, nominations by colleagues, or self-nomination. The winner is selected by the Dean after the Dean observes classes of the finalists and reviews their teaching materials. Demonstrated excellence in teaching is also an important component of the annual evaluation.

Lastly, the University created the Center for the Advancement of Faculty Excellence in 2019. The Center provides programming and collaborations that further the development of effective and innovative practices in the ongoing work of faculty as teachers-scholars. A member of the Law School faculty sits on the Center's advisory board, and Law School faculty frequently participate in the Center's programming.

(b) Each semester all law students are asked to evaluate every class, including classes taught by adjunct/non-full-time faculty. The evaluation form is an online form that asks the students to evaluate the professors in twenty-nine different categories. Students receive several reminders to complete the online evaluation forms. Not surprisingly, examination of the evaluation forms reveals a range of student opinion about adjunct/non-full-time faculty. Overall, however, the majority of adjunct/non-full-time faculty receive student scores in the 4 to 5 (out of 5) range on most categories.

Additionally, the associate dean for academic affairs observes all adjunct/non-full-time faculty. The associate dean conducts a written evaluation of the teaching using the same form used to evaluate tenure-track faculty. After each classroom visit, the associate dean completes a written evaluation form that is made available to the person being evaluated, often with a discussion of the observer's reactions.

Staff assessment:

The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

NOTE: Facts in addition to the information sought in the question are required. The Site Team should follow the instructions below under 'Site Team Fact Finding.'

Site Team Fact Finding:

Review and report on the quality of faculty instruction by full-time and adjunct/non-full-time faculty. If the Law School has distance education classes, report on the team's visits to those classes.

The site team visited 27 classes (all but one class offered during the visit). The observed classes included required courses, seminars, electives, and bar courses. The instruction ranged from poor to very good, with an average of 7.5 (on a scale of 10). Some courses were excellent with great student engagement. One quarter of the classes involved lecture with either no or very simple questioning. Some professors simply corrected weak or incorrect answers rather than push the students to identify their own errors.

The technology did present some issues, including failing in one class during student presentations, although the professor adeptly stepped in to lead the class. The hybrid classes were not ideal given that only a portion of the classroom could be seen on the video camera so many students were out of range of the camera and could not be heard or seen. Also, some faculty walked off screen to write on a whiteboard that could not be viewed by those on camera.

The Associate Dean reviews all adjunct and part-time faculty; however, the Associate Dean did not review the legal writing classes taught by the librarian teaching one course each semester because he was a University employee rather than a Law School employee.

Student evaluations of faculty were also reviewed. They were generally positive of both full-time and adjunct faculty, although student participation in completing the evaluations hovered around 50% of students in a course. Faculty typically scored between 4 and 5 on a 5-point scale.

During the team's meetings with students and student leaders, the students expressed enthusiasm for their professors and classes.

Responsibilities of Full-Time Faculty

48. Standard 404(a).

(a) Describe the Law School's policies regarding the responsibilities of full-time faculty that require the full-time faculty, as a collective body, fulfill these core responsibilities:

(1) Teaching, preparing for classes, being available for student consultation about those classes, assessing student performance in those classes, and remaining current in the subjects being taught;

(2) Participating in academic advising, creating an atmosphere in which students and faculty may voice opinions and exchange ideas, and assessing student learning at the Law School;

(3) Engaging in scholarship as defined by the Law School;

(4) Service to the Law School and University, if applicable, including participation in Law School governance, curricular development, and other institutional responsibilities described in the Standards;

(5) Service to the profession, including working with judges and practicing lawyers to improve the profession; and

(6) Service to the public, including participation in pro bono activities.

(b) Indicate where the policies are published and describe how the Law School ensures adherence to those policies.

School response [respond to each subsection (a)(1)-(6) and (b)]:

(a) (1) Pursuant to Law School Bylaw I, teaching ability and responsibility to students factor critically into all hiring, retention, promotion, and tenure decisions. Bylaw I(B) lists sixteen factors that are considered in assessing a faculty member's teaching ability, including but not limited to systematic organization and cogent presentation of information, concepts and ideas; communication of the subject matter to students; knowledge about the subject, including changes and developments; selection of up-to-date teaching materials, including supplementary materials; evaluation of student performance; and availability for and commitment to advising and consulting with students outside of class. Pursuant to University policy, all faculty members must establish and maintain a minimum of five office hours per week. (See Faculty Handbook 2.3(7)).

(a) (2) Every law student is assigned a faculty advisor during his or her first semester of law school. Students must meet with their advisor at least once per semester. Advisors provide guidance to students regarding course selection and sequencing, preparing for the bar examination, career options, and general well-being. Additionally, treatment of students with civility and respect and sensitivity toward individuals and classes of individuals of divergent backgrounds and viewpoints are factors considered in evaluating a faculty member's teaching ability. Furthermore, pursuant to Bylaw I(G), a faculty member's civility and respect for colleagues' factors into all hiring, retention, promotion, and tenure decisions. This policy requires, in part, that faculty members treat colleagues and staff with civility and respect, work collaboratively and cooperatively in Law School and University needs, and recognize the worth and dignity of the members of the University and Law School community. It likewise requires faculty members to be particularly sensitive to the terms of any debate involving their colleagues.

(a) (3) It is the Law School's policy that all faculty should be engaged in the exploration, discussion, and dissemination of ideas. Pursuant to Bylaw I(C), legal scholarship factors into all hiring, retention, promotion, and tenure decisions of faculty members. It is also a crucial component of the post-tenure review process. Pursuant to the Law School's policies on faculty scholarship, faculty should seek to deepen the understanding of existing law, develop and test new ideas, and convey research to lawyers and academics, as well as students, so as to advance knowledge, enhance justice, inform practice, and enable change. Legal scholarship may be demonstrated by a substantial analytical article published in a law review, a substantial analytical book or book chapter about the law, a substantial analytical article concerning legal issues published in a professional journal, a Restatement of Law, and, for the Director of the Law Library, a substantial article published in a journal of library science.

For promotion from assistant to associate professor of law, a faculty member must have at least one evidence of legal scholarship, as defined by Bylaw I.C.2, submitted and accepted for publication. For promotion from associate to professor law, the individual must have a total of four evidences of legal scholarship submitted and accepted for publication. As part of the post-tenure review process, the faculty member being reviewed must submit all academic publications for at least the previous six years and any scholarly or judicial citations to those

publications, as well as a report describing scholarly and professional presentations for at least the previous six years.

To facilitate and encourage scholarship, the Law School provides a number of resources, including but not limited to, an annual travel stipend, access to research assistants (see Faculty Research Assistant Policy), reimbursement of out-of-pocket research expenses, and use of the Law School's Scholastica and ExpressO accounts. Furthermore, the Law School provides monetary awards for the publication of legal scholarship (see Recognition of Professional Engagement and Development B.2). Likewise, at the conclusion of each academic year, the Law School likewise confers the Fowler V. Harper Award for Excellence in Legal Scholarship, which includes a monetary award of \$1,000, on the Law School faculty member judged to have made the greatest contribution to legal scholarship during the year.

(a) (4) Collegial and University service factor into retention, promotion, and tenure decisions, as well as post-tenure review. Pursuant to Bylaw I.F, faculty members are expected to contribute to the operation and life of the University and Law School, and can demonstrate such contributions in a variety of ways, including but not limited to, service on University or Law School councils, committees, or boards; student recruitment, student advising and mentoring; presentations to faculty development forums; and attendance at designated University meetings. Applications for promotion and tenure, as well as post-tenure review, must include an accounting by the applicant of his or her service activities.

The Law School's Constitution establishes a number of committees, including a Curriculum Committee, and requires each committee to be staffed by full-time faculty members. The Curriculum Committee considers all curricular proposals brought forth by faculty members and provides recommendations to the voting members of the faculty. When curricular changes are brought by motion to the faculty, the faculty vote on the motion to approve or disapprove of such changes.

The Constitution likewise establishes that the fundamental governing power of the Law School is vested in the governing faculty.

(a) (5) Service to the profession factors into all retention, promotion, and tenure decisions, as well as post-tenure review. Pursuant to Bylaw I.E, service to the profession is strongly encouraged and may be demonstrated in a variety of ways, including but not limited to, speaking to bar association groups and other professional groups; teaching CLE courses or similar instructional programs; serving in the ABA, AALS, and other similar organizations; and preparing uniform jury instructions and similar activities. Applications for promotion and tenure, as well as post-tenure review, must include an accounting by the faculty member of his or her service-to-the profession activities.

(a) (6) A faculty member can demonstrate service to the profession under Bylaw I(E) by performing service for a local, state or national agency, department, court, or commission, or for a legislative or congressional body or committee, as well as by doing pro bono legal work and indigent defense work.

(b) With the exception of the policy requiring faculty members to hold five office hours per week, which is published in the University's Faculty Handbook, the policies referenced in response to Question 48(a) are published in the Law School's Faculty Policy Manual.

Staff assessment:

The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding (if required):

The site team reviewed and verified the information provided by the school. No additional facts added.

49. Standard 404(b).

(a) Describe how the Law School periodically evaluates the extent to which the faculty collectively discharges its core responsibilities under the Law School's policies and the results of that evaluation.

(b) Describe how the Law School periodically evaluates how each faculty member discharges his or her responsibilities in teaching, scholarship, service to the Law School community, and professional activities outside of the Law School.

School response [respond to each subsection (a)-(b)]:

(a) The faculty self-evaluations described in response to Question 49(b) allow the Dean to evaluate the overall efficacy of the faculty in collectively carrying out their responsibilities.

(b) Non-tenured faculty, librarians, legal writing instructors, law clinic instructors, and the Director of Academic Success are evaluated annually for retention pursuant to Law School Bylaw III. Each tenure-track faculty member is required to complete a self-evaluation at the conclusion of each academic year, which the Dean reviews in making merit pay determinations. The self-evaluation form requires the faculty member to answer several questions regarding each of the criteria the Law School relies upon in making hiring, retention, promotion, and tenure decisions, as set forth in Law School Bylaw I; namely, teaching ability and responsibility to students (including advising activities), legal scholarship and responsibilities, professional development, professional services, collegial and University contributions, and civility and respect for colleagues. Furthermore, when a faculty member applies for promotion or tenure, he or she undergoes a rigorous evaluation by the Tenure Committee, the Dean, and where applicable, University administration. Faculty members with tenure are reviewed every six years by peer faculty members and administrators based on the aforementioned criteria set forth in Law School Bylaw I. Post-tenure review provides an opportunity to assess past accomplishments and chart future directions in a way that facilitates and encourages professional vitality and growth.

Staff assessment:

The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding (if required):

The site team reviewed and verified the information provided by the school. No additional facts added.

50. Standard 405(a).

(a) Describe how the Law School has established and maintains conditions adequate to attract and retain a competent faculty (Do NOT discuss compensation levels, including base salary, stipends and fringe benefits).

(b) Provide the following for the current and previous two academic years:

- (i) the names and ranks of those who have left the full-time faculty, including clinical, legal writing, and any other full-time faculty.**
- (ii) the names and ranks of those who have been added to the faculty.**
- (iii) the number, position, and the circumstances if offers of a faculty position have been declined.**

School response [respond to each subsection (a)-(b)(i)-(iii)]:

(a) The Law School's faculty members are drawn to the Law School for many reasons, including but not limited to the teaching load (2-2), thirteen-week semesters that allow a longer winter break, small class sizes, opportunities to mentor and advise students, scholarship support (as set forth in response to Question 48(a)(3), financial compensation for legal scholarship, collegiality and respect, and opportunities to lead travel courses.

(b) (i)

Left

Lauren Bartlett, Director of Legal Clinics and Associate Professor of Law (lateral move)

C. Antoinette "Toni" Clarke, Professor of Law (retired)

Karen Hall, Director of the LL.M. Program and Associate Professor of Law (LL.M. program suspended)

Deidre Keller, Associate Dean for Academic Affairs and Professor of Law (hired elsewhere as dean)

Katrina Kramer, Coordinator of Academic Success (resigned to focus on family)

Nancy Sabol, Director of Academic Success (deceased)

(b) (ii)

Added

Michelle Hunt, Assistant Director of Academic Success (currently Interim Director of Academic Success)

(b) (iii)

None

Staff assessment:

_____ ***The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.***

 X ***The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:***

EXPLANATION OF WHAT IS NEEDED FROM THE SITE TEAM: For subpart (b)(iii) above, please ask the school to explain if their response 'none' means: (1) no offers have been made or (2) no offers have been declined.

Site Team Fact Finding (if required):

The school provided the following additional information for question 50(b)(iii) as part of the site visit and the site team has reviewed and verified the additional information provided by the school.

“The Law School offered three individuals tenure track faculty positions at the rank of assistant professor. Two declined the offers to take positions at other law schools. One declined after deciding to remain at her current institution in its Department of Health Sciences and Bioethics. The Law School offered another individual a visitorship at the rank of professor with the opportunity to apply for tenure in the Spring of her first year in residence. She declined the offer when she was offered a full professorship with tenure at another law school.”

From site team: (b)(i) Two faculty members who left the faculty during the last three years were omitted: Kevin Hill and Howard Fenton. Both retired in 2018.

(b)(ii) One faculty member who joined the faculty was omitted, likely because he came in as Dean: Charlie Rose, joined in 2019 and is still on the faculty.

51. Standard 405(b) and Interpretations 405-1 through 405-4; Standard 201(b) [Tenure].

(a) State whether the Law School has an established and announced policy with respect to tenure. Briefly summarize the policy. Provide the citation or link to the policy and indicate where the policy is published.

(b) Describe the process for granting tenure and promotion of faculty, indicating the role of the faculty, dean, and central administration. If the Law School's policy differs from that of the parent University, explain.

(c) Since the last site evaluation, explain any situation in which the recommendation of the law faculty or the dean relating to promotion or tenure was not followed.

School response [respond to each subsection (a)-(c)]:

(a) The Law School and the University have established policies regarding tenure. Faculty in all colleges are subject to the University policies which establish general timetables, the nature of the areas to be considered and the steps that occur after the Law School has forwarded its recommendation to the Provost https://my.onu.edu/sites/default/files/2020-21_faculty_handbook_0.pdf. The Bylaws of the school provide measures and standards for consideration of a tenure application by Law School faculty.

(b) The tenure process in the Law School begins in the faculty member's first year of service. The tenure committee performs an annual review of the faculty member's performance on each of the areas to be considered in the tenure decision. This annual review (designated the Retention Report) is in writing and contains a discussion of the faculty member's "progress toward tenure." If any concerns are identified, they are discussed in the report. The report is provided to the faculty member with the opportunity to comment on any matter contained in the report. The report, with any comments from the faculty member, is sent to the Dean and forwarded to the Provost's office.

Unless an extension is granted under the University's "stop the clock" policy https://my.onu.edu/sites/default/files/2020-21_faculty_handbook_0.pdf, during the sixth year of service the faculty member must apply for tenure by submitting an application that includes teaching evaluations (both peer and student), scholarship produced, service performed, as well as other indications of merit (honors, recognition, etc.). The tenure committee reviews the application and makes a recommendation to the Dean. The Dean makes an independent assessment/recommendation and sends the application and recommendations to the Provost. The Provost and the President independently review the materials and make a recommendation to the Board of Trustees.

The internal review process varies within each college. Once the application reaches the Provost's office, however, the process is the same for all candidates. The Law School differs from all other colleges at the University in making a promotion decision (to Associate Professor) during the third year of service. The process for this decision is the same as for tenure.

(c) All recommendations of the Dean and faculty in regards to promotion or tenure have been followed.

Staff assessment:

The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

NOTE: Facts in addition to the information sought in the question are required. Please follow the instructions under the heading 'Site Team Fact Finding' below.

Site Team Fact Finding:

Note any concerns raised in the record or during the visit involving the Law School's tenure policy.

No concerns were raised.

(b) In addition to its "stop the clock" policy, the Law School offered its untenured faculty the ability to delay tenure and promotion decisions this year for one year due to COVID. One faculty member took advantage of this option.

52. Standard 405(b) [Academic Freedom].

(a) Indicate whether the Law School has an established and announced policy with respect to academic freedom. Provide the policy.

(b) Indicate the extent to which the policy on academic freedom applies to all faculty members regardless of whether they are full-time, part-time or adjunct, and regardless of their status (i.e., tenure/tenure-track faculty, clinical faculty, legal writing faculty), and any others with teaching responsibilities.

School response [respond to each subsection (a)-(b)]:

(a) All faculty, tenured and untenured, are covered by the University policy on academic freedom, which comports with the ABA's Statement on Academic Freedom and Tenure. Under the policy, "A faculty member is entitled to freely study, discuss, investigate, teach and publish. The policy provides:

"The University acknowledges the importance of academic freedom. As a citizen engaged in a profession that depends upon freedom for its health and integrity, the faculty member has a particular obligation to promote conditions of free inquiry. A faculty member is entitled to freely study, discuss, investigate, teach and publish. Artists and craftsmen, subject to reasonable time and place regulations which may be from time to time imposed, are free to

create and exhibit their works of art. Academic freedom applies to both teaching and research and, where appropriate, to professional library service. While a faculty member is entitled to freedom in researching and teaching that freedom is subject to the appropriate performance of assigned professional responsibilities. The advocacy of personal sentiments in the classroom, when, taken in context, the sentiments advocated are irrelevant to the subject matter taught, would be an abuse of academic freedom. As a member of the community, the faculty member has the rights and obligations of any citizen. When a faculty member speaks or acts as a private person, the faculty member avoids creating the impression of speaking or acting for the University.” (Faculty Handbook 2.2, a).

(b) The academic freedom applies equally to all faculty members, regardless of whether they are full-time, part-time, or adjunct, and regardless of their status as tenure/tenure-track faculty, clinical faculty, legal writing faculty, or otherwise have teaching responsibilities.

Staff assessment:

The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

NOTE: Facts in addition to the information sought in the question are required. Confirm that the academic freedom policy is contained in the Faculty Handbook 2.2,a. Follow the instructions below under ‘Site Team Fact Finding.’

Site Team Fact Finding:

Note any concerns raised in the record or during the visit involving the Law School’s academic freedom policy.

The site team confirms that the academic freedom policy is contained in the Faculty Handbook at the location stated in the school’s response.

53. Standard 405(c) and Interpretations 405-6 and 405-7.

(a) Describe the Law School’s system of security of position for full-time clinical faculty. Indicate if there are no clinics.

(b) If the full-time clinical faculty do not have a system of tenure, state the length of the contracts for full-time clinical faculty and describe the process for determining whether the contracts will be renewed, including whether the contracts are presumptively renewable.

(c) If the contract system does not lead to a presumptively renewable contract of at least five years in length, describe how the Law School ensures academic freedom and note whether it is the same academic freedom as provided to tenure-track faculty.

(d) Indicate the total number of full-time clinical faculty and how many are on short-term contracts.

School response [respond to each subsection (a)-(d)]:

(a) The Law School's full-time clinical faculty, which consists solely of the Director of Legal Clinics, is a tenure-track position. It is subject to the same system of security applicable to other full-time, tenure-track faculty; namely, an annual retention determination each year until tenure, promotion from assistant to associate to professor of law, and tenure. Following tenure, the Director of Legal Clinics, like all tenured faculty members, is reviewed every six years.

(b) Not applicable.

(c) Not applicable.

(d) The Law School employs one full-time clinical faculty member. This faculty member is not on a short-term contract.

Staff assessment:

The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding (if required):

The site team has reviewed and verified the school's response.

(a) Additional Site Team fact-finding: There is only one full-time clinic faculty member who is on the tenure track; she also serves as the clinic director. The other licensed attorney who teaches and supervises clinic students in ONU's in-house clinical program is a staff attorney and assistant clinic director.

The tenure track clinic faculty member, who is an assistant professor of law, had previously worked at ONU in academic support and as a legal research and writing instructor, before she began serving as clinic director in summer 2019. She stated that she is required to publish within the same time frame as non-clinical tenure track professors, but that the scholarship standards would be tailored to clinical practice with one traditional, substantive, analytical law review article, and other scholarship that could be placed in a broader range of publications.

In addition to co-teaching the clinic seminar, the clinic director teaches the externship tutorials, a 2-credit trial practice seminar in the fall semester, and a 2-credit juvenile law seminar in the spring semester.

She additionally carries a heavy administrative load, both in running the law school's in-house clinical program (managing the physical office space, malpractice insurance, case management system, and overseeing the equivalent of a small legal services office), and administering and doing compliance work for the law school's externship program.

54. Standard 405(c) and Interpretation 405-8.

(a) Describe how full-time clinical faculty participate in Law School governance in a manner reasonably similar to other full-time faculty members, including whether full-time clinical faculty participate in and vote at faculty meetings and whether they serve on faculty committees with voting rights.

(b) Describe the non-compensatory perquisites for full-time clinical faculty.

School response [respond to each subsection (a)-(b)]:

(a) The full-time clinical faculty member is tenure track and participates in Law School governance in the same manner as other full-time faculty members. He or she has the same voting rights as other members of the governing faculty and is expected to participate and vote at faculty meetings. Likewise, the full-time clinical faculty member serves on faculty committees, where he or she has the same voting rights as other members of the committees.

(b) None

Staff assessment:

The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding (if required):

The site team reviewed and verified the school's response.

Additional Fact Finding by Site Team: The one full-time clinic faculty member is an assistant professor of law on the tenure track and has the same voting rights and governance responsibilities as other members of the faculty.

55. Standard 405(d) and Interpretation 405-9.

Explain the steps the Law School takes to afford legal writing faculty such security of position and other rights and privileges of faculty membership as may be necessary to (1) attract and retain a faculty well-qualified to provide legal writing instruction as required by Standard 303(a)(2), and (2) safeguard academic freedom. (Do NOT discuss compensation levels, including base salary, stipends and fringe benefits).

School response:

All legal writing instructors are non-tenure track members of the faculty. They are initially employed for a probationary period not to exceed seven years. At the completion of the probationary period, the legal writing instructor is eligible to apply for a four-year renewable contract. Thereafter, the legal writing is perpetually considered to be in the first year of the four-year renewable contract. Legal writing instructors are entitled to attend and participate in all faculty meetings and may vote on all motions except those pertaining to curriculum, admissions, personnel, amendments to the Constitution, and any motion designated by two-thirds majority vote of the governing faculty. Legal writing instructors are eligible and expected to serve on all faculty committees, with the exception of the Tenure Committee. Legal writing instructors' academic freedom is safeguarded through the University's Academic Freedom policy, which is just as applicable to legal writing instructors as other faculty members.

Staff assessment:

The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding (if required):

Site team reviewed and verified the school's response.

Additional fact finding by Site Team: The director of the legal writing program is the only full-time faculty member who teaches legal research and writing. She has worked at ONU for approximately 15 years as a contract employee. ONU offers legal writing instructors four-year renewable contracts following a probationary period of seven or fewer years.

The legal writing director has some governance rights, such as attendance and participation in faculty meetings, and is expected to serve on faculty committees, except for the tenure committee. Legal writing instructors are not permitted, however, to vote on certain matters such as tenure, curriculum, admissions, and personnel.

Academic freedom for legal writing instructors is safeguarded by the same academic freedom policy that applies to all ONU faculty.

The legal writing director was joined this past academic year by a half-time law librarian, but that person will be assuming additional responsibilities in the law library after the end of the 2021 spring semester.

STUDENTS

Admissions

56. Standard 501(a) and (b) and Interpretation 501-3.

(a) Describe how the Law School meets the requirement that it adopt, publish, and adhere to sound admissions policies and procedures consistent with the Standards, the Law School's mission, and the objectives of its program of legal education.

(b) Describe how the Law School's admission policies and procedures result in the admission only of applicants who appear capable of completing its program of legal education and being admitted to the bar.

(c) Insert Non-Transfer Attrition Report. If the Law School's non-transfer attrition rate for a class exceeds 20%, explain.

(d) If the Law School has a pre-admission, special admission, or conditional admission program, please describe the program.

School response [respond to each subsection (a)-(d)]:

(a) The Law School conducts a holistic review of applications in accordance with the University's Nondiscrimination Policy to admit students capable of successfully undertaking the rigorous program of study. The Admissions Committee considers myriad variables, including, but not limited to, cumulative undergraduate GPA, highest LSAT score, rigor of undergraduate coursework, prior work and educational experience, commitment to service, life experience, leadership ability or potential, demonstrated ability to overcome personal or structural barriers, evidence of discipline and responsibility, motivation to succeed at law school, and circumstances that put the applicant's academic and personal achievements into context. Students admitted to the college have demonstrated their potential to become competent, ethical and professional legal practitioners. The Office of Law Admissions recruits and admits students who come from ethnically and socially diverse backgrounds, who have integrity, and who are committed to the highest ethical standards as citizens and future lawyers.

This admissions policy is reviewed annually by a committee of faculty members and published to the Law School's website for students' access.

(b) In addition to reviewing a student's cumulative undergraduate GPA, highest LSAT score, rigor of undergraduate coursework, prior work and educational experience, the Office of Law

Admissions interviews each candidate that underperforms in one of these areas to ensure the student appears capable of completing the program. The Law School also limits admitting or readmitting any student who has been disqualified previously for academic reasons without an affirmative showing that the prior disqualification does not indicate a lack of capacity to complete its program of legal education and be admitted to the bar.

(c)

2019-2020 Non-Transfer Attrition

	JD1					JD2					JD3				
	T	%	M	W	O	T	%	M	W	O	T	%	M	W	O
Hispanics of any race	2	66.67	1	1	0	0	0.00	0	0	0	0	0.00	0	0	0
American Indian or Alaska Native	0	0.00	0	0	0	0	0.00	0	0	0	0	0.00	0	0	0
Asian	0	0.00	0	0	0	0	0.00	0	0	0	0	0.00	0	0	0
Black or African American	0	0.00	0	0	0	0	0.00	0	0	0	0	0.00	0	0	0
Native Hawaiian or Other Pacific Islander	0	0.00	0	0	0	0	0.00	0	0	0	0	0.00	0	0	0
Two or More Races	0	0.00	0	0	0	0	0.00	0	0	0	0	0.00	0	0	0
Total Minority	2	16.67	1	1	0	0	0.00	0	0	0	0	0.00	0	0	0
White	2	5.56	0	2	0	0	0.00	0	0	0	0	0.00	0	0	0
Nonresident Alien	0	0.00	0	0	0	0	0.00	0	0	0	0	0.00	0	0	0
Race and Ethnicity Unknown	0	0.00	0	0	0	0	0.00	0	0	0	0	0.00	0	0	0
Total	4	8.16	1	3	0	0	0.00	0	0	0	0	0.00	0	0	0

(d) The Law School offers an eight-week unconditional summer start option to candidates with a high undergraduate GPA and a disproportionately low LSAT score. Candidates' files who fall within this range are reviewed individually and holistically in accordance with the General Admission Policy and Ohio Northern University's Non-Discrimination Policy. Each candidate, whose admissions file has been deemed acceptable, completes an on-campus interview with two members of the admissions committee and the Dean prior to being accepted.

The eight-week Summer Starter Program consists of two first-year courses (eight credit hours) and provides students with the one-on-one attention necessary to develop the academic skills needed to be successful in law school. Individual weekly meetings with an

academic support advisor and weekly group teaching assistant (TA) sessions are offered for students to learn the study skills and test-taking skills needed to excel in the fall program.

Staff assessment:

 X **The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.**

 The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

NOTE: Facts in addition to the information sought in the question are required. Please follow the instructions below under the heading ‘Site Team Fact Finding.’

**Insert Report: Admissions and First-Year Class Profile Report (#11)
Insert Report: Non-Transfer Attrition (Report 10).**

Report 10: ATTRITION

Indicate the total number of students discontinuing law school between October 6 and October 5. Percentages are based on enrollment from October 6th until the end of the Academic Year.

Key: T = Total; M = Men; W = Women; O = Other; Mn = Minority

2019-2020 Non-Transfer Attrition

	JD1					JD2					JD3				
	T	%	M	W	O	T	%	M	W	O	T	%	M	W	O
Hispanics of any race	2	66.67	1	1	0	0	0.00	0	0	0	0	0.00	0	0	0
American Indian or Alaska Native	0	0.00	0	0	0	0	0.00	0	0	0	0	0.00	0	0	0
Asian	0	0.00	0	0	0	0	0.00	0	0	0	0	0.00	0	0	0
Black or African American	0	0.00	0	0	0	0	0.00	0	0	0	0	0.00	0	0	0
Native Hawaiian or Other Pacific Islander	0	0.00	0	0	0	0	0.00	0	0	0	0	0.00	0	0	0
Two or More Races	0	0.00	0	0	0	0	0.00	0	0	0	0	0.00	0	0	0
Total Minority	2	16.67	1	1	0	0	0.00	0	0	0	0	0.00	0	0	0
White	2	5.56	0	2	0	0	0.00	0	0	0	0	0.00	0	0	0

Nonresident Alien	0	0.00	0	0	0	0	0.00	0	0	0	0	0.00	0	0	0
Race and Ethnicity Unknown	0	0.00	0	0	0	0	0.00	0	0	0	0	0.00	0	0	0
Total	4	8.16	1	3	0	0	0.00	0	0	0	0	0.00	0	0	0

2018-2019 Non-Transfer Attrition

	JD1					JD2					JD3				
	T	%	M	W	O	T	%	M	W	O	T	%	M	W	O
Hispanics of any race	0	0.00	0	0	0	0	0.00	0	0	0	0	0.00	0	0	0
American Indian or Alaska Native	0	0.00	0	0	0	0	0.00	0	0	0	0	0.00	0	0	0
Asian	0	0.00	0	0	0	0	0.00	0	0	0	0	0.00	0	0	0
Black or African American	2	40.00	0	2	0	0	0.00	0	0	0	0	0.00	0	0	0
Native Hawaiian or Other Pacific Islander	0	0.00	0	0	0	0	0.00	0	0	0	0	0.00	0	0	0
Two or More Races	0	0.00	0	0	0	0	0.00	0	0	0	0	0.00	0	0	0
Total Minority	2	28.57	0	2	0	0	0.00	0	0	0	0	0.00	0	0	0
White	12	27.91	7	5	0	0	0.00	0	0	0	0	0.00	0	0	0
Nonresident Alien	0	0.00	0	0	0	0	0.00	0	0	0	0	0.00	0	0	0
Race and Ethnicity Unknown	0	0.00	0	0	0	0	0.00	0	0	0	0	0.00	0	0	0
Total	14	27.45	7	7	0	0	0.00	0	0	0	0	0.00	0	0	0

2017-2018 Non-Transfer Attrition

	JD1					JD2					JD3				
	T	%	M	W	O	T	%	M	W	O	T	%	M	W	O
Hispanics of any race	0	0.00	0	0	0	0	0.00	0	0	0	0	0.00	0	0	0
American Indian or Alaska Native	0	0.00	0	0	0	0	0.00	0	0	0	0	0.00	0	0	0
Asian	0	0.00	0	0	0	0	0.00	0	0	0	0	0.00	0	0	0
Black or African American	0	0.00	0	0	0	0	0.00	0	0	0	0	0.00	0	0	0
Native Hawaiian or Other Pacific Islander	0	0.00	0	0	0	0	0.00	0	0	0	0	0.00	0	0	0
Two or More Races	0	0.00	0	0	0	0	0.00	0	0	0	0	0.00	0	0	0
Total Minority	0	0.00	0	0	0	0	0.00	0	0	0	0	0.00	0	0	0
White	8	20.00	6	2	0	1	2.38	1	0	0	0	0.00	0	0	0
Nonresident Alien	0	0.00	0	0	0	0	0.00	0	0	0	0	0.00	0	0	0
Race and Ethnicity Unknown	1	50.00	1	0	0	0	0.00	0	0	0	0	0.00	0	0	0
Total	9	15.52	7	2	0	1	1.72	1	0	0	0	0.00	0	0	0

REPORT #11: ADMISSIONS AND FIRST-YEAR CLASS PROFILE

	2020	2019	2018
Completed Applications	323	373	393
Offers of Admission	160	142	166
Acceptance Rate (Percent)	49.54	38.07	42.24
Enrollees from Applicant pool	59	49	48
Enrollment rate from Completed Applications	18.27	13.14	12.21
Enrollment rate from Offers of Admission	36.88	34.51	28.92
Other first-year enrollees	0	1	3
Total in First-year class	59	50	51

LSAT			
75th Percentile	154	155	152
50th Percentile	150	151	151
25th Percentile	146	147	147
UGPA			
75th Percentile	3.57	3.67	3.72
50th Percentile	3.26	3.31	3.52
25th Percentile	3.00	2.95	3.08
Men			
Number	36	24	26
Percent	61.02	48.00	50.98
Women			
Number	23	26	25
Percent	38.98	52.00	49.02
Other			
Number	0	0	0
Percent	0.00	0.00	0.00
Minorities			
Number	11	12	7
Percent	18.64	24.00	13.73

Disclaimer: Ethnicity/Gender does not include those in the 2017 First year Class who were deferred, readmitted, transfers, or persons enrolled with credit for prior law study.

Site Team Fact Finding:

Review and verify the information in Report #10.

Review and verify the information in Report #11. Describe whether the Law School only admits applicants who appear capable of satisfactorily completing the program of legal education and being admitted to the bar? [Consider such issues as the academic and admission test credentials of the Law School's entering students, the academic attrition rate of the Law School's students, the bar passage rate of its graduates, and/or the effectiveness of the Law School's academic support program.]

The reports have been reviewed and verified for accuracy. The Law School's admissions policies are aimed admitting students capable of completing the program of legal education. In addition to traditional LSAT/GPA metrics, the Admissions Committee considers myriad variables, including, rigor of undergraduate coursework, prior work and educational experience, commitment to service, life experience, leadership ability or potential, demonstrated ability to overcome personal or structural barriers, evidence of discipline and responsibility, motivation to succeed at law school, and circumstances that put the applicant's academic and personal achievements into context. Moreover, the admissions procedure includes individual interviews of approximately one-third of the entering class to ensure they are capable of satisfactorily completing the program. The Law School seems to be on the right track. For example, the Law School's first time bar exam takers in 2019 had a 95% passage of the Ohio bar with an 84.44% weighted average bar passage for all jurisdictions. The Law School's first time bar pass rate was 86% on the October 2020 Ohio bar exam.

Please note that ABA Report 11 only includes first-time enrollees in the first-year class, unlike ABA Report 509, which draws from the same dataset.

57. Standard 501(c).

During the current or previous two academic years, has the Law School readmitted any student who has been disqualified for academic reasons from the Law School, or admitted any student who has been disqualified for academic reasons from another law school? If so:

(a) state how many students previously disqualified for academic reasons have been readmitted or admitted;

(b) for each student, provide the name of the student's previous law school (if admitted from another law school), law school GPA, LSAT score, and UGPA; and

(c) describe the process used and state whether a statement of the considerations that led to the decision was placed in each admittee's file.

School response [respond to each subsection (a)-(c)]:

(a) Four (4)			
(b)			
Law School	Law GPA	LSAT	UGPA
Capital University Law School		142	3.81
Seton Hall University School of Law	1.96	152	3.09
University of Toledo School of Law	1.68	152	3.10
University of Toledo School of Law	1.15	150	2.79

Note: Names deleted by ABA staff from chart.

(c) The Law School admits or readmits a student who has been disqualified previously for academic reasons only upon an affirmative showing that the candidate possesses the requisite ability and that the prior disqualification does not indicate a lack of capacity to complete the course of study the Law School. The Law School admissions committee reviews each file and determines whether to admit or readmit the student. In the case of admission to the Law School from another law school, this showing is made either by a letter from the other school or, if two or more years have elapsed since that disqualification, the nature of interim work, activity, or studies indicating a stronger potential for law study. For every admission or readmission of a previously disqualified candidate, a statement of the considerations that led to the decision is placed in the candidate's admissions file.

Staff assessment:

The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

NOTE: Facts in addition to the information sought in the question are required. Ask the school to provide the year during which the four students listed in the school's response above were readmitted.

Site Team Fact Finding (if required):

What follows are further details regarding the (4) students listed in the school's response above.

Accepted December 2018 and deferred admission to summer 2019. Attended orientation and withdrew before classes started.

Accepted June 2018 but didn't enroll.

Accepted August 2019; enrolled 6/15/20.

Accepted and enrolled August 2019. Was academically dismissed from ONU in January 2021 and then readmitted January 2021.

One additional student not identified above was found. The student is described below.

Academically dismissed from ONU in January 2021 and then readmitted January 2021.

58. Standards 502(a) through 502(c).

(a) Does the School, other than for admission permitted under Standard 502(b), require for admission to its J.D. degree program a bachelor's degree that has been awarded by an institution that is accredited by an accrediting agency recognized by the United States Department of Education?

(b) Indicate the number of students admitted under the exceptions to Standard 502(b):

(1) students who completed three-fourths of the credits leading to a bachelor's degree as part of a bachelor's degree/J.D. degree program if the institution is accredited by an accrediting agency recognized by the United States Department of Education.

(2) graduates of an institution outside the United States if the Law School assures that the quality of the program of education of that institution is equivalent to that of institutions accredited by an accrediting agency recognized by the United States Department of Education.

(c) If the Law School admitted to its J.D. degree program any student who did not satisfy the requirements of Standard 502(a) or (b), describe the extraordinary circumstances that clearly demonstrate that each such student has an aptitude for the study of law. For every such admission, does the Law School include a statement of the considerations that led to the admission decision in the admittee's file?

School response [respond to each subsection (a), (b)(1)-(2), and (c)]:

(a) Yes

(b) (1) Three (3)

(b) (2) Six (6)

(c) Not Applicable

Staff assessment:

The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

NOTE: Facts in addition to the information sought in the question are required. Ask the school to provide a short summary (2-3 sentences) of the admission process for subparts (b)(1) and (b)(2) above.

Site Team Fact Finding (if required):

(b)(1) The admissions process for the 3+3 is essentially the same as the Law School's regular admissions process. Students are required to take the LSAT and submit the Law School's application, including a personal statement, resume and the optional letters of recommendation. Once an application is received, the same review process is used to determine if the student would qualify for admission into the Law School's program, either in summer or fall.

These students must have completed all undergraduate requirements from their degree-granting institution prior to enrolling in the Law School's program, as their first year of law classes fills the elective requirements from their major.

Aside from visiting these programs in person each year, the Law School does not recruit these students any differently than its regular students.

(b)(2) The Law School requires the same application and supplemental materials for admissions from international students, though they can also provide an Official TOEFL or IELTS score report with their application. International students are more likely to be interviewed in order to verify their language skills before rendering an admissions decision. The Law School does not actively recruit international students at this time.

59. Standard 502(d) and Interpretations 502-1 and 502-2.

Describe the processes used to ensure that within a reasonable time after a student registers, the Law School has on file the student's official transcripts verifying all academic credits undertaken and degree(s) conferred. Does the Law School's policy ensure that all transcripts are received no later than October 15th, consistent with the Managing Director's Guidance Memo dated January 2018, on this Standard, and what are the consequences/procedures for those students who fail to produce an official transcript by this deadline?

School response:

Once a student has been admitted to the law program, they are provided with a checklist of items to complete prior to enrollment. Submitting one final official transcript or one e-transcript from the student's degree-granting institution that shows both the date and degree awarded is one item on this checklist. Students are also sent reminders to submit their transcript during the orientation process. Compliance with the checklist is monitored throughout the summer. Students who have failed to submit a transcript by orientation, receive a final reminder notification included in their orientation packet. At the end of September, students, who are missing a transcript, are notified that a hold will be placed on their account limiting their ability to register for Spring courses until their transcript has been received.

Staff assessment:

_____ *The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.*

 X *The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:*

EXPLANATION OF WHAT IS NEEDED FROM THE SITE TEAM: Ask the school if there is any language in its law school transcript policy that automatically withdraws students who have not submitted transcripts by October 15th.

Site Team Fact Finding (if required):

The school provided the following additional information for the site visit and the site team has reviewed and verified the additional information provided by the school.

“Once students have been admitted to the law program, they are provided with a checklist of items to complete prior to enrollment. Submitting one final official transcript or one e-transcript from the students’ degree-granting institutions that shows both the date and degree awarded is one item on this checklist. Students are also sent reminders to submit their transcript during the orientation process. Compliance with the checklist is monitored throughout the summer. Students who have failed to submit a transcript by orientation receive a final reminder notification included in their orientation packet.

At the end of September, the associate dean for academic affairs places a hold through the registrar’s office on the account of any student who has not yet submitted an official transcript. This hold prevents that student from registering for January term and Spring courses. The associate dean notifies the student of the hold and the need to submit an official transcript prior to October 15 in order to register for the next semester. The account hold is not lifted until the associate dean has verified that the official transcript has been received.”

From site team: Students cannot register for the next semester if they have not submitted transcripts by October 15th. However, they are not automatically withdrawn from their fall courses.

At the end of September, the associate dean for academic affairs places a hold through the registrar’s office on the account of any student who has not yet submitted an official transcript. This hold prevents that student from registering for January term and spring courses. The associate dean notifies the student of the hold and the need to submit an official transcript prior to October 15 in order to register for the next semester. The account hold is not lifted until the associate dean has verified that the official transcript has been received.

60. Standard 503 and Interpretations 503-1, 503-2, and 503-3.

(a) If the Law School admits students without requiring the LSAT pursuant to Interpretation 503-1, for each admission test used, please describe:

(1) The process the Law School followed to reach the conclusion that the test was valid and reliable for the Law School. (Please provide a copy of the document demonstrating this fact to the Site Team.)

(2) The Law School's experience to date, including review of student performance and assessment of validity and reliability.

(b) If the Law School admits students without requiring the LSAT pursuant to Interpretation 503-3, describe those admissions and demonstrate that they comply with the Interpretation.

(c) Explain how the Law School uses the LSAT or other test results in a manner that is consistent with the current guidelines regarding proper use of the test results provided by the agency that developed the test.

School response [respond to each subsection (a)(1)-(2) and (b)-(c)]:

(a) (1) NA

(a) (2) NA

(b) NA

(c) The Law School understands that while LSAT scores serve a useful purpose in the admission process they do not measure, nor are they intended to measure, all the elements important to success. Thus, the Office of Law Admissions examines a student's LSAT scores in conjunction with the student's cumulative undergraduate GPA, rigor of undergraduate coursework, prior work and educational experience, commitment to service, life experience, and leadership ability. In addition, the Law School does not enforce cutoff scores, place excessive significant on score differences, or utilize the scores without an understanding that the test has certain limitations.

Staff assessment:

The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding: (Not applicable for Ohio Northern.)

Insert Report: Non-LSAT Admissions and review copies of documents demonstrating that such other tests are valid and reliable test(s) to assist the school in assessing an applicant's capability to satisfactorily complete the school's program of legal education.

The site team reviewed and verified the school's response. No additional to add.

61. Standard 504.

(a) Provide the URL where the Law School publishes on its website the statement on qualifications for admission to the bar as required by Standard 504. Does the Law School application for admission also include the required statement? [See Attachment: Application for Admission]

(b) Describe the additional steps the Law School takes, as soon after matriculation as is practicable, to apprise entering students of the importance of determining the applicable character, fitness, and other requirements for admission to the bar in each jurisdiction in which they intend to seek admission to the bar.

School response [respond to each subsection (a)-(b)]:

(a) <https://law.onu.edu/admissions-policy>

Yes, the Law School application for admission does include the required statement.

(b) The Law School takes a number of steps to inform entering and current students about the character, fitness, and other requirements for admission to the bar. During a mandatory new student orientation, the associate dean for academic affairs and a tenured professor serving as the Law School's adjudication counsel both inform first-year law students about the character and fitness process and concomitant disclosure requirements.

The director of Academic Success engages multiple times, formally and informally, with students to apprise them of the importance of determining the relevant requirements for bar admission. In addition to individual student counseling, the director arranges a presentation and question-and-answer session with a representative from the Ohio Office of Bar Admissions for second-year students in the fall semester, and again for third-year students in the spring semester. The director also conducts a presentation for all second-year students on applying for the bar exam and taking the Multistate Professional Responsibility Exam. This presentation is not jurisdiction-specific, and it directs students to the National Conference of Bar Examiners' guide to applying for bar admission. The presentation materials are available to all law students on the Office of Academic Success's Moodle page.

Staff assessment:

_____ ***The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.***

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

EXPLANATION OF WHAT IS NEEDED FROM THE SITE TEAM: Ask the school if it discusses with first year students that they should determine the requirements for any jurisdiction in which they intend to seek admission by contacting the jurisdiction.

Site Team Fact Finding:

Confirm that the statement is on the website and in the application.

The school provided the following additional information as part of the site visit and the site team has reviewed and verified the additional information provided by the school.

“The Law School takes a number of steps to inform entering and current students about the character, fitness, and other requirements for admission to the bar. During a mandatory new student orientation, the associate dean for academic affairs and a tenured professor serving as the Law School's adjudication counsel both inform first-year law students about the character and fitness process and concomitant disclosure requirements. The associate dean also informs first-year students about the importance of contacting the jurisdiction in which they intend to seek admission to determine the specific requirements for admission in that jurisdiction.

The director of Academic Success engages multiple times, formally and informally, with students to apprise them of the importance of determining the relevant requirements for bar admission. In addition to individual student counseling, the director arranges a presentation and question-and-answer session with a representative from the Ohio Office of Bar Admissions for second-year students in the fall semester, and again for third-year students in the spring semester. The director also conducts a presentation for all second-year students on applying for the bar exam and taking the Multistate Professional Responsibility Exam. This presentation is not jurisdiction-specific, and it directs students to the National Conference of Bar Examiners' guide to applying for bar admission. The presentation materials are available to all law students on the Office of Academic Success's Moodle page.”

From the site team: During a mandatory new student orientation, the associate dean for academic affairs and a tenured professor serving as the Law School's adjudication counsel both inform first-year law students about the character and fitness process and concomitant disclosure requirements. The associate dean also informs first-year students about the importance of contacting the jurisdiction in which they intend to seek admission to determine the specific requirements for admission in that jurisdiction.

The director of Academic Success engages multiple times, formally and informally, with students to apprise them of the importance of determining the relevant requirements for bar admission. In addition to individual student counseling, the director arranges a presentation and question-and-answer session with a representative from the Ohio Office of Bar Admissions for second-year students in the fall semester, and again for third-year students in the spring semester. The director also conducts a presentation for all second-year students on applying for the bar exam and taking the Multistate Professional Responsibility Exam. This presentation is not jurisdiction-specific, and it directs students to the National Conference of Bar Examiners' guide to applying for bar admission. The presentation materials are available to all law students on the Office of Academic Success's Moodle page.

https://my.onu.edu/sites/default/files/moodle_reference_guide_for_student.pdf

62. Standards 505.

(a) Does the Law School admit students with credit for courses completed at another law school approved by the Council? If yes, describe how the Law School ensures that only credits granted are from the courses that were taken as a J.D. degree student.

(b) Does the Law School admit students with credit for courses completed at a law school in the United States that is not approved by the Council?

(1) If yes, does the Law School ensure 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 non-ABA-approved law school's jurisdiction or that the non-ABA-approved law school's graduates are permitted to sit for the bar examination in the jurisdiction in which the non-ABA-approved school is located?

(2) Describe how the Law School determines that the courses at the non-ABA-approved law school were undertaken as a J.D. degree student and that the content was such that credit would have been granted toward degree requirements at the admitting Law School.

(3) What is the maximum number of credits allowed for courses completed at a non-ABA-approved-law school?

(c) Does the Law School admit students with credit for courses completed at a law school outside the United States?

(1) If yes, describe how the Law School determines that it would have granted credit toward satisfaction of J.D. requirements for courses completed at the foreign law school.

(2) What is the maximum number of credits allowed for courses completed at a foreign law school?

(d) Does the Law School admit students with credits for credit hours earned in an LL.M. or other post-J.D. program offered by the Law School?

(1) If yes:

(i) Explain how the Law School determines that the credit hours earned were pursuant to successful completion of a J.D. course or courses while the student was enrolled in a post-J.D. program.

(ii) Does the Law School limit the credits granted to those earned in J.D. courses for which the grading system for LL.M. or other post-J.D. students was comparable to the grading system for J.D. degree students in the courses?

(2) What is the maximum number of credits allowed for credit hours earned in an LL.M. or other post-J.D. program?

(e) If the Law School grants credit as provided in Standard 505(a) through (d), does the Law School require for the J.D. degree that the student successfully complete a course

of study that satisfies the requirements of Standard 311 and meets all of the Law School's requirements for the awarding of the J.D. degree?

(f) Does the Law School limit the credit hours granted pursuant to Standard 505(b) through (d) to no more, individually or in combination, than one-third of the total credits the Law School requires for the J.D. degree?

School response [respond to each subsection (a), (b)(1)-(3), (c)(1)-(2), (d)(1)-(2), and (e)-(f)]:

(a) Yes. If a student applies for admission to the Law School with credit for courses completed at another law school, the associate dean for academic affairs reviews the student's law transcript for courses that align with our curriculum. Course descriptions are located for the alternative law school courses to ensure that the content covers all relevant subject matter that would be taught in our own courses.

(b) Yes

(1) Yes

(2) In the case of the one student who was admitted to the Law School with courses from a non-ABA-approved law school. The student had already successfully passed the California Bar Exam. The associate dean for academic affairs reviewed the student's law transcript for courses that align with our curriculum and determined that the content from this degree was such that the student met the requirements to be admitted to the Law School.

(3) Thirty (30) credit hours

(c) No

(d) No

(e) Yes

(f) Yes

Staff assessment:

The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

NOTE: Facts in addition to the information sought in the question are required. For subpart (e), ask the law school to summarize how it ensures that students admitted under Standard 505(a)-(d) successfully complete a course of study that satisfies the requirements of 311 and meets the schools J.D. requirements.

Site Team Fact Finding (if required):

Students who are admitted with credit for courses completed at another law school are subject to all of the same graduation requirements as students who have not taken courses elsewhere. They must receive 90 credits, at least 75 of which must be taken at the Law School, though the dean has discretion to waive this residence requirement.

The associate dean for academic affairs reviews the incoming student's transcript and only accepts transfer credit for courses that cover all relevant subject matter that would be taught in the Law School's own courses. The incoming student must take all other courses required by the Law School, which ensures that the student successfully completes a course of study that satisfies the school's J.D. requirements.

Bar Passage

63. Standard 316.

Describe the Law School's bar passage results, including any recent trends, positive or negative, the Law School has experienced and any efforts to deal with any negative trend, or any anomalous results the School has experienced.

School response:

The Law School's bar exam passage rates have been mixed over the last seven years. The Law School's first-time taker passage rates for the February and July Ohio bar exam were 91% in 2012 and 90% in 2013, while the statewide first-time taker passage rates were 84% and 86%, respectively. The Law School's Ohio first-time taker passage rate then dipped, with rates of 75% in 2014 and 68% in both 2015 and 2016, while the statewide rates ranged from 75-81%. Ohio first-time taker passage rates rebounded in 2017 with 93% passing, compared to a 76% statewide average, before falling again in 2018, with 67% passing, compared to 77% statewide. Notably, the Law School had a 100% pass rate for first-time takers of the July 2019 Ohio bar exam, and an 86% on the October 2020 Ohio bar exam. The Law School's ultimate bar passage rates have exceeded 75%, with 78% of 2015 graduates, 85% of 2016 graduates, 80% of 2017 graduates, and 90% of 2018 graduates who sat for a bar exam passing within two years of graduation.

Some of the variation in bar passage rates is due to the small number of graduates taking the Ohio bar exam. For instance, the Law School had 43 first-time Ohio bar exam takers in 2012, compared with 18 in 2018. This increases the likelihood of large variances in results based on the performance of a few individuals. The Law School took very seriously the negative trend, and took several steps to ameliorate it. In 2014, the Law School amended its upper division course requirements to require all students with a cumulative grade point average of 2.5 or below at the conclusion of their first year to take as a condition of graduation a bar passage-based course of study, including Constitutional Law 2, Criminal Procedure, and Transition to Practice, as well as five of seven courses from a prescribed bar subject list prepared by the director and assistant director of Academic Success. The particulars of the bar course of study are reviewed regularly and modified at the discretion of the director of the Academic Success program. The purpose of this bar course of study is to expose at-risk students to bar-tested subjects in advance of their personally directed bar study following graduation. All

students subject to this requirement are also assigned the director or assistant director of Academic Success or the associate dean for academic affairs as their academic advisor to ensure that their academic progress and bar exam preparation are closely monitored.

The Law School has also invested in programming and resources to assist students with bar exam preparation. Previously, the Law School had offered Transition to Practice, a bar preparation class taught by the director of Academic Success, to students one time, in the semester prior to their graduation (i.e., in the spring for May graduates and in the fall for December graduates). Currently, the Law School offers in the fall semester a three-credit, graded bar preparation course for third year students graduating early and for those whom the director of the Academic Success program has identified as benefitting from additional bar preparation; and, in the spring semester, a three-credit, graded bar preparation course for all third-year students. The Law School has also purchased AdaptiBar bar preparation services as well as a practice Multistate Performance Test session from Themis Bar Review for students to enhance their bar exam preparation. Finally, the Law School has expanded its academic support offerings directly related to the bar exam, as discussed in Question 37.

Staff assessment:

The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Insert Report: Ultimate Bar Passage Report (#13a) and First Time Bar Passage Report (#13b)

Report 13a: Ultimate Bar Passage

	A	B			C			D	E	
Calendar Year of graduation	Number of graduates in calendar year	Graduates who sat for a bar examination within one year of their date of graduation.			Graduates who sat for a bar examination within two years of their date of graduation.			Number with no information	Number who did not take a bar examination	
		# of takers	# who passed	% that passed	# of takers	# who passed	% that passed		within one years of graduation	within two years of graduation
2017	49	-	-	-	46	37	80.43%	0	-	3
2018	56	51	44	86.27%	-	-	-	0	5	-

Report 13b: First Time Bar Passage

	A	B	C	D	E	F	G	H	I	J
Calendar Year	Total Graduates in Calendar Year*	# from Calendar Year NOT taking Bar Exam	# from Previous Years Taking Bar for First Time in Calendar Year	Number of Early Takers	# from Calendar Year with no information	Total First Time Takers in any jurisdiction	Total who passed the bar in any jurisdiction	Law School weighted average pass rate	ABA first time weighted average pass rate	Difference In Weighted Average
2019	49	7	3	0	0	45	38	84.44%	75.87%	8.57%

*Total Graduate count excludes Early Takers who also graduated in 2019

Details 2019:

Jurisdiction	Takers	Passers	Pass %	State Pass % for ABA approved law schools	Difference
OHIO	20	19	95.00	79.53	15.47
CALIFORNIA	3	1	33.33	69.11	-35.78
COLORADO	3	1	33.33	76.89	-43.56
DISTRICT OF COLUMBIA	3	1	33.33	72.08	-38.75
MICHIGAN	3	3	100.00	70.01	29.99
ILLINOIS	2	2	100.00	74.10	25.90
NEW YORK	2	2	100.00	84.12	15.88
WEST VIRGINIA	2	2	100.00	68.55	31.45
ALASKA	1	1	100.00	62.30	37.70
PENNSYLVANIA	1	1	100.00	79.66	20.34
INDIANA	1	1	100.00	74.10	25.90
NORTH CAROLINA	1	1	100.00	79.91	20.09
DELAWARE	1	1	100.00	60.90	39.10
FLORIDA	1	1	100.00	70.24	29.76
GEORGIA	1	1	100.00	78.00	22.00

Site Team Fact Finding (if required):

The site team reviewed and verified the school's response. No additional facts added.
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Student Services

64. Standard 507 and Interpretations 507-1, 507-2, and 507-3.

(a) Describe how the Law School takes reasonable steps to minimize student loan defaults, including provision of debt counseling at the inception of a student's loan obligations and again before graduation.

(b) For law schools not affiliated with a University, provide the student loan default rates for the current and previous two academic years.

(c) For law schools not affiliated with a University, is the Law School in full compliance with Title IV of the Higher Education Act? Explain any areas of non-compliance, indicating the date from which the institution has been out of compliance. State the result of all financial or compliance audits and program reviews since the last site evaluation.

School response [respond to each subsection (a)-(c)]:

(a) The Law School strives to minimize student loan defaults through a combination of debt counseling, reducing student borrowing, and personal finance education. When law students are admitted to the University, they are first reviewed for academic scholarship and grant eligibility by the Law School. These awards are communicated to the University's financial aid office from the law admissions office. After October 1st, law students file their Free Application for Federal Student Aid (FAFSA) online. Once the financial aid office has the FAFSA, a financial aid award package is created for the student. This package shows all scholarships, grants, loans, and work opportunities the student qualifies for. The packages are sent out starting after January 1st each year. If students decide to enroll at the Law School and want to incur federal loans, the financial aid staff guides them through the process of filling out the appropriate applications and promissory notes. Students typically repeat this process once a year. Any loans students receive are credited to their tuition accounts on the first day of classes.

The Law School helps students minimize their borrowing by using a "thrifty budget" developed by the law admissions and University financial aid offices for purposes of calculating the Law School's cost of attendance. The thrifty budget assumes, for example, that a student will purchase a basic cable and internet package as opposed to the luxury package, will live with a roommate (which splits most housing costs), and does not have a large car payment or other personal loans. Students who desire to increase any component of the budget must request an increase from the financial aid office. Using the thrifty budget to calculate the Law School's cost of attendance reduces the amount of debt that law students incur and, ultimately, saves the Law School's students thousands of dollars a year. The Law School's students are less likely to default on their loans if they borrow less at the outset.

In addition to formal loan counseling through the financial aid office, the Law School offers students MAX by AccessLex (MAX), a personal finance education program created for law students that includes in-person workshops, online and virtual programming, and one-on-one counseling with MAX counselors. The Law School enters all students into MAX in the summer before their first year. The Law School requests, but does not require, that students complete two of the MAX lessons before starting school in the fall. Law students receive an

in-person introduction to MAX at new student orientation. MAX counselors hold separate in-person workshops for each class of students every semester. Students also receive monthly newsletters, access to MAX podcasts, and other online programming. MAX also teaches third-year students how to manage their federal and private student loan debt after graduation, including by reviewing all available repayment, deferment, forbearance, and forgiveness options. MAX enters students into a drawing for multiple scholarships offered by AccessLex each time students complete an activity, which gives students an additional incentive to engage with the MAX programming.

(b) Not applicable.

(c) Not applicable.

Staff assessment:

The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding (if required):

The site team reviewed and verified the school's response. No additional facts added.

65. Standard 508.

Describe how the Law School provides all its students, regardless of enrollment or scheduling option, with basic student services, including maintenance of accurate student records, academic advising and counseling, and financial aid and debt counseling. If the Law School does not provide these student services directly, describe how its students have reasonable access to such services from the University of which it is a part or from other sources.

School response:

The Law School makes no distinction between students with respect to maintenance of accurate student records, academic advising and counseling, and financial aid and debt counseling, irrespective of the enrollment or scheduling options chosen by the student.

Maintenance of Accurate Student Records: The Law School uses Aces II admissions software and the Banner student information system to maintain students' permanent academic records in electronic format. Students submit their application materials to the Law School's admissions office electronically through Aces II. Once students matriculate, their application record is converted into a student record in the Banner student information system. Banner houses student information such as admissions, registrations, withdrawals, grades, transcripts, demographical/biographical information, transfer credit, enrollment status, and any other information retained in the students' permanent academic record. Relevant portions of the Banner student record are shared with the registrar's office. The registrar's office monitors and maintains students' permanent academic records. Students may register for classes online and faculty may submit grades online, which contributes to the accuracy of records.

The Law School maintains hard copies of all academic records in file cabinets in the deans' suite. The cabinets and the room in which they are contained are locked. In addition, the registrar maintains a paper file on each student in a secure location, which houses student transcripts and various forms requiring approval signatures. Banner information is maintained electronically on a secure drive. These security measures protect the accuracy of records.

Academic Advising: The Law School takes a proactive approach to academic advising. Students are assigned both a faculty advisor and peer advisors throughout their law school tenure. At the beginning of the first semester, each student is assigned to a faculty member who is responsible for academic advising. As a general rule, this faculty member remains the student's advisor until graduation. The role of the faculty advisor is more substantial than at many other schools. These responsibilities include advising students on their schedules and graduation requirements, reviewing students' résumés, and discussing with students their career options. Each full-time faculty member advises typically between two and four students from each class. In addition to the faculty advisor, a group of peer advisors is available to help the new student become integrated into law school life.

Although the level of involvement in course selection may vary from advisor to advisor, each advisor holds a pre-registration conference with each of his or her students each semester in order to assess the student's progress, keep track of requirements for graduation, and keep the student abreast of specific requirements in the state in which the student plans to take the bar. The associate dean for academic affairs strongly urges the advisors to recommend courses that are not required for graduation but would prove helpful on the bar exam, such as Business Organizations 2 and Criminal Procedure. As a result, enrollment in those classes is consistently high.

The Law School ensures that faculty advisors are kept abreast of the most recent information about course offerings and graduation and bar exam requirements and that faculty advisors are discussing all relevant topics with their advisees. The associate dean for academic affairs holds meetings with the faculty prior to registration each semester to apprise them of any changes, including the impact of any new ABA Standards or Criteria on the Law School's policies or course requirements. In addition, a faculty working group constituted in the 2019-2020 school year drafted an advising memo that summarized the course requirements and recommendations for each class year, information about clinic and field placement

opportunities, and other information relevant to faculty advisors. The working group circulated the advising memo to all faculty members prior to their pre-registration conferences with advisees. The associate dean for academic affairs sent a similar memo to faculty members prior to pre-registration conferences in the 2020-2021 school year.

Financial Aid and Debt Counseling: When law students are admitted to the University, they are first reviewed for academic scholarship and grant eligibility by the Law School. These awards are communicated to the University's financial aid office from the law admissions office. After October 1st, law students file their Free Application for Federal Student Aid (FAFSA) online. Once the financial aid office has the FAFSA, a financial aid award package is created for the student. This package shows all scholarships, grants, loans, and work opportunities the student qualifies for. The packages are sent out starting after January 1st each year. If students decide to enroll at the Law School and want to incur federal loans, the financial aid staff guides them through the process of filling out the appropriate applications and promissory notes. Students typically repeat this process once a year. Any loans students borrow are credited to their tuition accounts on the first day of classes.

The Law School helps students minimize their borrowing by using a "thrifty budget" developed by the law admissions and University financial aid offices for purposes of calculating the Law School's cost of attendance. The thrifty budget assumes, for example, that a student will purchase a basic cable and internet package as opposed to the luxury package, will live with a roommate (which splits most housing costs), and does not have a large car payment or other personal loans. Students who desire to increase any component of the budget must request an increase from the financial aid office. Using the thrifty budget to calculate the Law School's cost of attendance reduces the amount of debt that law students incur and, ultimately, saves the Law School's students thousands of dollars a year.

In addition to formal loan counseling through the financial aid office, the Law School offers students MAX by AccessLex (MAX), a personal finance education program created for law students that includes in-person workshops, online and virtual programming, and one-on-one counseling with MAX counselors. The Law School enters all students into MAX in the summer before their first year. The Law School requests, but does not require, that students complete two of the MAX lessons before starting school in the fall. Law students receive an in-person introduction to MAX at new student orientation. MAX counselors hold separate in-person workshops for each class of students every semester. Students also receive monthly newsletters, access to MAX podcasts, and other online programming. MAX also teaches third-year students how to manage their federal and private student loan debt after graduation, including by reviewing all available repayment, deferment, forbearance, and forgiveness options. MAX enters students into a drawing for multiple scholarships offered by AccessLex each time students complete an activity, which gives students an additional incentive to engage with the MAX programming.

Staff assessment:

The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding (if required):

The site team reviewed and verified the school's response. No additional facts added.

66. Standard 508.

(a) Describe how the Law School provides career counseling to assist students in making sound career choices and obtaining employment.

(b) Briefly describe the Law School's employment outcomes. If the percentage of graduates who are "unemployed seeking" on the Employment Summary Report for any of the past three years is greater than 20%, and/or the percentage of graduates whose employment status is unknown is greater than 15%, discuss how the Law School has addressed or is addressing the issue.

School response [respond to each subsection (a)-(b)]:

(a) The Office of Career and Professional Development (Career Office) proactively reaches out to each law student. Each student is expected to meet with the Career Office director to discuss his or her career search strategy and to plan accordingly to achieve his or her goals. This often results in frequent interactions between the director and the student during the student's law school tenure.

The Law School provides information to students on preparing application materials, interviewing skills, job search skills, and other career-related topics through individual meetings with the Career Office director, class presentations, panel discussions with practitioners, and speaker events.

The Career Office provides each student with guidelines on how to prepare application materials and how to conduct online job searches, including a robust guide of search sites. Students also receive a timeline of when they should apply for various types of positions. This timeline covers each semester of the student's time in law school.

The Law School hosts networking events to provide opportunities for students to meet practitioners. The Career Office utilizes a number of resources to assist students or for students to use in determining legal career interests and where and how to apply for various positions. Students are notified of job opportunities through emails targeted to appropriate students and through job postings and announcements in Symplicity, a reporting platform.

Both the director of the Career Office and the faculty regularly communicate with alumni to determine potential employment opportunities for students and to assist in arranging mentorship relationships.

Further, the Career Office actively promotes public interest positions to students and provides students with information about summer and full-time positions with public interest organizations. The Career Office uses PSJD, an online clearinghouse for law students and lawyers to connect with public interest job listings and career-building resources housed and administered by the National Association for Law Placement, as a resource and guide for

students as they seek public interest positions. The Law School is also a member of Equal Justice Works and actively promotes activities and public interest positions to students.

(b) Over the past seven years, from 2013-2019, the Law School's overall placement rate for students nine to ten months after graduation has generally been higher than the national placement rate. From 2013-2019, the placement rate for bar passage required and J.D. advantage positions has averaged 72%. In 2013, the placement rate was 79%. There was a slight downward trend from 2014 to 2016, which had placement rates of 65% (2014), 60% (2015), and 68% (2016). The Law School worked hard to reverse this trend, including by reinvigorating the Law School's faculty placement committee, holding placement-focused workshops for students, requiring first-year students to prepare and submit résumés to the Career Office for approval, and personal efforts by the Dean and faculty members to connect students with career opportunities. These efforts reversed the downward trend, resulting in placement rates for bar passage required and J.D. advantage jobs of 81% in 2017, 72% in 2018, and 83% in 2019. Median salaries have ranged from \$46,000 to \$56,000 from 2014 to 2019, the years in which a sufficient number of salaries were reported to complete a salary analysis.

The Law School continues to see graduates take local, state and federal judicial clerkships after graduation. Over the past seven years the Law School has had six graduates placed in federal clerkships and 25 graduates placed in clerkships with state and local courts.

The Law School also continues to encourage public interest and government placements. Over the past seven years, an average of 17% of the Law School's graduates have been employed in public interest and government jobs. As a means of encouraging interest in public interest law, the Career Office offers summer stipends to students who work in a public interest setting for a summer while in law school. The hope is that these students will find the experience rewarding and continue to pursue such work after graduation. From 2013 through 2020, 61 students have been awarded a total of \$94,390. The money is raised via an auction of items donated by faculty, staff, alumni, and students. The Law School also regularly brings a variety of public interest and government employers to campus for on-campus interviews, including the Ohio Attorney General's Office and JAG Programs for U.S. Marine Corps, Army, Navy, Air Force, and Coast Guard.

The Law School has worked hard to bring employers to campus for on-campus interviews in order to increase the placement of graduates with recognized regional and national law firms. Some employers prefer to participate in the Law School's résumé collection program rather than come to campus, given the Law School's rural location. For the past several years the following firms have regularly conducted on-campus interviewing or participated in the Law School's résumé collection program:

- Barnes and Thornburg, Columbus, Ohio
- Kegler Brown, Ohio
- Vorys, Sater, Seymour & Pease, national
- Squire Patton Boggs
- Wright & Schulte, Vandalia, Ohio
- Haynes Boone, national

As a counteraction to COVID-19, the Career Office has offered students the option of virtual meetings to continue working towards career goals. The Career Office has also identified

remote internships, hosted virtual informational sessions featuring practitioners in particular legal fields, and worked with employers to set up virtual interviews to replace on-campus interviews. The Career Office has instructed students on the use of the Law School's new media room to conduct their interviews, increasing the professionalism of the interview through a high-tech audio and visual system. The Career Office has also kept in close contact with alumni and sponsors virtual class reunions to strengthen relationships with alumni.

Law students also participate in an event sponsored by the College of Business Administration featuring the top accounting firms in the country, with students interested in tax and business law meeting representatives from an average of 15 to 20 firms.

The Law School has not had greater than 20% of graduates who are "unemployed seeking" or greater than 15% whose employment status is unknown for any of the past three years.

Staff assessment:

The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Insert Report: Employment Summary For 2019 Graduates.

REPORT 14: EMPLOYMENT SUMMARY FOR 2019 GRADUATES

EMPLOYMENT STATUS	FULL TIME LONG TERM	FULL TIME SHORT TERM	PART TIME LONG TERM	PART TIME SHORT TERM	NUMBER
Employed - Bar Passage Required	38	0	0	0	38
Employed - J.D. Advantage	1	0	0	0	1
Employed - Professional Position	2	0	0	0	2
Employed - Non-Professional Position	0	0	1	0	1
Employed - Law School/University Funded	0	0	0	0	0
Employed - Undeterminable	0	0	0	0	0
Pursuing Graduate Degree Full Time					1
Employed - Start Date Deferred					0
Unemployed - Not Seeking					2
Unemployed - Seeking					2
Employment Status Unknown					0
Total Graduates Each graduate is counted only once in this section.					47
EMPLOYMENT TYPE	FULL TIME LONG TERM	FULL TIME SHORT TERM	PART TIME LONG TERM	PART TIME SHORT TERM	NUMBER
Law Firms					
Solo	0	0	0	0	0
1 - 10	14	0	0	0	14
11 - 25	4	0	0	0	4
26 - 50	0	0	0	0	0
51 - 100	2	0	0	0	2

101 - 250	0	0	0	0	0
251 - 500	0	0	0	0	0
501 +	0	0	0	0	0
Unknown Size	0	0	0	0	0
Business & Industry	4	0	0	0	4
Government	10	0	0	0	10
Public Interest	2	0	0	0	2
Clerkships - Federal	1	0	0	0	1
Clerkships - State & Local	3	0	0	0	3
Clerkships - Other	0	0	0	0	0
Education	0	0	0	0	0
Employer Type Unknown	1	0	1	0	2
Total	41	0	1	0	42

LAW SCHOOL/UNIVERSITY FUNDED POSITIONS	FULL TIME LONG TERM	FULL TIME SHORT TERM	PART TIME LONG TERM	PART TIME SHORT TERM	NUMBER
Employed - Bar Passage Required	0	0	0	0	0
Employed - J.D. Advantage	0	0	0	0	0
Employed - Professional Position	0	0	0	0	0
Employed - Non-Professional Position	0	0	0	0	0
Total Employed by Law School/University	0	0	0	0	0

EMPLOYMENT LOCATION	STATE	NUMBER
State - Largest Employment	Ohio	22
State - 2nd Largest Employment	District of Columbia	3
State - 3rd Largest Employment	California	2

Employed in Foreign Countries	0
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Site Team Fact Finding (if required):

The site team reviewed and verified the school's response. No additional facts added.

Consumer Information

67. Standard 509 and Interpretations 509-1, 509-2, and 509-4.

(a) Does the Law School have a link on its home page titled “Consumer Information (ABA Required Disclosures),” as required by the Managing Director’s Guidance Memo on Standard 509 revised in December 2019? Does that link direct the reader to a page that includes all of the disclosures (or a direct link to each of the disclosures) required by Standard 509?

(b) Provide the URLs for the locations on the Law School’s website where the following information is published:

(1) Standard 509 Information Report;

(2) Bar Passage Outcomes

(3) Employment Summary Reports; and

(4) The information required by Standard 509(c).

(c) Describe how the Law School obtains, verifies, publicizes, and distributes consumer information that is complete, accurate, and not misleading to a reasonable law school student or applicant.

(d) Indicate whether the Law School makes public its status as a law school approved by the Council and whether it does so accurately, including the name and contact information of the Council. [Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association, 321 North Clark Street, Chicago, IL 60654, 312-988-6738.]

School response [respond to each subsection (a), (b)(1)-(4), and (c)-(d)]:

(a) Yes, the Law School has the following link on its home page: <https://law.onu.edu/about/consumer-information-aba-required-disclosures>. This link directs the reader to a page with a direct link to the Law School's Standard 509 Information Report. This page also contains, or directly links to, all of the disclosures required by Standard 509. The Law School also links to the required disclosures on its internal site here: https://my.onu.edu/college_of_law/about.

(b) (1) https://law.onu.edu/sites/default/files/2019_standard_509_report.pdf

(b) (2) https://law.onu.edu/sites/default/files/2020_consumerbarpassage.pdf

(b) (3) https://law.onu.edu/sites/default/files/class_of_2019_employment_summary.pdf

https://law.onu.edu/sites/default/files/class_of_2018_employment_summary_0.pdf

https://law.onu.edu/sites/default/files/class_of_2017_employment_summary_0.pdf

(b) (4) Refund policies: <https://law.onu.edu/tuition-and-financial-aid>

Curricular offerings, academic calendar, and academic requirements: The Law School's catalog contains the Law School's curricular offerings, academic calendar, and academic requirements. The catalog is available here:

https://law.onu.edu/sites/default/files/law_catalog_2020_-_2021_update_2-5-21.pdf and here:

https://my.onu.edu/college_of_law/academics/juris_doctor_jd/catalog

The academic calendar for the current academic year, is also available here:

<https://law.onu.edu/academics/academic-calendar>

And here:

https://my.onu.edu/college_of_law/academics/academic_calendar_and_course_schedules. The latter page contains the current semester's curricular offerings. Required courses are also listed here: <https://law.onu.edu/academics/jd-curriculum-and->

[learning-objectives](#) and here:
https://my.onu.edu/college_of_law/academics/juris_doctor_jd/eligibility_and_required_courses.

Credit Transfer Policies: The Law School's catalog contains the Law School's credit transfer policies, including policies pertaining to general credit transfer, transient status, and transferring credit from the Icelandic International Law Exchange Program: https://law.onu.edu/sites/default/files/law_catalog_2020_-_2021_update_2-5-21.pdf and

https://my.onu.edu/college_of_law/academics/juris_doctor_jd/catalog

(c) Standard 509 Report Data: The Law School gathers Standard 509 report information from various sources. The associate dean for academic affairs runs reports from Power BI Report Server (a software platform), which interfaces with the Banner student information system to generate data for the required ABA consumer reports. The Banner student information system houses student records such as admissions, registrations, withdrawals, grades, transcripts, demographical/biographical information, transfer credit, and enrollment status and any other information retained in the students' permanent academic record. The associate dean then spot checks those reports against other available data, such as the Law School's grade submission system, to ensure the generated data are accurate.

The Law School publishes the ABA Standard 509 report on its website in pdf form to ensure its accuracy.

Placement Data: Each year the Office of Career and Professional Development (Career Office) administers an employment survey developed by the National Association of Law Placement (NALP) to all students prior to graduation. The Career Office records all survey responses received prior to and after graduation. After bar exam results are released, the Career Office reaches out to graduates to confirm that the information on previously submitted surveys is still accurate and strives to obtain surveys from those graduates who did not previously submit them.

This outreach is conducted through emails and telephone calls. Continued efforts are made to connect with any graduates who do not initially respond. The Career Office performs online searches using social media and contacts offices where graduates are believed to be employed to confirm their employment. Occasionally, the Career Office staff contacts graduates' known friends to obtain graduates' contact information or information on the graduates' employment status. All reasonable attempts are made to obtain and document accurate information on each graduate.

Information from NALP surveys is entered into Symplicity, an ABA- and NALP-approved reporting platform. In April, on dates designated by the ABA and NALP, reports are submitted to the ABA and NALP through Symplicity, reporting all employment status information up to March 15 of the year following graduation. Those graduates who have accepted employment that will commence after March 15 are reported as employed, start date deferred.

The Career Office verifies the data gathered in one of three ways. First, the student or graduate who returns a NALP survey signs and dates the survey, confirming all information is correct. Second, if no survey is returned, information may be verified by email, which email is attached to the submitted Symplicity report. Third, if information is verified through telephone

conversations, that is noted in the Symplicity report, including date, time, telephone number of graduate, name of graduate, and who spoke with graduate.

The Law School publishes the ABA employment summary reports on its website in pdf form to ensure their accuracy.

Bar Passage Information: The Law School obtains bar passage information either from the state in question, from publicly available passage lists, or from direct written communication from the graduate. The associate dean for academic affairs maintains a spreadsheet of bar passage information, which is used to prepare the reports submitted to the ABA.

The Law School publishes the ABA bar passage report on its website in pdf form to ensure its accuracy.

(d) The Law School does publicize its status as an ABA-accredited law school on its website in several places: https://my.onu.edu/college_of_law/about/history_mission, https://my.onu.edu/academic_affairs/accreditation, https://my.onu.edu/college_of_law/about/college_policies/aba_510_compliance, <https://law.onu.edu/about>, <https://law.onu.edu/about/consumer-information-aba-required-disclosures>. The Law School provides the name and address of the Council on each of these pages. Both the Law School's and the University's catalogs publicize the Law School's status as an ABA-accredited law school. The Law School's catalog is available here: https://law.onu.edu/sites/default/files/law_catalog_2020_-_2021_update_2-5-21.pdf and https://my.onu.edu/college_of_law/academics/juris_doctor_jd/catalog. The University's catalog is available here: https://my.onu.edu/sites/default/files/catalog_2020-2022_final_web_rev.2.pdf

Staff assessment:

The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

NOTE: Facts in addition to the information sought in the question are required. Please follow the instructions below under the heading 'Site Team Fact Finding.'

Site Team Fact Finding:

Verify that the link directs the reader to a page that includes all of the disclosures (or a direct link to each of the disclosures) required by Standard 509.

Verified. No additional facts added.

68. Standards 509(b)(3) and 509(d) and Interpretation 509-3.

Indicate whether and how the Law School distributes Scholarship Retention Data to each applicant being offered a conditional scholarship at the time the scholarship offer is extended. **NOTE: the letters sent to applicants receiving conditional scholarships must include the actual retention data, not simply a link to the information on the Law School's website.**

School response:

The Law School publishes information on conditional scholarships granted and retained in its Standard 509 report, which is available on the Law School's website here: https://law.onu.edu/sites/default/files/2019_standard_509_report.pdf. This ensures that all applicants offered conditional scholarships had the information at the time the scholarship offers are extended.

The Law School no longer offers conditional scholarships effective fall 2020. All scholarship awards are unconditional, subject only to the condition that the recipients remain in good academic standing.

Staff assessment:

The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

NOTE: Facts in addition to the information sought in the question are required. Please follow the instructions below under 'Site Team Fact Finding' for all conditional scholarships that still exist.

Site Team Fact Finding:

Confirm that the letters sent to applicants receiving conditional scholarships include the actual retention data, not simply a link to the information on the Law School's website.

The site team reviewed and verified the school's response.

From site team: This is the additional information from the verification.

In the past, the scholarship letter included retention data directly on the letter sent to admitted students in their acceptance packet. However, they no longer offer conditional scholarships so this information is no longer included in the acceptance packet for any students.

69. Standard 510.

(a) Describe the Law School’s student complaint policy, including appeal rights, if any, for complaints implicating the Law School’s compliance with the Standards. Indicate where the Law School’s complaint policy is published.

(b) Does the Law School maintain a record of the complaints submitted during the most recent accreditation period and a record of the resolution of the complaints?

School response [respond to each subsection (a)-(b)]:

(a) The Law School provides a link to the Standards on its website and directs any student having a complaint implicating the Law School’s compliance with the Standards to file a written complaint with the associate dean for academic affairs. The complaint must describe the problem in sufficient detail to allow the associate dean to investigate the matter. The associate dean must advise the student by email within 30 days of receiving the complaint any action the Law School is taking to address the matter. The complaining student may appeal the associate dean’s decision to the Dean within 10 days of receiving the associate dean’s decision. The Dean’s decision with respect to the complaint is final.

A description of the complaint policy, including the form provided for submitting a written complaint to the associate dean for academic affairs, is provided on the Law School’s website here: https://my.onu.edu/college_of_law/about/college_policies/aba_510_compliance.

(b) The associate dean for academic affairs and the assistant director of communications both maintain a record of the complaints submitted during the most recent accreditation period, as well as a record of the complaints’ resolution. Both the associate dean and the assistant director have access to the data used in resolving the complaints.

Staff assessment:

The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

EXPLANATION OF WHAT IS NEEDED FROM THE SITE TEAM:

1. *Ask the school to provide a list of complaints made during the most recent accreditation period. The site team should then follow the instructions under the ‘Site Team Fact Finding.’*
2. *Ask the school if their policy shows that going forward, the accreditation period is ten years.*

Site Team Fact Finding:

Review the complaints and report if there appears to be a pattern of student complaints and whether they implicate a school's compliance with the Standards.

The school provided the following additional information for question 69(b) as part of the site visit and the site team has reviewed and verified the additional information provided by the school.

“The associate dean for academic affairs and the assistant director of communications both maintain a record of the complaints submitted during the most recent accreditation period, as well as a record of the complaints’ resolution. The Law School maintains these records for a period of at least ten years in order to facilitate their inspection by the ABA.

Since the Law School’s last sabbatical inspection, three complaints were filed through the Law School’s Standard 510 portal. None of the complaints were made by students enrolled in the Law School at the time the complaints were filed. Two were filed by members of the public and did not warrant a reply. One was filed by a former student and his complaint was resolved to his satisfaction. Both the associate dean and the assistant director have access to the data used in resolving the complaints.”

From the site team: The Law School is in the process of updating the language on our website to show that the accreditation period is ten years ([here](#) (under "Fully Accredited"), [here](#), [here](#), and [here](#)).

The three complaints above were reviewed and were accurately described by the Law School.

LIBRARY AND INFORMATION RESOURCES

70. Standards 601(a)(1), 601(a)(2), 601(a)(4), and 605 and Interpretation 605-1.

Explain how the Law School maintains a law library that:

(a) provides support through expertise, resources, and services adequate to enable the Law School to carry out its program of legal education, accomplish its mission, and support scholarship and research; and

(b) develops and maintains a direct, informed, and responsive relationship with the faculty, students, and administration of the Law School.

(c) remains informed on, and implements as appropriate, technological and other developments that affect the library’s support for the Law School’s program of legal education.

(d) provides the appropriate range and depth of reference, instructional, bibliographic, and other services to meet the needs of the Law School’s teaching, scholarship, research, and service programs.

School response [respond to each subsection (a)-(d)]:

(a) The Taggart Law Library works continually to be an active and responsive force in the educational life of the Law School. The library maintains close relationships with faculty, students, and administration and strives to respond to needs promptly. The library also tries to anticipate research, scholarship, and other needs in order to be as proactive as possible. The library works closely with other Law School departments and programs, such as the Legal Clinic in Lima and the Office of Career Services, to ensure their needs are being met. The library facility itself is central to the educational and community experience for our students. Our library space is deeply integrated into the Law School because it is not in a separate space or building. Rather, the library flows seamlessly from a central corridor of the Law School into library-designated space. This leads the Law School community to utilize the library for a variety of reasons including research, study, classes, and socialization.

In March 2020, the Law Library was closed, along with the rest of the University, due to the COVID-19 pandemic. Services continued remotely and library staff prepared the library for reopening in the summer. The library reopened in June for the first day of classes of the Summer Starter program. Many new procedures were implemented at that time, including social distancing measures, enhanced cleaning, plastic barriers in designated locations, and a quarantine system for reserve items. More detail on these measures can be found in Question 80 (a).

(b) The Law Library maintains a direct, informed, and responsive relationship with the Law School through a variety of outreach and involvement. The Library administers an annual student satisfaction survey each November to solicit student feedback on Library collections, services, and facilities. For example, in 2016, students indicated that they would like to have cell phone chargers available for checkout from the library. Since adding the chargers in January 2017, they have consistently been one of the most popular items for students, faculty, and staff. The Library Director also maintains direct contact with leaders in student groups including the Student Bar Association, Law Review, and Moot Court board, and serves as an advisor to a student organization. Librarians maintain close relationships to faculty through collection-related outreach to ensure that library materials are meeting their needs. In addition, librarians serve on Law School and University committees, which allows them to remain up to date on the Law School's needs and adapt quickly.

(c) The law librarians actively monitor emerging technology and developments in the fields of librarianship and legal education. All librarians regularly attend the American Association of Law Libraries (AALL) Annual Meeting each year in order to learn about upcoming trends and technologies from colleagues. The librarians frequently engage with their peers by participating in AALL committees and special interest sections, and by subscribing to professional listservs. Librarians also attend webinars and demonstrations of new products organized by vendors in addition to reading professional journals, magazines and blogs. It has been difficult to implement new technologies in the library, though, due to the budgetary constraints detailed in SEQ Question 72(b).

(d) The Law Library provides a variety of services in support of the Law School and its programs. Each fall semester, the reference librarians teach legal research workshops that supplement the Legal Research and Writing curriculum. Librarians also offer specialized research sessions taught in conjunction with seminar classes, the law review, and moot court competitions. Each spring semester, the Library Director has also taught a formal advanced legal research course. This provides students with ongoing research instruction beyond what

they receive in their first year. The librarians are now offering a formal specialized research course, with different topics offered each year (e.g. international resources, tax resources, etc.). The library also purchases additional copies of Ohio legal materials and practice guides for the Law School's clinic to ensure the students and attorneys have sufficient resources to manage their caseloads.

Beyond reference and instruction services, the Law Library promotes faculty and student scholarship by providing funding for article submissions via ExpressO, as well as a research guide detailing the article submission and publication process. Librarians also assist students and faculty with citations, journal selection, and article submission at their request.

The Law Library provides access to several legal research databases to all students and faculty including Lexis+, Westlaw Edge, Bloomberg Law, and HeinOnline among many others. The library also provides access to many e-books and non-legal databases through resources like Early American Imprints and JSTOR. The Law Library also has an extensive print collection including federal and state statutes, reporters, treatises, and practice guides, with particular emphasis on materials from Ohio and contiguous states. Library materials are cataloged and discoverable using POLAR, the library's online catalog. The catalog includes descriptions of all library material, physical locations of print materials, and hyperlinks to electronic sources.

Staff assessment:

The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding (if required):

Faculty and students had positive responses for the library and felt that most of their needs were being met. While students are annually surveyed by the library, faculty are not.

Since the library re-opened in June of 2020, its hours have been reduced from 113 hours a week to 86 hours per week. Students expressed concern and frustration with these reduced hours. A Circulation Library Assistant for nights was eliminated by the University's budget cutting process, referred to as the FFP Process. At present, both the Day and Evening/Weekend Circulation Assistant positions are vacant. The Day Circulation Assistant position is being advertised. There is one person working Circulation for the entire weekend, beginning late Friday afternoon and running through Sunday evening. There are no plans or funds available at present to fill the Circulation Evening/Weekend position although that position has not been eliminated.

The library has no social media presence, nor does it have chat or text reference available. There are no newsletters or blogs although there are many LibGuides. Study rooms are reserved with a pen and paper system although the library will be purchasing, jointly with the

main university library, [Springshare's LibCal](#) which will allow study rooms to be booked online.

The Ebsco Discovery and the Innovative Interfaces catalog are shared jointly with the main library. Costs are allocated on the basis of volume count; thus, the main library currently pays more for these services than does the law library. The Reference Librarian also handles the law school's E-ZY proxy server to authenticate off campus access to the library's resources. When the site team librarian tried to access some of these materials, particularly The Making of Modern Law, she was unable to get off campus access. She asked about it and learned that the Reference Librarian had been unable to resolve the issue with OCLC so had been referred to the Electronic Services Librarian at the main library. Apparently this particular database had not been working for some time, i.e., it did not work at all during the two weeks it was tested.

There are currently three librarians on staff: two are dual degreed (J.D. and M.L.S.) while one is an MLS only. One of the dual degreed librarians includes the library director while another includes a Reference Librarian. The other librarian on staff is a Technical Services Librarian who handles acquisitions, cataloging, and the clerical aspects of Technical Services.

The Reference Librarian teaches part time in the LRAW program, so he is not always available for library work.

The library director will be retiring at the end of June. The plan is to have the Technical Services Librarian and the Reference Librarian be co-directors for a year while a consultant is brought in and a search conducted for a replacement director. Thus, there will be only two librarians available for the 2021-2022 academic year. The Reference Librarian has said that he will not continue teaching in the LRAW program during this time because of the anticipated workload.

One faculty member expressed concern at the level of library staffing, saying that he was unable to get the research he needed for his work in a timely fashion.

71. Standard 601(a)(3).

Describe how the law library, working with the Dean and the faculty, engages in a regular planning and assessment process, including assessment of the effectiveness of the library in achieving its mission and realizing its established goals.

School response:

The Law Library engages in regular planning and assessment of its services and collections. Each fall, the Library conducts a student survey to measure satisfaction with the library and its services, as well as gauge student interest in new offerings. For example, in 2017, the Library installed large, wall-mounted whiteboards in group study rooms and began circulating phone chargers based on student feedback provided in the survey. The Library Director also reviews the results of the annual Law School Survey of Student Engagement (LSSSE) as an additional source for student satisfaction data with library services.

The library also regularly assesses its collection by holding frequent collection development meetings between the librarians to discuss the library's print and electronic resources. Librarians consult with faculty in individual meetings to review materials in their teaching and scholarly specialties to ensure their needs are being met. Recently, this included a full review of print periodical subscriptions. These meetings help to shape the library collection as well as budget allocations. Librarians also attend faculty meetings and provide reports to the faculty on the library.

Informally, the library staff develops a strong bond with both the faculty and the student body, and is often aware of specific needs on a real-time basis. Areas of concern can be addressed and resolved quickly by library staff, which helps the library in its goal of fully supporting the needs of the Law School community. A recent example involved the placement of plastic dividers on library tables to provide a group study arrangement while still maintaining social distancing. Through student feedback the library was able to make changes that created a setting that better met their needs.

The Library Director also works with the Law School's Dean and associate dean to develop library policies that align with the educational goals of the Law School. For example, the Director, Dean, and associate dean met during the summer of 2020 to plan for the law library's reopening and what services can be offered or adjusted due to the COVID-19 pandemic.

Currently the library does not assess any of the educational outcomes of library instruction (i.e., the annual legal research workshop series in the fall semester) using its own assessment tools. However, the Law School conducts annual learning outcome assessments which indirectly measure the effectiveness of library research instruction. The library also receives feedback on its formal legal research courses through the University's student course evaluations. This feedback provides guidance for improvements and for modifying the content of those courses. Recent feedback led the librarians to offer an additional specialized research course that can cover different topics each year.

Staff assessment:

The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding (if required):

The site team reviewed and verified the school's response. No additional facts added.

72. Standard 601(b).

(a) Describe the preparation, submission, determination, and administration of the law library budget. Describe any significant changes to the law library's budget since the last site evaluation.

(b) Describe how the Law School provides, on a consistent basis, sufficient financial resources to the law library to enable it to fulfill its responsibility of supporting the Law School and to realize its established goals. Explain any exceptions as well as any significant changes since the last site evaluation.

School response [respond to each subsection (a)-(b)]:

(a) Each year, University budget managers, including the law library director, attend training on Prophix, ONU's financial planning and reporting platform. The law library director reviews the proposed budget allotments at the account level, reallocating funds from one account to another based on past spending and anticipated needs. This high-level preparatory work is typically performed over the winter, with finalized budgets being loaded into the self-service Banner system the next summer. The library's budget is typically based on a continuation of the budget of the previous fiscal year, with a few exceptions for specific operational lines that are reviewed campus-wide in all departmental budgets.

Throughout the fiscal year, the law library director and the technical services librarian work closely to manage spending and ensure proper administration of the operational and acquisition lines. Invoices are typically paid weekly, with regular reconciliation of all funds to identify any errors in recording or payment at the University controller's office. The technical services librarian manages the acquisitions lines, and the director's administrative assistant manages the operations lines, with both providing regular budget updates to the director. Additionally, the technical services librarian serves as the University libraries' representative on the University's Budget and Appropriations committee, providing insight and guidance to the VP for Financial Affairs regarding both the law and undergraduate libraries' spending.

Beginning in the fourth quarter of the fiscal year, law librarians hold regular budget meetings to discuss final spending projections, transfer needs, potential cuts, and anticipated changes for the next fiscal year's budget. The law library does not close the fiscal year in the negative; in fact, careful planning has often enabled the law library to return some money to the

University at the end of each fiscal year. This has been much appreciated during times of financial instability, as many other campus departments are not known for managing their budgets as well as the law library does.

Since the last site evaluation, high-level administrative and financial oversight of the law library had shifted to the University, but it has now returned to the Law School. In 2014, oversight of the law library was brought under the umbrella of the University Libraries system alongside the undergraduate library, reporting to the provost. This had little impact on administration of the budget within the library itself. Prior to FY2020, the law library's finances and administration moved back entirely into the Law School. This change should result in increased communication and understanding regarding the pressures facing the law library budget moving forward. See 72(b) for additional information about changes to the budget.

[REDACTED]

	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

[REDACTED]





Staff assessment:


The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

NOTE: Facts in addition to the information sought in the question are required. Please follow the instructions below under 'Site Team Fact Finding.' Pay particular attention to comments from students and faculty about whether budget cuts have negatively impacted the library's ability to meet their needs.

Site Team Fact Finding:

If there are concerns raised in the materials or during the visit, provide additional information as to how the library has not been able to provide faculty or students with resources or services necessary to support the Law School's teaching and research roles. [Note: It is not appropriate to base a determination of lack of adequate support solely on comparison to expenditures by other institutions, and it is inappropriate to include such comparisons.]



Because of the reductions in staffing and expenses, library hours have been reduced from 113 hours per week to 86 hours per week. Students complained about the reduced hours to the team. No new services, such as chat or text reference, can be offered according to the director because staffing makes it impossible to introduce new services. The Advanced Legal Research course, taught by the director, has been reduced from 2 credit hours to 1 credit hour because the director said that she lacked time to teach a 2-credit hour course.

While faculty and staff complimented the library staff for their hard work and their work arounds, the library director said that she was able to purchase monographs for faculty but had not been able to pursue additional electronic resources such as the [Cheetah/CCH](#) which had been requested by a faculty member nor could she purchase the [West Academic Study Aid](#) library online.

There is no library faculty liaison program.

The director handles the tasks of directing, i.e., overseeing the library's personnel, budgeting, strategic planning and collection as well as staffing the Reference Desk and overseeing the student staffing of the Circulation Desk.

The Reference Librarian, in addition to providing Reference services, also handles all inter-library loans, production of Libguides, teaches seminar classes regarding research when asked, and also handles proxy server issues.

The Technical Services Librarian handles all ordering of library materials, checks these materials in, processes and catalogs them and then sees that they are placed on the library's shelves. While she has student employees to assist her, she is the only individual in the Technical Services department.

All three of these librarians serve on law school and university committees.

The Administrative Assistant, in addition to handling her administrative tasks, also provides back up support for the Circulation Desk and helps with any other departmental shortages.

There is a part time Weekend Library Assistant who works from Friday evenings through Sunday evenings.

At present, these are the only individuals who work in the library in addition to student employees. Advertising for Day Circulation Library Assistant is underway.

73. Standards 602 and Interpretation 602-1.

(a) Describe how the Law School meets the following requirements:

(1) The Law School has sufficient administrative autonomy to direct the growth and development of the law library and to control the use of its resources.

(2) The director of the law library and the dean, in consultation with the faculty, determines library policy.

(3) The director of the law library and the dean are responsible for the selection and retention of personnel, the provision of library services, and collection development and maintenance.

(b) If the law library is administered as part of a University library system, indicate how the dean, the director of the law library, and the faculty of the Law School are responsible for the determination of basic law library policies, priorities, and funding requests.

School response [respond to each subsection (a)(1)-(3) and (b)]:

(a)(1) The law library is managed by the Library Director, who reports to the Dean of the Law School. The library budget is part of the Law School's budget, which allows the Dean and Director to directly manage the library's resources and ensure that it supports the Law School's program of legal education. The Law School recently went through a leadership transition with a new Dean starting in fall 2019. The Library Director continues to be delegated substantial authority to determine library policy and direct the growth and development of the law library. This has been especially important during the COVID-19 pandemic. The law library was one of the first campus departments to re-open for the Law School's Summer Starter program on June 15, 2020. Appropriate in-house planning and decision making was essential at that time to ensure a safe reopening, as it was prior to the development and issuance of full University guidance for the campus reopening in August. The Library Director and Dean worked with campus safety personnel earlier than others on campus (we were the first academic building to reopen), as the finalized campus guidance and documents became available only later that summer in preparation for the fall term.

(2) The Library Director and the Dean work closely to determine library policies that best support the Law School's program of legal education. The library also keeps in regular contact with faculty and Law School administration regarding library activities and collection matters through organized outreach efforts, informal conversations, and college-wide meetings. This keeps the library up to date with recent developments in faculty instructional and research needs. An example is the coordinated support of faculty and student scholarship through the funding of article submissions in Scholastica and ExpressO. In light of the COVID-19 pandemic, the Director, Dean, and associate dean worked together to create policies that met University and state requirements for cleaning and social distancing. These policies have been updated throughout the semester based on student and faculty feedback and further health and safety guidance.

(3) The Library Director and Law School Dean work closely on the selection and retention of library personnel. All librarians have faculty status: the Director is tenured on the law faculty, and two librarians hold library tenure-track positions. The promotion and retention procedures conform to the University schedules and standards. The hiring of support staff and their annual performance reviews are handled by the Director and Dean, using the same process as other staff positions in the University.

The law library has been delegated a high degree of autonomy when it comes to determining its services and collection development and maintenance. The collection development committee meets regularly in order to ensure that the library's resources are aligned with the

goals of the Law School. The librarians are sensitive to faculty and student needs and try to be proactive in meeting these needs in terms of both services and collections.

(b) Not applicable

Staff assessment:

The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding (if required):

When a law school professor was the university provost, the law library reported to the provost office. After the professor returned to the law faculty full time, the law library again began reporting to the law school dean.

The current university provost expressed concern about the current law library director's flexibility when working with the university library.

The Technical Services Librarian works closely with the main library on the joint catalog and discovery tool.

There is no university library committee.

74. Standard 603 and Interpretation 603-1.

(a) Is the law library administered by a full-time director whose principal responsibilities are managing the law library and providing information resources in appropriate formats to faculty and students?

(b) Describe the process for the selection and retention of the director of the law library, including whether the Law School determines the selection and retention of the director.

(c) Does the director of the law library have a law degree and a degree in library or information science? If not, describe how the director has knowledge of and experience in law library administration sufficient to support the program of legal education and enable the Law School to operate in compliance with the Standards.

(d) Does the law library director hold a law faculty appointment? If not, explain.

(e) Describe the extent to which the law library director has security of faculty position.

School response [respond to each subsection (a)-(e)]:

(a) Yes

(b) The current director has been in place since 2001. At that time the law college used a similar process for the selection and retention of the library director as was used for other law faculty positions. It is anticipated that when the current director retires that the law college would determine the selection and retention of the director by using a similar process.

(c) Yes. The library director has a law degree from Boston College and a degree in library and information science from Drexel University. She has over 30 years of experience as an academic law librarian.

(d) Yes. Her title is Director of the Law Library and Professor of Law. She is a tenured member of the law faculty.

(e) The current director, Nancy Armstrong, has been here since the last sabbatical site visit. She was reviewed annually by the law faculty tenure committee, promoted to Associate Professor of Law in 2004, and promoted to Professor of Law and granted tenure in 2007.

Staff assessment:

The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

NOTE: Facts in addition to the information sought in the question are required. Ask the school to summarize the process for selecting a library director.

Site Team Fact Finding: (Not applicable to Ohio Northern)

[Note: If the library director does not have a law degree and a degree in library or information science, indicate whether factors exist that demonstrate that the director has the appropriate knowledge of, and experience in, law library administration to support the program of legal education and to enable the Law School to operate in compliance with the Standards.]

The current law library director is retiring at the end of June 2021. During the 2021-2022 academic year, the current Reference Librarian and Technical Services Librarian will serve as co-librarian directors. A consultant will be brought in during the fall. A national search for a new law library director will be conducted in the spring of 2022.

The current law library director noted that she has been told that the position will be a tenure/tenure-track law faculty position as it currently is.

75. Standard 604 and Interpretation 604-1.

Briefly summarize the expertise and number of library staff to establish that the library has staff sufficient in number and expertise to provide appropriate services to the Law School.

School response:

At the time of the last inspection, the law library had five full-time librarians, four support staff, and one technology support technician. A sixth librarian position was also in place for a short period of time, approved to support teaching in the College of Business MPPA Tax program. The law library has lost several librarian and staff positions in recent years through attrition and University budget cuts. Currently, the law library has three librarians, three full-time support staff positions, and one part-time support staff member. The three librarian positions are: director (Nancy Armstrong), technical services librarian (Kaylan Ellis, joined June 2016), and reference and electronic resources librarian (Dustin Johnston-Green, joined November 2016). Beginning in Fall 2019, Dustin was assigned an additional role as a teaching faculty member within the Law School's Legal Research and Writing program.

Two support staff positions are in the circulation department, one covering days and the other evenings and weekends. The library also has an administrative assistant and a part-time weekend circulation assistant. There has been considerable turnover in every staff position in recent years. One vacant position, a night circulation position, is frozen and unfilled as of Fall 2020.

Another significant change is in IT support. At the time of the last inspection, the Law School's dedicated IT technician position was held by Harry Roberts, a 25+ year ONU employee with extensive expertise and knowledge of the unique needs of the Law School. In Fall 2019, this position was transferred to University IT as part of an effort to centralize IT services across campus. Harry remains the point-person for Law School exams, but all IT requests now are made directly to the IT department using a ticket system. This has not been a smooth transition for the Law School, with students in particular feeling the loss of the library's on-site IT services. Student dissatisfaction was expressed on both the Fall 2019 library student satisfaction survey and Spring 2020 LSSSE survey.

The library cannot expand services with this level of staffing. It is hard to even maintain services with this level of staffing. Certain areas have been cut back, as there is now no staff position in place to do the work. One example involved the reduction of library hours in Fall 2019. This led to student dissatisfaction with the library, expressed directly on both the Fall 2019 library student satisfaction survey and in significantly lower results on the Spring 2020 LSSSE survey. In addition, there is currently no staff member *at all* in the Technical Services department. The processing assistant position was eliminated in 2019. This results in piles of materials building up and backlogs in processing, with other library staff now taking on this work. While the pandemic continues, expectations from the Law School community are reduced, but once we emerge from the current situation and return to full services, the reduced staffing levels will become problematic again.

Staff assessment:

The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

NOTE: Facts in addition to the information sought in the question are required. Ask students and faculty if they other areas of concern to add to those mentioned in the school's response.

Site Team Fact Finding (if required):

As noted in Question 72, the library staff has been reduced since the last site visit. Previously there were 5 professional library positions. Now there are 3. During the 2021-2022 academic year after the current library director retires, there will be 2 professional librarians on staff. While there are plans to fill that position, it is expected that it will take at least a year to do.

At the last site visit, there were 5.5 paraprofessional positions. There are now 2.5 paraprofessional positions.

As noted in question 72, all staff are doing many different tasks in addition to their primary job.

All library staff, in both individual and a group meeting, expressed concern at the number of responsibilities they carried and the amount of work that was required in order to keep the library open and operating.

76. Standards 606(a), 606(b), and 606(c) and Interpretations 606-1 and 606-2.

Briefly describe the library's collection to establish that the library has a core collection of essential materials and a collection that effectively supports the Law School's curricular, scholarly, and service programs and prepares students for effective, ethical, and responsible participation in the legal profession.

School response:

The law library continues to be proud of its deep, rich, and historical collections of legal materials. Materials have been acquired actively over the past decade, including the addition of scholarly monographs, international and comparative law materials, significant rare books, and numerous electronic databases. In FY2011-12, the law library held 441,651 volumes and equivalents. In FY2019-20, the library held over 463,420 volumes and equivalents.

The law library has long provided a core collection of essential legal materials. Included are access to the following resources: all reported federal court decisions and most reported decisions of the highest appellate court of each state; all federal codes and session laws; current annotated statutory codes for each state; all published regulations (codified and uncodified) of the federal government; federal and state administrative decisions appropriate to law college programs; the codified Ohio regulations; all published treaties and international agreements of the United States; U.S. Congressional materials appropriate to Law School programs; significant secondary works necessary to support Law School programs; and tools, such as citators and periodical indexes, necessary to identify primary and secondary legal information and update primary legal information.

Many of these essential resources are available in open stacks, along with a significant collection of resources on microfiche, particularly historical works. Essential materials are also available electronically through the library's catalog and through subscription resources such as Lexis, Westlaw, Bloomberg, Casemaker, and HeinOnline. Some of these electronic resources duplicate print materials, while others expand the breadth of the collection.

The library's collections support the teaching and research needs of the faculty and facilitate the education of students. Library policy ensures that all books for all required courses are purchased and placed on reserve. Study guides recommended by the Academic Success program are also purchased. The library also consults with faculty members on a regular basis about materials they need for teaching and scholarship, and their preferred formats (print, electronic, etc.). Items not owned are either borrowed or acquired depending on the needs of the requestor.

The law library is a member of OhioLINK, which is a consortium of 117 Ohio college and university libraries and the State Library of Ohio. Through OhioLINK, users have the ability to electronically request items through the OhioLINK central catalog and access over 120 electronic research databases covering various disciplines, including a variety of citation indices and full-text resources. The library is also a charter member of the LLMC consortium, which provides access to extensive digitized historic legal materials.

Staff assessment:

The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

NOTE: Facts in addition to the information sought in the question are required. Please follow the instructions below under 'Site Team Fact Finding.'

Site Team Fact Finding:

Provide additional information if there is a concern that the law library does not provide the necessary resources to meet the needs of the Law School.

The library has a traditional print collection which is labor intensive and requires many paraprofessionals to maintain. There are pocket parts to be filed, loose leaf filing to be done, superseded volumes to be withdrawn and new volumes to be shelved. Microform is still collected, and some periodicals are still bound. Print copies of the U.S.C., U.S.C.A., and U.S.C.S. are still collected as are print copies of the Fed. Reg. and C.F.R. The library is a federal depository library but could collect these items in electronic format and still provide access to depository patrons with 2 library opacs, online public access catalogs.

As the current director is retiring, a consultant will be brought in during the fall of 2021 to make recommendations regarding weeding the print collection and re-allocating budget lines from print to electronic resources.

Electronic access will provide faculty and students with 24/7 access to electronic materials. However, unless someone is available to ensure that the E-ZY proxy works consistently the library's patrons may not be able to access the collection.

77. Standard 606(d).

Describe the method of formulating and periodically updating the law library's written collection development plan. When was the library's collection development plan last reviewed and updated?

School response:

The Collection Development Committee, comprising all of the law librarians, meets on a regular basis to discuss invoices and renewals, faculty and student research needs, curriculum changes, and other matters in order to strategically develop the collection and to maximize the effectiveness of the library's acquisitions budget. The law library's collection development plan was updated by the committee in October 2020 and is included in the Site Evaluation Questionnaire as the Required Attachment for Question 77: Standard 606(d).

Staff assessment:

The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

NOTE: Facts in addition to the information sought in the question are required. Please review The law library's collection development plan was updated by the committee in October 2020 and is included in the Site Evaluation Questionnaire as the Required Attachment for Question 77: Standard 606(d). Note if there are any concerns.

Site Team Fact Finding (if required):

As noted, there will be a move from a more traditional print collection to an electronic collection with the hire of a new library director.

FACILITIES, EQUIPMENT, AND TECHNOLOGY

78. Standard 701.

(a) Describe the technology available to support the teaching, scholarship, research, service, and administrative needs of the students, faculty, and staff of the Law School. Include hardware and software resources and technology infrastructure.

(b) Describe the technology staff support and the space for staff operations.

(c) Describe the financial resources available to the Law School to maintain and, as appropriate, adopt new technology.

(d) 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.

School response [respond to each subsection (a)-(d)]:

(a) The Law School has made a priority of integrating modern technology into all aspects of instruction and administration. The Law Library houses the Law School's computer lab, which contains 12 desktop computers and two multi-function print stations. All of the computers have internet access and are loaded with software that may be required during law study, including Windows 10, Microsoft Office 365, and Adobe Reader. The lab also has a projector, screen, and sound system for training.

Most, if not all, law students bring their own laptop computers and tablets when they begin their studies. The University provides licensed software to students for free, including the latest versions of Windows and Microsoft Office. University IT also provides technological support for students. To accommodate the use of laptop computers, all library tables, study carrels, and study rooms are wired for electricity and high-speed ethernet connections. In addition, access to the campus wireless network is available throughout the entire law building.

Technology also helps support the administrative needs of the Law School. The technology infrastructure supports a number of software applications used by Law School administrators and staff. These applications include the Extegrity Exam4 exam software, Virtual Event Management Software (VEMS), the Innovative Sierra integrated library system, and Banner

administrative suite (used campus-wide to manage finances, student records, financial aid, and human resources). The Law School website is maintained using Drupal web design software, which allows Law School personnel great flexibility in updating content.

The Taggart Law Library provides a wide range of electronic information resources, which are available through the library catalog and research guides. These include legal research resources such as Lexis Plus, Westlaw Edge, Bloomberg Law, HeinOnline, Casemaker, RIA Checkpoint, and ProQuest Congressional. The library's subscription databases also include several news, historical, and foreign sources including America's Historical Newspapers, JSTOR, and Early American Imprints.

In terms of teaching support, each faculty member is provided with his or her own dedicated computer maintained by University IT. Course management software, such as Moodle or TWEN, allows faculty to post items for students online and facilitate discussions on a course page. All classrooms are equipped with a computer, projector, and screen or monitor to facilitate the use of technology during classes. Instructors have also been provided with additional technology and programs to facilitate online education including training in Google Meet, webcams and microphones, and a lecture recording studio. Faculty also may request a "Tech TA," a student who will assist during class sessions with the technology aspects of remote teaching. The Tech TAs also provide support by taking attendance and managing online conversations and questions.

(b) The Law School no longer has a dedicated IT technician within the law building. All IT support has now been centralized in the University IT department, which is housed in a new building one block from the Law School. All campus IT personnel, including the former Law School IT technician, are now housed in the IT building. Faculty, staff, and students place an IT ticket request for technology assistance via email, phone, or in person at the IT Help desk in the IT building. Tickets are assigned to the most appropriate IT staff available, which sometimes, but not always, go to the technician formerly assigned to the law building. Space that was previously used in the law building for Law School IT staff operations, including a service counter in the computer lab, has now been repurposed. Various personnel in the Law School have also developed local technology expertise, particularly in the use of certain classroom equipment, to help support ongoing operational needs when other IT support is not available or needed. The centralization of IT support has had uneven outcomes for the Law School. Some specialized areas have seen improved support, as IT experts in those areas are now assigned to handle those areas. But end-user support to law students is more impersonal and used less frequently. Distance education and related technology support has also had uneven results, although some areas have gone very smoothly during the pandemic.

(c) As reported in the 2013 self-study, the technology budget was transferred to the University IT department in FY2012, when computer purchases were centralized campus-wide. Although this provides less flexibility for the Law School, it removed a tremendous burden from the library director and her administrative assistant who together with the IT technician previously managed this budget and handled most technology purchases for the Law School.

The Law School continues to rely on University IT for most technology needs. Any initiatives beyond that which University IT can afford are handled with discretionary funds from the Law School's budget, or through gifts from donors. For instance, recent technological upgrades to Seminar Room 156 required a small supplement from the law building improvement fund.

The 2018 renovation of teaching classroom 125 was partially funded by a generous donation from a local judge, which included both construction work on the room itself as well as a full implement of cutting-edge classroom technology.

(d) Tilton Hall was completed in 1973 and expanded in 1983 with the addition of the Hanson Annex. Another major addition was completed in 1998, adding faculty and administrative offices and instructional spaces. Various building projects have been completed in more recent years within the existing footprint. Since the last inspection in 2013, the Law School building has been remodeled numerous times to add technology and improve both aesthetics and functionality. For example, in the summer of 2020, new glass white boards have been installed in classrooms throughout the building.

The Alumni Moot Courtroom received a full technology upgrade in 2015. Two alumni donated funding to provide students with the ability to train in a setting using equipment found in modern courtrooms. The new equipment included a Crestron control system, document camera, and a new sound system with high-quality microphones. In 2020, a new video camera was added for remote teaching and virtual meetings. The courtroom equipment is able to provide immediate feedback to students on their performances and is heavily used by the Moot Court teams.

The student kitchen and vending machine area were also upgraded in 2015. The Law School installed attractive wood cabinets and added new appliances. Plumbing was added so that a full-size sink could be installed, and counter space was added, to help students with food preparation for meals and during class breaks.

The ONU Legal Clinic moved to a new location in the city of Lima in 2016. The Legal Clinic remains very close to the courts and is now located at 121 West High Street, Suite 700. The new space takes up the entire 7th floor of the historic Chase Tower, a 14-story high-rise building. It provides twice the amount of space for the same cost as the prior location, for the first two years of the lease, with planned modest increases thereafter. The Legal Clinic is within walking distance of the Allen County Court of Common Pleas, the Third District Court of Appeals for the State of Ohio, and the Lima Municipal Court, offering a good location for our students to provide legal services to low income clients and develop practical legal skills.

The new space provides a more professional setting for the Legal Clinic, and greatly improves upon the security and certain building limitations of the prior location. For example, the new clinic has a privacy door to provide security and access control for the entrance on the 7th floor. The Chase building entrance at ground level has 24/7 cameras to monitor access to the building and elevator. After business hours, a key fob is required to enter the main floor of the building and to get to the elevators. The space was also renovated for our specific needs, including student practice space for hearings and court appearances, and a community room for outreach (e.g. to conduct a clinic on wills). There is a designated student work room where there are several individual workstations with computers for students to use to research and draft legal documents. There are several office rooms for students to conduct client meetings and make phone calls or have video conferencing with clients in a confidential manner. There are also more secure places for storage of client files and student records.

In 2017, one faculty office was dedicated in memory of a professor who had passed away. The Mike Lewis Room was updated with new hardwood flooring, ceiling tiles, and furnishings. The space is used for adjuncts and visitors who need a quiet place for lecture preparation or meetings.

In 2018, Classroom 125 was completely renovated to create a new learning environment. Named for Judge Allan H. Davis, the room was reconfigured to have angled rows of seats facing each other rather than all rows facing the front of the room. New whiteboards, two large screens and a podium, lecture-capture technology, and a new floor-to-ceiling window were added. The room is now all on one level instead of having tiers and steps, making the room fully ADA compliant. In 2020, further upgrades included new glass white boards and webcams. The room now has a professional appearance and is heavily used for teaching all types of classes – in person, remote, and hybrid.

Seminar classroom 156 was upgraded in 2019 with new furniture, carpeting, and technology. Movable desks and rolling chairs allow for multiple uses of the space. The faculty wing of the law building was also upgraded in 2019. Specific details can be found in Question 79 (d).

In 2020, Classroom 124 received a cosmetic remodeling. Desktops, flooring, ceiling tiles, and lighting were all replaced. The teaching technology was upgraded with the installation of new glass whiteboards and two large monitors which can show split images. Custom cabinets were designed for technology storage and for a teaching podium which matches the style of others in the building. The cinder block walls were furred out and insulated, both for sound and cold. A handrail was also added to side walls and a new floor-to-ceiling window was installed to make a pair for the room. Overall, Classroom 124 now has a more professional feel and an improved teaching environment.

This year the Law School also created a digital studio for faculty to create class materials to teach remotely and for students to use for virtual interviews. An office in an administrative suite in the building became a dedicated space for this purpose, and was retrofitted with new computer, audio, and video equipment, plus special lighting and backdrop curtains. The technology station will allow faculty to switch between the computer, slides, documents, and the camera. The Law School also purchased equipment for a green screen studio in the IT building, which can be scheduled for recording time to create remote teaching materials.

The move to remote learning due to the COVID-19 pandemic led to upgrades in cameras and technology in designated classrooms. The Law School continues to make improvements to the law building. Two large monitors have been installed in central locations to display news and messages for the student body. A key swipe entry system for the building has been installed for future use. Planning is underway for the large moot courtroom, too, to add monitors and upgrade the sound and A/V systems.

Staff assessment:

The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

NOTE: Facts in addition to the information sought in the question are required. Please follow the instructions below under 'Site Team Fact Finding.' Pay particular attention to concerns raised in subpart (b) of the school's response.

Site Team Fact Finding:

If there are concerns raised in the materials or during the visit, provide additional information that demonstrates how a deficiency has a negative and material effect on the Law School's ability to operate in compliance with the Standards or to carry out its program of legal education.

As stated by the school in their response, there is no longer a dedicated IT technician. That technology role has been outsourced to the central university. The faculty said the process worked very well. Students did not seem concerned either although the librarian did mention that students, in one of their student surveys, complained that they no longer had an IT person on site but had to walk a block to get help. Students did not mention that at the student meeting.

79. Standards 606(e) and 702(a) and Interpretation 702-3.

Describe how the Law School provides the following:

- (a) suitable class and seminar rooms in sufficient number to permit reasonable scheduling of all classes, skills offerings, and seminars;**
- (b) a law library that is suitable and sufficient in size, location, and design in relation to the Law School's programs and enrollment to accommodate the needs of the Law School's students and faculty and the law library's services, collections, staff, operations, and equipment, including suitable space and adequate equipment to access and use information in whatever formats are represented in the collection;**
- (c) suitable and sufficient space for staff providing support services, including student support services, to the program of legal education;**
- (d) office space for full-time faculty members that is suitable and sufficient for faculty research, class preparation, and faculty-student conferences;**
- (e) sufficient space for part-time faculty members to conduct faculty-student conferences;**
- (f) suitable and sufficient space for equipment and records;**
- (g) sufficient and suitable space for conducting any in-house clinical programs in a manner that assures competent and ethical representation of clients and meaningful instruction and supervision of students, including confidential space for client interviewing, working on and discussing client cases, and security for client files;**
- (h) suitable and sufficient space for students and faculty for quiet study and research; and**

(i) suitable and sufficient space for group study and other forms of collaborative work.

School response [respond to each subsection (a)-(i)]:

(a) The Law School has a variety of classrooms and seminar rooms for scheduling classes. The largest room, Room 129, has a capacity of 205 and is typically used for large classes. During the pandemic restrictions, it is used extensively for most in-person classes to allow for social distancing. There are medium-sized classrooms (Room 124, 125, 126), which seat approximately 66 students, and Room 127, which seats 22 students. There are also smaller seminar rooms, notably Room 156, which has flexible seating for 16 people, the Willis Room, which also seats 16 people, and the Blake Alcove in the library, which seats 12 people. Skills classes are taught in two moot court rooms and other spaces within the building. All Law School classes are scheduled and held within the law building, except for those at the Legal Clinic in Lima, which has ample new space for instructional sessions.

(b) The law library is located along the east side of the Law School building. The library has 282 seats: 87 carrel seats, 182 non-carrel seats, and 12 computer workstations in the law library computer lab. Each seat at a carrel or table is wired for power and ethernet access. Most of the seats in the library are located at open tables or carrels, though there is also soft seating located in the reading room and the north side of the library. At our current enrollment, there are enough seats throughout the library for each student.

In addition, the library also has five group study rooms located throughout the library and two study alcoves in the Hanson Reading Room. The group study rooms are able to be reserved by law students for four-hour increments. These reservable study rooms are very popular with the students, especially around exams. The study alcoves are frequently used as classrooms for seminars and smaller courses or presentations, and are available for general student use outside of those times.

The library's open floor plan and ample seating have been helpful in complying with the current social distancing recommendations from the health department. The library staff measured and placed markers at six-foot intervals in order to direct students to safe, available seating.

There have not been any recent changes to the footprint of the library since the time of the last inspection. But after Law School technology support was transitioned to University IT in 2019, the computer lab no longer has a functioning technology support desk. The offices attached to the computer lab now house the Director of Law Communications.

The library provides adequate space and equipment to access and use the information in the collection. Most of the library's print materials are available in open stacks, which are freely available for any patron to access. Historical materials are located in closed stacks and are accessible with the assistance of library staff. The library keeps much of this material in compact shelving in the basement, but rare and special collections material is kept in the Rare Book Room. Microforms are housed in compact shelving on the north side of the library. There is a microform reader and printer located next to the microform shelves. Most library electronic resources are available through IP authentication or username/password access. Students and faculty can access these resources through the computer terminals in the

technology lab, which are all wired for ethernet connections, or over campus-wide Wi-Fi networks.

(c) The offices and staff providing student support services have suitable and sufficient space within the Law School building. The Admissions office has a waiting area, private offices for personnel, and a large workroom. The Career Services office similarly has a waiting area, private offices, and a large workroom. The Dean's suite has private offices and centrally located staff desks, which are easily visible from the hallway. Staff provide a wide variety of student services from these locations, especially support for student organizations. Academic Success and support for the Legal Research and Writing programs is done by personnel in their offices. Planning has begun to create a new Academic Success office suite, to bring together various staff and functions in one centralized location. The Law School does not have a Registrar's office; those services are provided in another building by the University Registrar.

(d) All full-time faculty members have private offices in the Law School building. Most are centrally located on the faculty wing, with easy access from hallways and classrooms, and many have outside windows. A few faculty offices are also located in other areas of the building. All are suitable and sufficient for faculty research, class preparation, and faculty-student conferences. In 2019, modifications to the interior and exterior of the building were made for the faculty wing offices, to provide improved insulation, humidity and temperature control. The Law School also provides access to virtual meeting spaces, via Google Meet and/or Zoom, for faculty-student conferences.

(e) Adjunct faculty have access to the Emeritus faculty office and to another office on the faculty wing to prepare for class and meet with students. Both spaces are similar to other faculty offices, and are centrally located in the Law School building. Adjuncts also use the faculty lounge to prepare for class. The Law School also provides access to virtual meeting spaces, via Google Meet and/or Zoom, for faculty-student conferences.

(f) Each administrative area of the Law School has suitable and sufficient space for storing equipment and records. For some areas, this is a locked closet or workroom, or a set of locked file cabinets. One administrative storage area is a long-ago converted faculty restroom, which while awkward in design, functions well to keep supplies located close to departmental personnel. Equipment or other items that are too large, seasonal, or otherwise inconvenient for storage in a specific office can be kept in overflow storage space available on the building's loading dock or in the library's basement. The Legal Clinic in Lima also has appropriate and sufficient space for the storage of client files and records. While there is space within the library for both processing and storage of ONU Law School archival materials, some equipment and infrastructure investments may be needed in the future.

(g) In 2016, the ONU Legal Clinic moved into a spacious office suite on the 7th floor of the Chase Tower in downtown Lima. With approximately 4,000 square feet, the new space is both sufficient and suitable for all in-house clinical program requirements. Various rooms are available for confidential client meetings and for the instruction and supervision of students. The community room has also been used for outreach and training programs for the local legal community.

There are both hard client files and electronic client files. Current paper client files are kept in locked file cabinets located near the clinic staff attorney's office. Old paper client files are also kept in locked file cabinets in a nearby room and closet in the clinic. Any client files that must

be firewalled from student access are kept in a secured file cabinet in the clinic staff attorney's office. Only the clinic director, staff attorney, and clinic administrative assistant/paralegal have keys to the file cabinets and closet.

Client files are also kept digitally using the clinic's Clio cloud-based case management system. Students every semester are given special access to the cloud-based management system as limited users and are removed from the system at the end of every semester. The cloud-based case management system has a sync to a document sharing system where students and clinic staff may virtually share and work on client matters. The clinic director has sole control over the cloud-based document sharing system and grants individuals special and limited permissions to certain client files during the semester. Students are removed from these document sharing files at the end of every semester.

The clinic has additional comprehensive and detailed policies and procedures for students working on client confidential matters, including but not limited to requiring certain protocols for how to handle hard client files, how to handle electronic client files, how to work remotely if needed, and requiring students to sign relevant Confidentiality Agreements and Handbooks acknowledging these policies and procedures.

Access to the clinic is by elevator from the lobby of the bank building. The door to the clinic on the 7th floor is locked to the outside. The clinic director, staff attorney, and administrative assistant/paralegal have keys to the clinic, but outside guests and students must ring the doorbell to be permitted in the office space. Once inside, clients are directed by Clinic staff to a waiting room, and then meet with staff in confidential client meeting rooms. The Clinic Director and Staff Attorney have private offices, and there are additional conference rooms for discussing client cases with students. Students have their own workroom with computers and office supplies. There is a mock trial room for students and clinic staff to conduct simulations and prepare for upcoming hearings and trials.

When the University moved to remote learning in March of 2020, due to the pandemic, the Clinic operated remotely for the remainder of the Spring 2020 semester and for the entirety of the Summer 2020 semester. The Clinic currently operates in a hybrid capacity for Fall 2020. Certain changes were made to comply with University and health and safety mandates. The Clinic handbook was revised accordingly to formally institute these health and safety measures. While operating remotely, the clinic staff rotated scheduling to provide for regular in-person staffing at the clinic office. This was to ensure no interruptions to clients and court communications, and to assist remote students on an as needed basis and to limit health and safety concerns by controlling for any potential and unnecessary exposure to the virus.

Additionally, to limit unnecessary exposure, the Clinic put up a privacy film with its phone number on its entrance door and changed from open door policy to "appointment only." All students, clients, and guests must sign a daily log notating their time in and out of the office for contact tracing purposes. A small office was dedicated to client technology use. This office has a designated computer and video conferencing system to allow clients to communicate with students virtually, in the event that clients do not have their own technological capabilities. Clients are regularly asked about their preference and abilities for communication.

The Clinic space has also been redesigned to comply with social distancing and health and safety mandates. Student workstations have been spread out into two larger rooms with dividers placed appropriately. Since in-person community events have been postponed for

the indefinite future, the large conference community space has been retrofitted for clinic classes and student daily use. Students are permitted to work remotely for Covid-related reasons (as approved by the Dean's office) and the Clinic has provided the necessary equipment and mechanisms to allow for students to access client files, communicate with clients and clinic staff, and participate in classes and other clinic events.

(h) The north half of the library is designated for quiet study. Most of the seating on this side of the library consists of study carrels available for individual, quiet study and research projects. These carrels are wired for power and data and may be reserved by law students at the beginning of the semester if they meet certain eligibility requirements. There is also one small, private faculty research office available on an as-needed basis for special projects.

(i) The library maintains a variety of spaces that facilitate group study and collaborative work. There are five group study rooms that are available to be reserved by law students. Each group study room is equipped with a large, wall-mounted whiteboard, a table, and four chairs. The south half of the library consists of several group study tables, including the Hanson Reading Room and its two conference room style alcoves. All seats in the library are wired for power and data.

Staff assessment:

The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

NOTE: Facts in addition to the information sought in the question are required. Please follow the instructions below under 'Site Team Fact Finding.'

Site Team Fact Finding:

[Note: If there are concerns raised in the materials or during the visit, provide additional information that demonstrates how a deficiency has a negative and material effect on the Law School's ability to operate in compliance with the Standards or to carry out its program of legal education.]

The description appears sufficient and no interviews with students or faculty indicated problems. A physical visit would be needed to verify the Law School's response.

80. Standards 702(b) and 702(a)(5).

(a) Do all facilities and equipment meet all applicable health and safety codes? If not, describe any plans to address these deficiencies and the time frame in which they will be addressed.

(b) Describe any part of the Law School’s facilities that does not provide reasonable access and accommodations to persons with disabilities consistent with applicable law. Describe any plans to address any deficiencies and the time frame in which they will be addressed.

School response [respond to each subsection (a)-(b)]:

(a) Yes, all equipment meets all applicable health and safety codes. Life Safety, boiler and lift inspections are completed annually. Any deficiencies documented during the inspections are scheduled for correction shortly thereafter. Ohio Northern University is contracted with Sodexo Facilities Services who uses the IBM Maximo work order system for tracking preventive maintenance as well as routine maintenance of all facilities at Law and throughout campus.

Additional University and state of Ohio health and safety requirements for the COVID-19 pandemic were also implemented in June of 2020. This included limiting seating for social distancing in classrooms and lounge areas, through the use of signage on the seats or by removing seats. Plastic barriers were also added to many staff work areas and faculty were provided with plastic face shields. The Law School provided all law students with handmade, custom designed masks. The University provided all employees with masks and detailed written guidance and training for campus activities. Cleaning supplies for wiping down high-touch surfaces were placed around the building in Sanitation Stations, and masks were required for students, faculty, and staff.

The library has removed most seats from study tables and restricted use of study rooms and carrels. Plastic barriers were installed at the circulation desk and on selected study tables in the reading room. Capacity limits were also placed on study rooms (now 1 person per room, per day, to allow for cleaning overnight) and on the computer lab. All library users must sign in so that contact tracing could be done, if needed. Cleaning markers are used by students in designated study areas, which assists University cleaning crews who come through the library on a specific schedule. A specialized quarantine system was developed in-house and implemented for library reserve materials based on guidance from the REALM Project (REopening Archives, Libraries, and Museums), which provided scientific testing from national library organizations and the Battelle Institute.

(b) All public areas in the Law School are fully accessible with the exception of classrooms 124 and 126. The top row of desks in these rooms are accessible for students and visitors, but stairs are required to reach the podium at the bottom of the rooms. Currently there are no plans to make these classrooms fully accessible due to the number of other fully accessible classrooms in the building, however if major alterations are made, the accessibility would be addressed.

Staff assessment:

The School’s response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School’s response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding (if required):

The description appears sufficient and no interviews with students or faculty indicated problems. A physical visit would be needed to verify the Law School's response.

81. Standard 702 and Interpretations 702-1 and 702-2.

(a) If all or 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, conditions, and termination or foreclosure provisions.

(b) If any of the Law School's facilities are not under the exclusive control and reserved for the exclusive use of the Law School, explain how and by whom the facility is controlled. Describe how the arrangements permit the proper scheduling of all Law School classes and all other Law School activities and indicate who schedules classes or other activities.

(c) If some of the Law School's facilities are used by others, state generally the hours per week of such use, indicating day and night use separately.

School response [respond to each subsection (a)-(c)]:

(a) Not applicable

(b) The Law School's facilities are reserved for the exclusive use of the Law School.

(c) On occasion, the Law School's facilities are used for other University programming. Examples include: adjudication hearings of the Ohio State Board of Pharmacy, for the College of Pharmacy; an undergraduate class taught by a member of the law faculty; and outside CLEs for the United Methodist Church Legal Forum. But this is always done in consultation with the Dean's office and does not interfere with the scheduling of Law School classes.

Staff assessment:

The School's response appears to provide sufficient facts to enable the Council to assess compliance with the Standard. No further information is required from the Site Team.

The School's response does not appear to provide sufficient facts to enable the Council to assess compliance with the Standard. Explain:

Site Team Fact Finding (if required):

The site team reviewed and verified the school's response. No additional facts added.