

2004

ANNUAL REPORT
ON
PROFESSIONALISM

For the Thomas. M. Cooley Law School

In the area of ethics, Cooley's **Strategic Plan Mission Statement** directs that we ensure our students understand and embrace the legal, moral, ethical, and professional responsibilities of lawyers. Our **Vision Strategy** directs that we enhance programs and courses to help graduates prepare to practice law with professionalism and good character. Associate Dean Timmer is assisted in these efforts by Assistant Dean and Professor Joan Vestrand and by Professors Peter Kempel, Martha Moore, William Wagner, and Nancy Wonch. Professor Nelson Miller has also made significant contributions to our professionalism efforts.

In 2004, the following major objectives were accomplished:

Establishing Cooley Law School Professionalism Faculty as Ethics Experts

- **The Center for Ethics and Responsibility held its fall symposium on Justice in the Spotlight.**

The Center for Ethics and Responsibility, in conjunction with the Thomas M. Cooley Law Review, held its national symposium on ethics and professionalism. Speakers included Professor Erwin Chemerinsky, *Alston & Bird Professor of Law at Duke Law School*, Hon. Michael Murphy, *U.S. Court of Appeals for the 10th Circuit* (presided over Timothy McVeigh trial), Prof. Randall Coyne, *University of Oklahoma College of Law* (attorney for Timothy McVeigh), Prof. John Watson, *American University, School of Communication*, Mr. Spencer Eig, attorney for Elian Gonzalez, and Mr. John Berry, *Chair of the ABA Standing Committee on Professionalism*. The symposium was broadcast over Michigan Government TV, and over 120 people saw at least part of the symposium.

- **Prof. Wonch offered professionalism and ethics training to public school students and to the public throughout Michigan through the Youth in Government Program, the Statesmanship Institute, the Peoples' Law School, and peer mediation/conflict resolution training at public schools.**

- **The Center for Ethics and Responsibility continued work on launching the *Journal of Ethics and Responsibility*.**

The *Journal* will publish scholarship and practical counsel on moral and ethical problems facing our justice and legal institutions. Scheduled for publication in 2005, confirmed contributors include a former U.S. President, a Pulitzer Prize winner, a member of the U.S. President's cabinet, the Chair of the ABA Committee on Ethics and Professionalism, and a State Supreme Court Justice.

- **Professors Vestrand and Wonch conducted ethics seminars at law firms and associations around the state.**

Law firms became interested in our expertise on lawyer ethics after viewing our presentations of the Professionalism Plan. These firms asked for our assistance in training their new associate attorneys and refreshing the more experienced attorneys in their ethical obligations and in avoiding the kinds of practices that can lead to grievances. We offered these seminars for free to any firm or association that requested them.

- **We conducted ethics seminars at county and local bar associations around the state and held some sessions of the State Bar of Michigan's annual meeting at Cooley.**
- **Prof. Wonch has been conducting local training in ethics for members of the National Association of Legal Secretaries so that they can be certified. In February, she will conduct statewide training.**
- **We designed the criteria for the State Bar of Michigan's Michael Franck Ethics Award to be offered to lawyers and to law students.**
- **We conducted ethics seminars for the Institute for Continuing Legal Education. Prof. Vestrand is also well-entrenched as the ethics teacher for ICLE's nine-week-long Litigation Boot Camp program for newly licensed Michigan litigators.**
- **We conducted ethics seminars for the ABA.**

In August, Associate Dean Timmer spoke on Teaching Professionalism in Law School as part of a panel at the ABA EXPO in Atlanta, Georgia to a nation-wide audience of lawyers, law schools, and judges.

Prof. Wagner gave a presentation on The Importance of Teaching Ethics in Law School to the ABA Standing Committee on Professionalism in San Antonio, Texas.

- **We offered ethics seminars and training to national and international audiences.**

Prof. Wagner spoke at the U.S. State Department program for U.S. members of the United Nations police force in Liberia on Ethics, Democracy, and the Rule of Law in Liberia.

Prof. Wagner made a presentation on “The Importance of Ethics and Integrity in the Reconstruction of a Liberian Government under the Rule of Law” and “Ethics, Responsibility, and the Restoration of Functional Democracy in Liberia” to officials from the U.S. Department of State, U.S. Agency for International Development, U.S. Department of Justice, Environmental Protection Agency, federal judges and other officials from the Administrative Office of the U.S. Courts, and others in Washington D.C.

Prof. Wagner presented on the impact of ethics rules on civil rights cases for the Alliance Defense Fund in Cancun, Mexico.

Prof. Wagner spoke on “Codes of Conduct, Virtue, and the Ethical Practice of Law” at the American Defense Fund’s National Litigation Academy XVIII in Yucatan, Mexico.

Prof. Wagner organized and presented an International Legal Ethics/Anti-Corruption Symposium in the Middle East for the United States Agency for International Development. The symposium served as part of a U.S.AID Rule of Law Program in the Middle East and included a number of international ethics and anti-corruption presentations to prosecutors and judges. Prof. Wagner discussed “Institutional Integrity and Public Sector Reform—Personal and Professional Ethics; Effective Investigative Techniques in Corruption Cases; Effective Trial Techniques in Corruption Cases; and International Law and the Investigation of Corruption.” The conference was attended by government officials from the West Bank and Gaza, where their first elections are scheduled for this fall. The Center for Ethics and Professionalism compiled and edited an Ethics and Anti-Corruption Manual for judges and prosecutors as part of this program in the Middle East. The manual was published by the United States Agency for International Development.

Prof. Wagner delivered presentations on “Oath, Ethics, and International Law,” and on “An Ethical Analysis and Strategic Response to International Law” at an international conference of religious and civil rights lawyers in Laguna Niguel, CA.

In 2005, we will look at the feasibility of charging a fee for our ethics presentations, at least those made to law firms and other for-profit groups. We will also look at creating a speakers’ bureau of ethics experts, drawn partially from the Cooley faculty, to complement our expertise.

Implementing the Professionalism Plan and its Initiatives Internally

- **All students make a Commitment to Honor during Orientation, taking an oath to uphold the Honor Code.**

The “Commitment to Honor” was administered for the first time at Orientation to the 2004 Gerald Boston class, and is now a standard part of every Orientation. Students promise not to lie, cheat, steal, plagiarize, or tolerate those who do. They receive a

written version of the promises they made for signing and framing. A robed judge administers the commitment and makes comments about professionalism. We rotate Michigan judges with each Orientation to expose the students to different views and to expose the judges to Cooley's program.

- **Over one hundred Cooley students have volunteered to be trained, and then taught, mediation and conflict resolution skills in Prof. Wonch's mediation project.**

Prof. Wonch does extensive training of Cooley students in peer mediation. Cooley students trained to be peer mediators help teach conflict resolution to the MSU Young Spartans (undergraduate students from the College of Education) and elementary school children at seven elementary schools in the Lansing School District ("LSD"). This is a nine-month program to train elementary school children to be facilitative mediators in their schools. This has a double impact because Cooley mentors reach two levels: MSU College of Education students and LSD kids. Some of the Cooley students transitioned into this program from last year's program is mentoring Hope Scholar's—at-risk LSD students who are offered community college tuition for completing certain training. Cooley students also teach conflict resolution and peer mediation to Youth in Government participants who are middle school kids from all over the state who participate in a number of experiences, including conflict resolution training.

Cooley students function as mediators in the 55th District Court Mediation Project in which Judge McCabe and Judge Brennan refer all of their small claims cases to mediation. Cooley sends at least two students out every Friday who observe, then co-mediate, then mediate with the Dispute Resolution Center mediators. Professors Marj Russell and Andrew Quinn supervise the students.

- **A student committee was established and has begun writing the procedures and rules for a student-run mediation board.**

Many of these students have gone through Prof. Wonch's mediation project first and are bringing their skills inside the school to help Cooley students resolve their personal differences.

- **Ten Cooley students are assisting Prof. William Wagner on an amicus brief before the U.S. Supreme Court** in an Oregon case involving assisted suicide, on behalf of a coalition of groups opposed to assisted suicide.

The brief will focus on the ethical issues raised when doctors help someone commit suicide and whether that constitutes practicing medicine, or law, for that matter. Instead of paying him directly, the coalition has agreed, at Prof. Wagner's request, to give a grant to Cooley to cover the costs involved.

- **We took the lead on a number of public service projects including raising food for needy families, adopting families for the holidays, and serving the homeless at shelters.**

- **The Professional Development Coordinating Council, a group of faculty and staff people involved in operating and overseeing our clinical and professional development programs, including public service, pro bono, volunteer, legal employment, work study, and clerking opportunities, has created the Professional Development Program.**

This program will offer one central point for Cooley students to learn about all available opportunities to work or serve the public. It will also provide one central contact point for employers and those seeking work assistance to contact Cooley to announce placement opportunities. The program will be coordinated out of the Career Services Office, which will be renamed the Office for Career and Professional Development. The office will have one intake system and an assessment process to assess student experiences, placement opportunities, and institutional success with the program.

- **We offer ethics presentations to Cooley students through the Center for Ethics and Responsibility's Luncheon Lecture Series, through class meetings, and through presentations to student groups.**
- **The Professionalism Library has expanded to over 2400 volumes.**

Specifically, the ethics and responsibility titles now available at Cooley comprise 2455 volumes, 1789 titles, and 42 titles currently on order. The opening of the Professionalism Library was announced during the alumni reception of the State Bar of Michigan Annual Meeting. Thanks to the generous donations of Professor Nelson Miller, the Library has a beautiful cherry conference table and leather table chairs and side chairs. Professor Glicksman donated a podium and Associate Dean Weiner donated a framed antique legal document.

- **Professors Nelson Miller and Martha Moore offered to serve as coordinators for the activities of the Center for Ethics and Responsibility in Grand Rapids and Oakland respectively, to bring the Center's presence and its focus on ethics to the satellite campuses.**

In 2005, we will implement the Professional Development Program and begin a test of the Portfolio Project (Initiative #3 of the Professionalism Plan) in a paper form for a limited number of students, perhaps at a satellite campus. We will also work toward establishing the Professionalism Advisory Committee (initiative #14 of the Professionalism Plan) to guide our future professionalism activities.

Update on Implementation of the Professionalism Plan

1. Reshape the class on Professional Responsibility.

Completed. The syllabus for the Professional Responsibility ("PR") course has been modified as proposed in the Plan. The Plan suggested incorporating into the syllabus public service;

professional downfalls like alcoholism and stress; the impact of violating ethical standards in law school, character and fitness applications, and practice; and being financially responsible.

In addition to those changes contemplated by the Plan, the PR syllabus has also been modified to encourage ethics-related externships and jobs.

One modification has not been incorporated: The PR Department felt that it makes more sense to place the concepts of finding a job, choosing a concentration, and building a resume, under the Portfolio Project (initiative #3 of the Plan) and to be worked on in conjunction with the Career Services Office.

2. *Require all students to undergo a first-year professionalism and career review.*

On hold awaiting Portfolio. Initiative #2 calls for a first-year professionalism and career review that would require every fourth term to review his or her development as a professional and plans for continued growth. The actual review may consist of only a 5-10 minute presentation to a panel of three (perhaps the student's mentor, the student's faculty advisor, and a peer). The panel would fill out a feedback form/checklist regarding the student's development. This initiative will be more fully developed after the portfolio is up and running.

3. *Require all students to build a portfolio reflecting their professional growth and activities throughout their three years in law school.*

In progress. A draft proposal was circulated to the team working on its design and to the Career Services Office, President LeDuc, and Professor Mable Martin-Scott, Chair of the Career Development subcommittee of the Admissions, Student Support and Retention, and Career Development and Placement Committee. Associate Dean Timmer has now created a paper portfolio that will be used to guide the computer people who design the program. She is also presenting the concept to other faculty committees.

The portfolio would begin during Orientation week. The portfolio would consist of things the students are already required to do as part of their class work, and would include such additional items as an oath of personal conduct. The portfolio will contain five folders, one for orientation and introduction to the portfolio, three dedicated to knowledge, skills, and ethics, and the fifth dedicated to career development. Faculty advisors would play a role in reviewing the portfolio and in advising the student on what to include in a public portfolio that could be offered to employers. The incentive for students is that they would graduate with a professionally created portfolio that they could use to present themselves for jobs.

Associate Deans Cercone, Timmer, Miller, and Zelenski reviewed the information we try to present in class meetings, who we are trying to reach, and how we package the message. We all agreed that the current system is not working effectively, and developed tentative plans to present the same information through portfolios.

Current thinking is that the portfolio may not be required of every student, but those who complete it will earn two or three credits. If it is required, we are looking at substituting the

three credits currently applied to a required course. Associate Deans Timmer, Miller, and Zelenski are designing the portfolio course that would span the entire three-year enrollment.

The Professional Development Coordinating Council has been established to guide the work of the Career Services Office in overseeing all of the student professional development programs, including public service, pro bono, volunteer, legal employment, work study, and clerking opportunities. This Council is composed of the people who are currently involved in running those initiatives and the clinical programs. The Council has established the Professional Development Program, which has a common intake, reporting, and evaluation method for all programs. This will provide a foundation for students to develop the career folder of their portfolios.

4. Consider further refinements to the curriculum to infuse professionalism themes.

In progress. Faculty members were surveyed to determine how professionalism and ethics are currently taught in each of our required courses and to determine where the faculty member may want help from us in working those topics into the curriculum. Professor Wonch is creating, by curriculum topic, materials that incorporate ethics into that topic to offer to faculty departments in a Manual to Infuse Ethics into the Curriculum. She has the syllabi for many of the core courses and some of the textbooks. Prof. Wonch has been asked by the *State Bar Journal* to submit an article on the manual once it's finished.

In addition, Professor Kempel meets with new faculty candidates whenever possible to discuss inclusion of ethics themes in substantive and procedural courses.

Professor Wagner has created an elective called Ethics in Advanced Appellate Technique, which was approved by the Curriculum Committee as a new course in both the professionalism department and the trial skills department.

Each member of the PR department has agreed to be a liaison to the faculty departments. Each liaison offered to be a guest speaker during class if so requested by a professor. Following are the liaison assignments:

Business Organizations, Taxation, and Wills: Peter Kempel

Civil Procedure and Evidence: Peter Kempel

Constitutional and Administrative Law: William Wagner

Contracts and Sales: Joan Vestrand

Criminal Law and Procedure: William Wagner

Property and Secured Transactions: Joan Vestrand

Torts and Remedies Law: Nancy Wonch

Clinical Skills Department: Nancy Wonch

Research and Writing: Nancy Wonch

Practice, Advocacy, and Litigation Skills: Joan Vestrand

LLM/Intellectual Property: Joan Vestrand

LLM/Tax: Peter Kempel

Faculty will have an opportunity to report on how they intend to incorporate ethics into their teaching in their annual faculty assessment form, currently being developed by the Department Council.

5. *Expand the role of lawyer/mentors in each student's development.*

Completed and on-going. In Oakland, Professor Joan Vestrand is maintaining a list of interested mentors and mentees and matching them up. Mentors are licensed attorneys who are members of the Oakland County Bar Association and who want to mentor a law student. The Oakland County Bar Association has agreed to maintain a “clerk bank”, stocked with Cooley students’ resumes, from which they would select clerks for employment. They also offer membership to our students.

The Ingham County Bar Association’s volunteer/mentor program is established. Attorneys have volunteered to work with Cooley students in the following areas:

- In exchange for student membership in ICBA, Cooley students could have their resumes on file with a volunteer bank to be maintained by ICBA. Student volunteers would shadow ICBA members for a limited period of time—a day or two a week for a month to three months—during which the ICBA member would take the student to court or to client conferences, and have the student help with such things as pleading preparation. The ICBA member would mentor the student.
- At the end of the volunteer experience the ICBA member would provide a letter of recommendation to an ICBA clerk bank, which would feature third year Cooley students who had been volunteers. ICBA members would draw from the clerk bank for paid clerk positions in their firms.
- Students would also be entitled to participate in section meetings and network with local lawyers, and also receive *Briefs*, ICBA’s monthly newsletter.

In Grand Rapids, we are using the Alumni Office to make mentors available to students.

The Professional Development Program, which will coordinate opportunities for students to find experience in legal work, work study, volunteering, public service, pro bono, and clinical experiences, should result in mentoring relationships flowing naturally from the work experience.

In an unexpected turn of events, we have found many roles for Cooley students as mentors rather than mentees. Specifically, the Peer Mediation Project pairs Cooley students with middle and high school kids, including the at-risk Lansing School District HOPE Scholars, to act as their mentors and to train them in mediation techniques. In addition, Cooley students are now mentoring MSU College of Education students (“Young Spartans”) who are teaching elementary school students mediation skills. Finally, we have identified an opportunity for Cooley students to mentor juveniles with criminal records who are housed at Camp Highfields.

6. Monitor professionalism of students.

Completed and on-going. By enforcing the Honor Code and Disciplinary Procedures, we are addressing issues that range from criminal conduct to uncivil conduct, and properly documenting and sanctioning such behavior. Violators are often encouraged to engage in public service as part of the sanction.

The Committee on Professionalism, Disciplinary Procedures, and Honor Code is rewriting the Honor Code and Disciplinary Procedures to make them more similar and more understandable and compatible with attorney grievance procedures. A complete rewrite of the Honor Code has been completed and is currently being reviewed. It includes a student Honor Court.

Eight faculty members volunteered to be Law School Advocates and prosecute Honor Code and Disciplinary Procedures cases.

7. Create an elective course on Professionalism and Issues in the Practice.

Completed and on-going. See Initiatives #3 and #4 above. The “portfolio course” may address many of the issues originally planned for inclusion in this course. More specifically, Cooley is proposing an “Ethics and Professional Enhancement Program.” As currently envisioned, the State Bar of Michigan and Cooley Law School would offer a professionalism training program to Cooley seniors, to any applicant to the Michigan bar, and to any attorneys. The program would cover the fundamentals of law practice (much of which is currently covered in the Bar’s Ethics School and is responsive to the National Action Plan on Lawyer Conduct and Professionalism of the Conference of Chief Justices (“NAP”), which urges the creation of bar programs to improve law office efficiency) and emphasize professionalism (much of which is currently being developed as a part of Cooley’s Professionalism Plan and is responsive to the section of the NAP that suggests assistance to lawyers with ethical questions) in a weekend course. This is the “transitional education” called for in the NAP for lawyers entering practice for the first time. It could also be a good refresher course for lawyers practicing in other states who are seeking admission to the State Bar of Michigan. The course could include training in how to use an electronic courtroom and could include bar preparation coverage.

8. Fill the new PR/Professionalism faculty position.

Completed. Three faculty members were hired: Joan Vestrand, William Wagner, and Nancy Wonch. In the fall of 2004, Prof. Martha Moore joined the Professional Responsibility Department and will assist with implementing the Professionalism Plan. Prof. Nelson Miller has also expressed an interest in contributing to our professionalism efforts and has taken the lead on those efforts at the Grand Rapids campus.

9. Create a student ethical oath and standards of professionalism.

Completed and on-going. The “Commitment to Honor” was administered for the first time at Orientation to the 2004 Gerald Boston class. Students promised not to lie, cheat, steal,

plagiarize, or tolerate those who do. They received a written version of the promises they made for signing and framing. A robed judge administers the Commitment and we will rotate Michigan judges to administer the Commitment at future Orientations.

In the Professional Responsibility class, students are encouraged to create their own personal code of ethics or conduct that they will adhere to in their personal and professional lives. The Portfolio working group has placed this initiative in the Portfolio requirements (see Initiative #3 above) so that individual students will create their own oath.

10. Bring legal professionals' influence into the School and the lives of each and every student.

Completed and on-going. The Center's Luncheon Lecture Series is bringing legal professionals into the school to talk about ethics issues. These luncheons have been well-attended by students. Likewise, annual symposia held in conjunction with the Law Review and the Law Journal bring an esteemed panel of lawyers to the School.

Professor Wonch's work with the Ingham County Bar Association and Professor Vestrand's work with the Oakland County Bar Association is geared toward providing lawyer mentors to any student who wants one. In Oakland and Ingham Counties, we have set up a volunteer bank and a clerk bank to allow students to work with mentors as volunteers and then as paid clerks. In exchange, students receive a student membership in the county bar association and are entitled to participate in section meetings and network with local lawyers, and also receive the newsletter.

Prof. Wonch is chairing the Inns of Court mentoring program. She secured a list of members of the Young Lawyers of the Ingham County Bar to invite to an Inns meeting so that we can offer the services of our members to mentor young lawyers and also to increase Inns membership.

Each term for Orientation, we will ask a different member of the judiciary to administer the student oath to incoming freshmen. We may also extend that invitation to members of the State Bar of Michigan's Committee on Character and Fitness.

We have received many positive responses and offers to help from the people who received our Professionalism Plan. We are maintaining a separate file of those people to call on them in the future. They may be asked to join our Professionalism Advisory Committee.

The Law Practice Management Section members of the State Bar of Michigan attended a session at Cooley on the electronic courtroom during the annual meeting. That brought many lawyers into the law school to view our facilities and hopefully become more comfortable here.

11. Bring State Bar Character and Fitness Committee, Attorney Discipline Board, and Attorney Grievance Commission influences into the School.

In progress. The Attorney Discipline Board has continued discussions about our facilities and when they can begin to use them for hearings.

A subcommittee of the Committee on Professionalism, Disciplinary Procedures, and Honor Code, chaired by Professor Jim Hicks, has reached out to the Character and Fitness Committee to get them involved in our admissions process and our Orientation process. Diane Van Aken of the State Bar of Michigan has suggested that their office might best help by consulting on an as needed basis.

Associate Dean Timmer is now chair of her Ingham County Hearing Panel for the Attorney Discipline Board and will be holding these public hearings in the Cooley facilities. Students will be invited to attend.

12. Create a student-run mediation board to address conflicts between students.

In progress. The student Mediation Rules Committee started drafting the rules for a student-run mediation board. Prof. Wonch provided them with the mediation rules for the State of Michigan and a book of examples of mediation programs in other schools around the country and explained how the mediation program would fit in at Cooley. They are enthusiastically meeting and working on their project.

Prof. Wonch does extensive training of Cooley students in peer mediation. Cooley students trained to be peer mediators help teach conflict resolution, in two on-going projects, to:

- MSU Young Spartans (from the College of Education) and elementary school children at seven elementary schools in the Lansing School District (“LSD”). This is a nine-month program to train elementary school children to be facilitative mediators in their schools. This has a double impact because Cooley mentors reach two levels: MSU College of Education students and LSD kids, and
- Youth in Government participants who are middle school kids from all over the state who participate in a number of experiences, including conflict resolution training,

and they function as mediators in one other ongoing project:

- the 55th District Court Mediation Project in which Judge McCabe and Judge Brennan refer all of their small claims cases to mediation. Cooley sends at least two students out every Friday who observe, then co-mediate, then mediate with the Dispute Resolution Center mediators. Professors Marj Russell and Andrew Quinn supervise the students.

13. Continue to emphasize professionalism among faculty, staff, and administrators, and ensure that there are systems in place to review and address unprofessional conduct.

Completed. Human Resources has a system in place for reviewing staff conduct; the Associate Dean of Faculty has in place a system for reviewing faculty conduct. Staff and faculty have approved the Professionalism Principles from the Professionalism Plan to guide their conduct.

14. Establish a standing Professionalism Advisory Committee.

Underway. This initiative is under discussion with the Dean and membership and function proposals are being worked out.

15. Create a Center for Public Service and Professionalism in the classroom building.

Completed and on-going. The school has established a Professional Development Coordinating Council to guide the Career Services Office in administratively coordinating all of the opportunities that currently exist for students to undertake clinical experiences, volunteer work, pro bono work, public service, clerking, work study, and legal employment. This will be accomplished through the Professional Development Program. The Career Services Office will be renamed the Office for Career and Professional Development.

Another Center has also been established: The mission of the Center for Ethics and Responsibility is to *build character and integrity with a commitment to service.* The Center is committed to preparing individuals for the practice of law who inspire integrity in individuals, serve society selflessly, and leave a legacy of integrity and justice under the rule of law.

Professor William Wagner issues regular monthly and annual reports on the Center's activities under the following goals:

Goal #1: Establish Character Building Programs.

Relation to Mission: Character building programs develop personal integrity and instill in individuals a commitment to service.

- Activity One: *Create a Student Ethical Oath and Professional Standards.*
- Activity Two: *Launch an Ethics and Responsibility Lecture Series.*
- Activity Three: *Serve the Public by Sponsoring Public Service Projects.*
- Activity Four: *Launch the Professional Character and Integrity Project.*
- Activity Five: *Recognize Students Demonstrating Serious Commitment to Public Service.*

Goal #2: Encourage Research, Study, and Education of Professional Responsibility and Ethics Issues.

Relation to Mission: Programs encouraging research and study of ethical issues will generate a healthy debate on questions of character, integrity, and service. Ideally, such programs will cause individuals to evaluate their own personal integrity and commitment to service.

- Activity One: *Establish an Educational Component within CER to Conduct Special Symposia and Other Programs (Includes Programs for Law School; Law Firms; Business; Government).*
- Activity Two: *Publish Scholarship in the Area of Ethics and Professional Responsibility (establish a Journal of Ethics and Responsibility).*
- Activity Three: *Endow an Annual Distinguished Lecture in Ethics.*
- Activity Four: *Encourage Student Research and Scholarship in Ethics and Professional Responsibility.*

Activity Five: *Establish and Maintain the Best Professionalism Library in the Country (Appoint a Scholar-in-Residence).*
Activity Six: *Compile and Display Cooley Scholarship on Ethics and Responsibility.*
Activity Seven: *Establish an Ethics Fellowship Program with a Post-graduate Commitment to Public Service.*

Goal #3: Identify, Coordinate, and Promote Cooley's Efforts in Professionalism, Ethics, and Public Service.

Relation to Mission: Coordinating and promoting the ethics and professionalism components of existing Cooley programs enhances awareness of such programs for faculty, staff, and students. Coordination also increases involvement and effectiveness of programs related to professionalism and ethics at the school. Coordination also prevents conflicts from arising and ensures the message in our vision remains consistent.

Activity One: *Publicize All Efforts to Increase Integrity, Public Service, and Professionalism.*
Activity Two: *Upgrade and Maintain the Web Site for the Center.*

16. Create a place for student social interaction with staff and faculty.

Completed. A student lounge, bookstore, and activity area has been constructed in Cooley Center lower level.

17. Adopt the AALS recommendations on commitment to public service.

Completed. The faculty unanimously adopted the AALS recommendations encouraging pro bono work among students and faculty, specifically, the following:

- *The School will make available to all law students at least once during their law school careers a well-supervised law-related pro bono opportunity and find ways to attract the great majority of students to volunteer.*

Our clinical programs offer this opportunity. Student pro bono work should be well-supervised and law-related. In the clinics, students often work more than the required hours. Those hours constitute pro bono work and are supervised and law-related. Further, the Clinics already formally encourage such effort as part of the clinical program. In civil externships, externs are encouraged to work with the firm's pro bono clients and cases, still under the supervision of the externship supervisor, but beyond the hours required for the externship. In criminal defense externships, externs can work beyond the required externship hours with indigent clients. In criminal prosecution externships, the extern is encouraged to participate in community outreach legal-related efforts of the office—such as speaking at a battered women's shelter to teach the process for obtaining PPO's—beyond the hours required for the externship. The existence of the Cooley Volunteer Corps, the adoption of our Professionalism Plan, the availability of professional development opportunities through the Professional Development Program in the Career Services Office, and the creation of the

Center for Ethics and Responsibility also signal our formal encouragement to our students to volunteer.

- *The School will support and encourage faculty members to perform pro bono work by recognizing pro bono as an activity counting toward "service."*

As faculty members, we are expected to engage in public service and we make annual reports of that activity to the Associate Dean of Faculty. (The relevant ABA standard requires institutional policies for faculty participation in public and pro bono service and reporting of the same.) The School encourages pro bono service activities and recognizes that there are a variety of ways in which such service may be accomplished depending on a faculty member's proclivity. Faculty could do pro bono work through an agency such as Legal Aid, through the in-school clinics, through their own practice, separate from the School, or in another manner that fits their expertise.

18. Create an Institute for Principled Administration in Higher Learning.

On hold until Plan implemented. This initiative is not scheduled to get underway until we have implemented our own Professionalism Plan at Cooley and learned the lessons that we will pass on to others. Associate Deans Paul Zelenski and Amy Timmer have begun discussions about the concept of the Institute.

Respectfully submitted,
Amy Timmer
Associate Dean of Students and Professionalism
December 15, 2004