

Professionalism
Taught, Learned, and Lived
in Law School

Professionalism



Plan

for the Thomas M. Cooley Law School

*A Report of the Thomas M. Cooley
Professionalism Committee
July 2, 2002*

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Thomas M. Cooley Student
Bar Association

Thomas M. Cooley Law School Faculty

Staff of the Thomas M. Cooley
Law School

Board of Directors of the
Thomas M. Cooley Law School

Thomas M. Cooley Alumni
Association Executive Board

Thomas M. Cooley Alumni Board of
Governors



Dear Reader:

It is our privilege to present to you the Professionalism Plan adopted by the Thomas M. Cooley Law School. Inside you will find an ambitious, wide-reaching plan to create a new culture of professionalism in the law school, the community, and the practicing bar. Students, faculty, and staff worked with members of the local bar and the State Bar of Michigan in preparing this Plan. What you are about to read is the product of their year-long mutual commitment and cooperation.

As challenging as it was to define "professionalism," we had no difficulty agreeing on the Professionalism Principles that appear in the Plan. Once we agreed in principle, the specific goals and initiatives contained within fell into place.

Nothing of this magnitude would have a hope of succeeding were it not for the joint effort of the School and the Bar. Successful implementation of this Plan is virtually assured given the Bar's commitment to remain involved with the School in carrying the vision forward. We encourage other law schools to work with their state bars if they undertake similar efforts.

Our hope is that this Plan will serve as a model and resource for those who, like ourselves, are deeply committed to professionalism and its role in maintaining the integrity and reputation of the legal profession. We encourage you to adopt and supplement our ideas—they are yours for the taking.

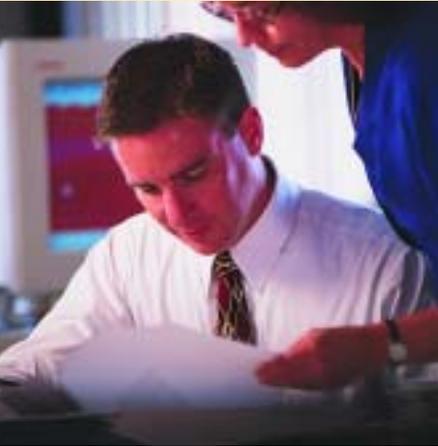
Sincerely yours,

Amy Timmer
Associate Dean of Students and Professionalism
Thomas M. Cooley Law School

John Berry
Executive Director
State Bar of Michigan

Don LeDuc
President and Dean
Thomas M. Cooley Law School

Reginald M. Turner
President
State Bar of Michigan



Professionalism Principles
Adopted by the
Thomas M. Cooley
Law School Community

Embrace Professional Behavior:

- take responsibility for your own actions and words
- correct misunderstandings and misinformation
- pay attention to detail
- don't criticize without offering a solution
- volunteer to fix what is broken
- try to figure it out yourself, first
- follow appropriate channels in an appropriate manner
- treat others with respect and dignity
- work toward improvement, not destruction or the status quo
- anticipate the impact of your behavior
- behave in a way that will get a positive result
- take into account the demands on and limitations of others
- commit to personal growth and learning

Promote an Ethical School Community: Acknowledge that the school community is us—it is nothing more than a composite of all the people who associate with it and in it. Creation of an ethical community can only be accomplished through the ethical acts of its stakeholders.

Be Accountable: Acknowledge that each member of the Cooley community is accountable for their own development as a professional and for establishing and maintaining a professional school environment.

Serve the Community: Acknowledge that affiliation with the law profession entails public service as its primary purpose. That the profession may provide a means of livelihood makes it no less a public service (with credit to Dean Roscoe Pound, Harvard Law School). Know that professionalism requires providing excellent quality service to your clients and participation in the work of the legal community.

Focus on Students: Acknowledge that all of us—staff, students, faculty, alumni, and community members—have a stake in educating the law student in the ways of professionalism.



Introduction

Until this report was written, the concept of professionalism was exercised at Cooley Law School in a few disjointed and compartmentalized ways, typical in many law schools: all students took a class in Professional Responsibility that teaches the ethical obligations of attorneys; the Honor Council applied the Honor Code and Disciplinary Procedures on a case-by-case basis to behavior that was unprofessional, unethical, or criminal; and the Associate Dean of Students educated entering students about their ethical obligations to the School and the profession.

In May of 2001, Dean Don LeDuc established the Professionalism Committee comprised of members of the faculty, student body, and legal community. The Committee was chaired and organized by Dr. Paul Zelenski, Associate Dean of Professionalism. Dr. Zelenski asked the Committee, in a letter dated May 22, 2001, to “examine the law school experience and find ways to promote and teach professionalism in everything we do.” The Committee split into subcommittees to tackle issues that the Committee decided were important to any professionalism initiative: the five subcommittees were Co-Curricular Extra-Curricular Issues, Community Service/Role of the Lawyer, Curriculum Issues, Facility Issues, and Policy Issues. The subcommittees developed a list of issues to begin to tackle and were free to add whatever else they thought might be relevant to their task as their work progressed. Subcommittees met over the course of four months and produced progress reports and final reports. When Dr. Zelenski’s job duties changed and he became the Associate Dean of Enrollment and Student Services in January 2002, Associate Dean of Students Amy Timmer took over the duties of Chair, took on the title of Associate Dean of Students and Professionalism, and gathered and compiled final reports from the subcommittees, which together make up this Professionalism Plan (the “Plan”).

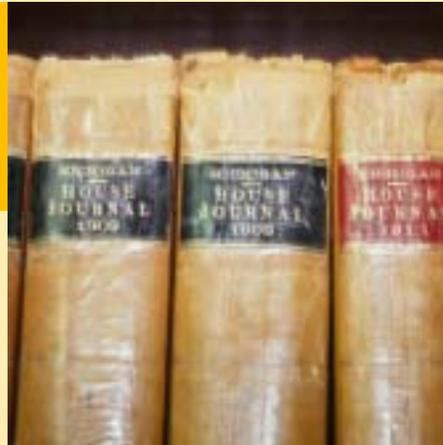
The Plan includes ideas generated by Committee members and by others who got word of the Committee’s ongoing efforts and wanted to contribute. It was approved and adopted by the Committee on June 4, 2002 and presented to President and Dean Don LeDuc for his consideration.

This Professionalism Plan will take the School to the next level: by refocusing and pulling our existing efforts together and by undertaking the initiatives contained in this Plan and others that are sure to come along, we hope to create a culture of professionalism in the School, to create a sense of professionalism in each of the School’s stakeholders, and ultimately to teach other higher educational institutions to do the same. Such efforts must be tied to the three areas of student development necessary to be a professional: knowledge, skills, and ethics.

The internal challenge to the School seems impossible yet simple: Expect professional conduct and a focus on professionalism from every person in the School, relying on the principle that a culture is created by the actions of its members. This proposal, then, falls into three areas: teach students to be professional and become professionals, incorporate professionalism into the law school environment, and take our successes outside the School as a model for others.



Executive Summary



The Committee proposes 18 initiatives, developed further in the body of the Plan:

1. Reshape the class on Professional Responsibility.
2. Require all students to undergo a first-year professionalism and career review.
3. Require all students to build a portfolio reflecting their professional growth and activities throughout their three years in law school.
4. Consider further refinements to the curriculum to infuse professionalism themes.
5. Expand the role of lawyer/mentors in each student's development.
6. Monitor professionalism of students.
7. Create an elective course on Professionalism and Issues in the Practice.
8. Fill the new PR/Professionalism faculty position.
9. Create a student ethical oath and standards of professionalism.
10. Bring legal professionals' influence into the School and the lives of each and every student.
11. Bring State Bar Character and Fitness Committee, Attorney Discipline Board, and Attorney Grievance Commission influences into the School.
12. Create a student-run mediation board to address conflicts between 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.
14. Establish a standing Professionalism Advisory Committee.
15. Create a Center for Public Service and Professionalism in the classroom building.
16. Create a place for student social interaction with staff and faculty.
17. Formally adopt the AALS recommendations on commitment to public service.
18. Create an Institute for Principled Administration in Higher Learning.



Teach Students to be Professional



*We struggle to define what we mean by “professionalism.” Even the committee that carries that name spent much of its first meeting and early months trying to define the concept. But if we start with the basic idea that professionalism embodies **commitment to a career or profession and conduct conducive to success in that profession**, then some initiatives become clear, especially in a law school setting. Certainly, students should be taught how to find work in a law-related career while also learning how to conduct themselves in a way that will help them be successful in that effort and in that career. Those lessons must involve reflection by the students about their growth and development because, through reflection, students will incorporate lessons learned into their own behavior. Mentors and faculty advisors acting as role models of professionalism will help students in that reflection and growth. Professionalism is comprised of the knowledge students must obtain regarding their ethical and professional obligations, the skills students must acquire to conduct themselves appropriately, and the ethics they must internalize to be successful in their professional lives.*

1. Reshape the class on Professional Responsibility: focus on knowledge and ethics.

The current syllabus for Professional Responsibility (“PR”) is designed to teach the canons of ethics that govern an attorney’s behavior in practice. It was expanded to three credit hours from two credit hours (when the required curriculum changed to three-hour classes for required courses), but not much new material was added to the syllabus. Therefore, one hour per class period, or 13 hours, of this required course could be dedicated to teaching concepts of becoming and being part of a profession. Those concepts could include:

- undertaking unpaid service to the community;
- addressing downfalls of the profession such as alcoholism, stress, sexual irresponsibility, and prejudice by promoting physical and mental health and teaching sensitivity to and appreciation for the diversity of clients, jurors, and colleagues;
- understanding the impact of failing to meet the ethical requirements of the profession (to include presentations on the Honor Code, Character and Fitness Committee reviews, and Attorney Grievance Commission actions);
- finding a job (choosing a law school concentration toward a particular career path; getting experience; choosing an externship; creating a resume; learning to interview successfully);
- taking financial responsibility and understanding its impact on the graduate. The reshaping of the PR course should be assigned to a working group of PR professors, representatives from the Community Service Subcommittee and the Curricular Issues Subcommittee of the Professionalism Committee, the Career Services Office, and the Coordinator of Planning and Programs.

2. Require all students to undergo a first-year professionalism and career review: focus on skills and ethics.

After completing 36 credits, including the reshaped PR course, students would make a formal oral presentation of their progress toward achieving the knowledge, skills, and ethics they must have to become a professional. The presentation could be made to a panel of three people: a faculty member, a student who has also completed at least 36 credits, picked randomly, and a



member of the bar not affiliated in a full-time employment capacity with the School (this could be the student's mentor). The student should address any accomplishments, including the community service (ethics), concentration selection (skills), and law-related work and studying (knowledge) they have achieved to date, and any deficiencies, including behavior and character issues that may be documented formally in their student files. The student should generally address any steps already taken toward attaining the knowledge, skills, and ethics necessary for a career in the legal profession, and plans for continuing professional development.

The panel will use a checklist to make certain that each topic is addressed by the student, and will create a written summary that will be made a part of the student's portfolio (see #3 below). The student will have to write a written reflection on that report for inclusion in their portfolio. Any deficiencies noted by the panel should be addressed in the student's portfolio, with help and input from the student's faculty advisor and mentor.

Students who do not appropriately address the panel or their own deficiencies may be asked to enroll in an elective on professionalism yet to be developed (see #7 below), attend the Ethics School (see # 15 below), or if appropriate, be referred for a more formal review under the Disciplinary Procedures.

The first-year professionalism and career review should be designed by the Coordinator of Planning and Programs and the Associate Dean of Students and Professionalism with input from the Associate Dean of Planning, Programs, and Assessment, and the Community Service Subcommittee of the Professionalism Committee, and should consider other demands on panel members' time.

3. Require all students to build a portfolio reflecting their professional growth and activities throughout their three years in law school: focus on knowledge, skills, and ethics.

The portfolio requirement will cause students to be personally aware of and involved in their growth as professionals. It will require reflection by the student about the student's goals and behavior in light of professionalism. It is a key element of the Plan because through reflection, students will incorporate lessons learned into their behavior. Portfolios could be reviewed by the student's faculty advisor, by the mentor if the student has one (see #5 below), and others.



The portfolio should be organized into three categories—knowledge, skills, and ethics—and can include:

- attendance (physical or possibly electronic) at the three class meetings currently offered at the beginning of the second term, the beginning of the second year, and the beginning of the third year. Those class meetings cover all the school and curricular information students need to continue in their professional development such as course scheduling, application updating, co-curricular and extra curricular opportunities, available academic assistance, bar requirements, and personal development, all of which directly relate to the knowledge, skills, and ethical requirements the student will have to meet to be successful.
- results of the first-year professionalism and career review as written by the panel (see #2 above), the student's personal reflections on that report, and subsequent steps taken to strengthen professional development;
- students' reflections on the new PR course;
- leadership development activities, including participation as a leader in student activities;
- community service, including in-school service such as participating on at least one character review panel (see #2 above) and on the student mediation board (see #12 below) and on the Honor Council;
- Nelson Denny and Myers Briggs evaluations of competencies and personalities;
- certifications indicating understanding of and commitment to the Honor Code and School policies;
- written samples of MacCrate values and skills development, which may be developed in classes as early as Intro to Law I or II and continue through the student's externship;
- students' personal reflections on all of the above and on how school policies, including deadlines and rules, are teaching them to become professionals through the development of their knowledge, skills, and ethics.



The portfolio should be designed by the Associate Dean of Planning, Programs, and Assessment and the Coordinator of Planning and Programs with input from the Co-Curricular/Extra-Curricular Issues Subcommittee of the Professionalism Committee and the Faculty Curriculum Committee.

4. Consider further refinements to the curriculum to infuse professionalism themes: focus on knowledge and ethics.

Ethics and professionalism lessons can be infused into the entire curriculum. For example, Introduction to Law I, which teaches briefing and other skills, could be tied to Trial Workshop and use cases that pertain to a Trial Workshop problem. First-term students could serve as witnesses and bailiffs in Trial Workshop and observe the lawyering skills of the students participating as attorneys. This tie-in addresses a key need of first-term law students—to see an immediate connection between the skills they must master for law school and the skills exercised by attorneys in practice. Introduction to Law II can more directly tie in MacCrate skills as part of the professional skills the students learn in that course (analysis, synthesis). Criminal Law could be tied to Teen Court so that first-term students are mentors to teen defendants (which could also constitute some of the community service required for their portfolio). Law Practice could be adjusted so that students are working together as a law firm. Externship journals can include entries on professional, character, or ethical issues the student observes during the externship. In large “stand up” classes, students could work as law firms to recite cases and respond to questions from the professor. And into every class, professors may incorporate lessons involving professionalism.

The PR/Professionalism faculty should work directly with individual faculty members and with the Faculty Curriculum Committee, the Departments, and the Curricular Issues Subcommittee of the Professionalism Committee, and make proposals for particular courses.

5. Expand the role of mentors in each student’s development: focus on knowledge, skills, and ethics.

The Alumni Office currently offers students the opportunity to have a mentor assigned to them who is a volunteer attorney from their local legal community. This effort should be expanded so that entering students are asked to identify their personal mentor before they begin attending Cooley or, at the latest, in the students’ first term. Mentors could be lawyers, or perhaps any other type of professional. Lawyer mentors may be alumni of the School



anywhere in the country; they may be local attorneys; or they may be attorneys in the student’s home state where the student intends to practice. Our state alumni associations could be of great help to us in this effort. The School should work with state bar associations, beginning with the State Bar of Michigan, to obtain recognition and public service credit for those attorneys volunteering for this significant commitment. Lawyer mentors may be asked to:

- agree to help the student with their portfolio development throughout law school;
- participate as a member of the mentee’s first-year professionalism and career review panel (this would involve a personal, telephonic, or satellite appearance by the mentor);
- review the student’s portfolio at the end of the student’s law school career, along with the student’s faculty advisor who will certify its completion; and
- directly oversee the student’s mastery of ethical obligations in law practice.

There can be no more direct way to bring each and every student in constant contact throughout their law school career with a professional role model than to involve that professional in the development of the student’s knowledge, skills, and ethics.

The Alumni Office, which has vast experience in working with mentors, should assist the Associate Dean of Students and Professionalism, the Associate Dean of Planning, Programs, and Assessment, and the Coordinator of Planning and Programs with this effort.

6. Monitor professionalism of students: focus on ethics.

The faculty and staff should report any unprofessional conduct they observe in individual students on and off campus by simply sending a note to the Associate Dean of Students and Professionalism for investigation. Any findings of misconduct should be addressed by students during their first-year character and career review, or in their portfolio if the issues arise after that review. This will help students reflect on their actions and prepare them to address these issues with their Character and Fitness Committees.



The Associate Dean of Students and Professionalism should meet with Directors and their staffs to put a system in place.

7. Create an elective course on Professionalism and Issues in the Practice: focus on knowledge, skills, and ethics.

This course will cover in more detail the issues raised in the expanded PR course. It will also include coverage of the attorney grievance procedures and outcomes, character and fitness cases, and other discipline matters, along with healthful living techniques for lawyers. The course will address diversity issues and personal conflict resolution, and will emphasize the need for civil legal services for the indigent and related professionalism issues. Ethical issues in securities regulation and in corporate accounting, like those arising in the Enron case, will provide timely material for the syllabus. The particular problems that arise for solo practitioners may also be covered. Students who have experienced discipline problems may be referred to this course as an outcome of their first-year professionalism and career review (see #2 above).

The PR/Professionalism faculty should develop this course in conjunction with the Faculty Curriculum Committee, the Associate Dean of Students and Professionalism, and the Curricular Issues Subcommittee of the Professionalism Committee.

8. Fill the new PR/Professionalism faculty position: focus on knowledge, skills, and ethics.

Three new faculty members have been hired to teach Professional Responsibility and implement the Professionalism Plan along with the Associate Dean of Students and Professionalism.

Incorporate Ethics and Professionalism into the Law School Environment



Classroom teaching can have only so much impact. The environment must reflect those teachings or the lessons will be lost, or worse, disbelieved. Therefore, every effort should be made to pull into the School the good influences from the profession that exist outside the School. We tell students during Orientation that they will be treated like lawyers. So start them with an oath, give them role models, impose on faculty, administrators, and staff the same standards and expectations we have for students, and create opportunities for students to practice professionalism in their personal endeavors.



9. Create a student ethical oath and standards of professionalism: focus on ethics.

The student body as a whole, not just the Student Bar Association, should participate in a school-wide process to create an ethical oath and standards of professionalism to be applied in the classroom and the School. (A kick-off of this effort might be done in conjunction with a symposium on professionalism for the practicing bar to be held at Cooley Law School, to be tied into the Professionalism Advisory Committee's first hundred days progress report. Perhaps the Law Review or the Law Journal would be interested in such an effort.) Students need to own this oath—it needs to be fully debated for a significant period of time. A full year might be dedicated to the debate, which could be held electronically and summarized regularly in the student newspaper. The oath should cover conduct on and off campus.

The PR/Professionalism faculty and the Associate Deans of Students and Professionalism and of Enrollment and Student Services should work with student leaders to design a system for School-wide discussion.

10. Bring legal professionals' influence into the School and the lives of each and every student: focus on skills and ethics.

The first-year professionalism and career reviews (see #2 above), which will occur throughout every fourth term (i.e., continuously), will bring local attorneys acting as mentors into the School environment on a regular basis. Students will learn briefly at Orientation and in more detail during their second-term class meeting about the portfolio requirement (#3 above) and about the first-year professionalism and career review. They will understand the immediate need for, if not the long-term benefit of, a mentor in the legal profession, who will play a significant role in the student's first-year professionalism review as one of the three-member review panel. This mentor, along with the faculty advisor, will act as advocate for the student, and teacher where deficiencies are recognized. Students may be assisted by the Alumni Office (and Cooley's state alumni associations) in securing a mentor during their first term if they do not come to School with a mentor already chosen.

Other areas for involvement by practitioners include teaching particular segments of the reshaped PR course, team teaching the elective on



Professionalism and Issues in Practice (see #7 above), teaching in the Ethics School (see #15 below), overseeing a student's public service, allowing a student to observe the attorney at work throughout a specified time period, and judging student competitions.

The Curricular Issues Subcommittee of the Professionalism Committee should consult with the PR/Professionalism faculty, the Associate Dean of Students and Professionalism, and the Alumni Office Director to expand the influence of legal professionals.

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

- The Honor Council as it exists under the School's Honor Code is comprised of six faculty members and three students. Its membership does not include anyone from outside the School. As long as confidentiality is preserved, membership should include a representative from the State Bar of Michigan's Character and Fitness Committee or the Attorney Grievance Commission or Discipline Board who is also a practicing member of the bar.
- Likewise, our admissions decisions could be assisted greatly with input from the Character and Fitness Committee on applications from students with criminal histories. The Committee on Admissions, Disciplinary Procedures, Honor Code, and Professionalism should add a member representing the Character and Fitness Committee to accomplish both the admissions review and the Honor Council review.
- We have made an agreement with the Michigan Attorney Grievance Commission to hold its hearings at Cooley Law School. Students taking the elective on Professionalism and Issues in Practice may be required to attend a hearing, as may students attending Ethics School, and students taking the required PR course will be encouraged to attend. Perhaps every student should attend at least one hearing during their enrollment and document that in their portfolio.
- The expanded PR course (see #1 above) should include a three-hour session (one class period) covering unethical conduct from three levels: the Associate Dean of Students and Professionalism will discuss the Honor Code and Disciplinary Procedures, including past cases of student misconduct and the sanctions imposed; the State Bar Character and Fitness Committee will present information about the outcome of



hearings conducted to review the qualifications of bar applicants; and the Attorney Grievance Commission representatives will address the results of unethical conduct by attorneys.

- The Associate Dean of Students and Professionalism will apply for a position on the Ingham County Attorney Grievance Hearing panel in order to bring that experience into the School.
- We should continue our current practice of having a representative of the State Bar Lawyers' Assistance Program speak at Orientation about available help for students with substance abuse problems.

Other opportunities for involvement by Attorney Grievance Commission and Character and Fitness Committee representatives include creating externship placements at their sites, attending Cooley class meetings to emphasize the character review that all students will undergo when they apply to a bar, and speaking to our students at every opportunity about issues affecting lawyers and law students.

The Policy Issues Subcommittee of the Professionalism Committee, the PR/Professionalism faculty, and the Associate Dean of Students and Professionalism should work to implement these steps, and involve the faculty Committee on Admissions, Disciplinary Procedures, Honor Code, and Professionalism where appropriate.

12. Create a student-run mediation board to address conflicts between students: focus on skills and ethics.

Students should create the procedures and practices of this board. This board will deal with a variety of personal matters between students for which the students seek assistance. For example, students sometimes want the School to intervene in conflicts between friends or roommates regarding personal conflicts or lease obligations, to help with personal relationships that have disintegrated into alleged harassment, and to address instances of insulting language or offensive conduct on or off campus. Service on the board or in its creation would count as significant community service in students' portfolios.

The Co-Curricular/Extra-Curricular Subcommittee of the Professionalism Committee endorsed this concept. The Associate Dean of Enrollment and Student Services and the PR/Professionalism faculty should work with the student body to create the board.



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

Faculty, staff, and administrators should be role models of professionalism. Through presentations, discussions, and consultation, the School should assist all its employees in conducting themselves in a professional manner. For faculty, this includes appropriate classroom and office demeanor, and fulfilling their teaching and student counseling obligations. For staff, this includes appropriate office demeanor and holding students to deadlines and requirements. All School employees should also be courteous, professional, and thorough in their dealings with students and with each other, and they should be cognizant of their professional obligations on and off campus.

When staff or faculty observe unprofessional student conduct, they should report it to the Associate Dean of Students and Professionalism. Likewise, any reports of unprofessional conduct by staff, faculty, or administrators should be subject to internal review. Students, staff, administrators, and faculty should have access to a process by which unprofessional conduct can be reported and reviewed. Student evaluations should be modified to include a question about the instructor's professionalism in the classroom.

The Curricular Issues Subcommittee of the Professionalism Committee, the Associate Dean of Faculty, faculty volunteers, the Vice Presidents and appropriate Associate Deans, and the Directors should develop ways to help all employees conduct themselves in a professional manner.

14. Establish a standing Professionalism Advisory Committee: focus on knowledge, skills, and ethics.

Members of the Professionalism Committee representing various areas of interest should be asked to continue on in their commitment to Cooley's efforts in the area of professionalism by serving on a Professionalism Advisory Committee. The PAC would oversee implementation of the Plan, would receive regular progress reports from the Associate Dean of Students and Professionalism and the PR/Professionalism faculty, and would coordinate public recognition of Cooley's strides in this area.

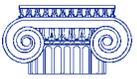


The Associate Dean of Students and Professionalism should work with the Dean and President of the Law School to put the advisory committee in place.

15. Create a Center for Public Service and Professionalism: focus on knowledge, skills, and ethics.

The Center should be in the building where classes are taught and it could be housed with the Career Services Office. It will have five primary functions:

- Coordinate all the public service activities that currently go on in the School. Almost every student group engages in some public service throughout the year. These efforts are uncoordinated and not well-publicized. For example, more than one student group may ask faculty members to accept a “pass” from students who donate food. This should only be asked of faculty once a year/term, but often more than one group will ask for the same consideration in the same term. By coordinating their efforts over the calendar year, student groups would get more bang for their buck: run ONE marathon, do ONE food collection, ask for ONE “pass” event in class, and so on. By planning ahead for the year, they would not duplicate each others’ efforts and could get more attention for their own project. It would cause them to do some long-term planning for public service which would ingrain the practice into our behavior.
- Publicize all the public service efforts of the School and promote public service and professionalism. The Center should work with our Marketing Department to publicize locally, state-wide, and to all appropriate law-related groups including the ABA and AALS. This should include recognition of students, staff, and faculty for their public service and efforts to bring professionalism into the legal profession. The Center could host brown-bag lunches to discuss public service and professionalism issues and initiatives, and line up speakers. Finally, the Center would give an annual scholarship to a student who exemplifies a commitment to professionalism and public service. The Center could work in conjunction with our state alumni associations in identifying recipients and awarding scholarships.



- Make community service placements available for students who are looking to do public service and for the Associate Dean of Students and Professionalism to use when resolving Honor Code or Disciplinary Procedures cases. This would involve establishing a network with local agencies and would also get Cooley recognition in the community.
- Maintain a library of books, video tapes, and other materials on professionalism for use by students, staff, and faculty. Such materials should include job search and placement information, resume and interviewing materials, and other materials relevant to securing a professional position, along with materials on ethics, morality, and obligations of the profession. There may be an opportunity to work jointly with the State Bar of Michigan to collect and make available these materials.
- Staff and run an Ethics School to be attended by students having problems meeting the professional obligations imposed by the School. Students would monitor State Bar Journal reports of misconduct and disciplinary actions, would attend grievance hearings, and would study and report on their ethical obligations. There may be an opportunity to operate the school in conjunction with the State Bar of Michigan.

This public service function of the Center might initially be staffed by just one full-time Cooley employee who could coordinate volunteer student workers. The library should be run by a librarian. The Professionalism Advisory Committee should oversee the Center’s operation, to be directed by the new PR/Professionalism faculty.

16. Create a place for student social interaction with staff and faculty: focus on skills and ethics.

It almost goes without saying that social interaction between staff, faculty, and students is essential to our efforts to instill professionalism values in all of us. The School has a pressing need for a small, school-based place to eat, have coffee, and just talk. A street-level area in the Cooley Center may be ideal for such a spot.

The Facilities Subcommittee should work with President and Dean LeDuc toward a plan to incorporate a socializing/eating area in the Cooley Center.



Take Our Accomplishments Outside



To maintain its status as a profession, lawyering must be re-infused with professionalism. To accomplish that, law schools must commit themselves to teaching professional conduct and personal integrity. Cooley Law School is committed to doing that through the implementation of the initiatives in this Plan. And we are committed to passing the message and the lessons we learn along to other law schools and to other institutions of higher learning. If undergraduate students come to law school already understanding personal integrity and responsibility, we will have won half the battle.

17. Formally adopt the AALS recommendation on commitment to public service: focus on ethics.

In 1997, the AALS created the Commission on Pro Bono and Public Service Opportunities to address public service in law school. "The commission's key recommendations were that law schools: 1) make available a well-supervised law-related pro bono opportunity and either require or encourage the great majority of students to volunteer, and 2) adopt a formal policy to encourage and support faculty members to perform pro bono work that includes an annual expectation of service for substantially full-time law teachers, with annual reporting."¹ The Center for Public Service (see #15 above) will identify these public service opportunities for students, faculty, and staff, and can adopt this recommendation as part of its opening ceremony. The faculty already have a public service requirement and annually report to the Associate Dean of Faculty on their activities. Likewise, a great many students already engage in public service and will feel a greater need to do so to flesh out their portfolio. Therefore, the School is poised to adopt these recommendations almost immediately.

18. Create an Institute for Principled Administration in Higher Learning: focus on knowledge, skills, and ethics.

As the stakeholders in Cooley Law School learn the lessons of teaching and instilling professionalism into our culture, we are obligated to take those lessons to other institutions of higher learning. Our perception is that some students come to law school with little or no understanding of how to conduct themselves as professionals or to work toward becoming part of a profession. Part of the reason may be that undergraduate institutions are not adept at teaching such lessons or they may presume these lessons are taught at home.

Not meaning to indict the higher learning institutions, but rather to bluntly address the problems that all educational institutions are grappling with, the Institute for Principled Administration in Higher Learning ("IPAHL") would conduct seminars and conferences for undergraduate and professional school administrators to teach them current legal developments in student discipline and privacy matters, workable solutions to common problems such as alcohol and drug consumption, and tested practices for raising the expectations of student conduct on campus. The Institute would be housed at Cooley but operate independently. One effort of the Institute may be to create a legal "brief bank" for the support of and use by educational institutions who are



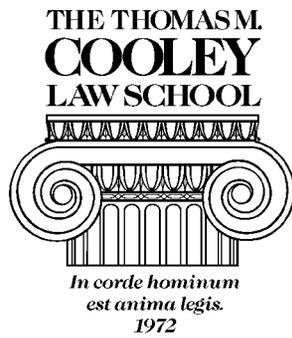
sued by their students to make available to such institutions the latest legal research on issues being litigated. The students who work at IPAHL could do so through work study, as externs in an approved externship site, or as volunteers.

The Associate Dean of Students and Professionalism and the Associate Dean of Enrollment and Student Services will create this Institute. The hope is that it will bring national attention to the problems plaguing our educational institutions and nation-wide recognition of the Thomas M. Cooley Law School as a leader in solving them.

Conclusion



The Professionalism Committee has adopted an ambitious plan, but one that we believe must be far-reaching in order to inculcate a sense of professionalism into everything we do. The entire Cooley community—students, staff, faculty, administrators, and alumni—supports our Plan. As stakeholders in our community, we dedicate ourselves to making Cooley a national leader in teaching, learning, and living professionalism.



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1. Coulter, Dolores, "The Pro Bono Priority," *Michigan Bar Journal*, September 2001, p 68, citing the Commission on Pro Bono and Public Service Opportunities report, "Learning to Serve."