

Creating a Culture of Professionalism in Law School

The Thomas M. Cooley Law School Experience

Teaming up with our students is the most gratifying way to serve, model appropriate behavior, and reap the rewards together.



Creating a Culture of Professionalism in Law School The Thomas M. Cooley Law School Experience

“I will strive to be a better person because of my newly chosen profession

and as a result of this endeavor will also strive

to make the world a better place for my having made that choice.”*

knowledge skills ethics



300 S. Capitol Ave.
P.O. Box 13038
Lansing, MI 48901
Phone: (517) 371-5140
www.cooley.edu

*Excerpted from the Personal Code of Conduct of a student at Cooley Law School

Dear Reader,

In my capacity as Executive Director of the State Bar of Michigan and as Chair of ABA's Professionalism Committee, I have had the privilege to work with many law schools nationwide and within the state of Michigan on their efforts to enhance professionalism training.

In those capacities, I have been a supporter of Cooley from the start of its professionalism efforts and was happy to participate in shaping and endorsing its Professionalism Plan, adopted in 2002 by the entire Cooley community, including students, staff, faculty, alumni and board of directors.

Through this document, Cooley offers an update on its remarkable progress in the three years since adopting the Professionalism Plan.

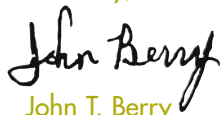
We at the State Bar and at the ABA have as strategic goals to support and encourage professionalism initiatives at law schools. I personally applaud the commitment made by Cooley's President and Dean, Don LeDuc, and by Cooley's Board of Directors to make ethics and professionalism not only a priority, but an integral part of Cooley's mission in educating lawyers.

I salute Cooley's mission of equipping its graduates not only with the knowledge but the skills, ethics and professionalism for the excellent practice of law.

Cooley has taken the time to learn from others in this state and nationwide, and to share with others its experience and ideas. Such cooperative efforts are the cornerstone of causing the greatest impact possible in the lives of students, not just in one school but statewide and even nationwide.

Please read this document with an eye toward taking any ideas that you think you'd like to promote to or try out in your law school. Share your successes as well, and together by supporting each other we can better the professionalism of lawyers.

Sincerely,



John T. Berry
Executive Director, State Bar of Michigan
Chairman, ABA Committee on Professionalism

knowledge

skills

ethics

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knowledge



skills

ethics



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“I will strive to be a better person because of my newly chosen profession and as a result of this endeavor will also strive to make the world a better place for my having made that choice.”*

*Excerpted from the Personal Code of Conduct of a student at Cooley Law School.

Three years ago, Cooley Law School took on an enormous challenge. We adopted a Professionalism Plan to help us create a culture of professionalism at our law school. It contained 18 initiatives, each an independent project, which together comprised a deliberate plan to take a student from orientation through graduation with a focus on ethics and professionalism. We are proud and gratified to report today that our efforts have paid off. Cooley is awash in projects, services, initiatives, and student-led activities that have made ethics and professionalism part of our everyday life. We don't have to think about it anymore. It's become our culture.

Amy Timmer †

Associate Dean of Students and Professionalism

Thomas M. Cooley Law School

July 2, 2005



introduction



How does a law school create a culture of professionalism, so that each member of its community thinks about, is exposed to, and is challenged to adopt professionalism as a way of life, every single day?² That was the challenge we gave ourselves three years ago when we adopted the Professionalism Plan at Cooley Law School.³ The Plan comprised 18 initiatives that touched on every aspect of what we do and who we are. We made it as comprehensive and far-reaching as we could to challenge ourselves to do more than just add a program, a class, or a Web site—we were determined to change a culture.

So we gave ourselves an aggressive agenda. We committed to doing the following:

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 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.

We started with #8 and set out to hire a new faculty member who would help teach and reshape the Professional Responsibility course and help the Associate Dean of Students and Professionalism implement the rest of the initiatives. We were in for a wonderful surprise: When we got down to the last three candidates, they were all so skilled, so talented, so committed to service and professionalism, and so inspiring as professionals, that we had to hire all of them. And within the next two years, we hired two more equally impressive people.⁴ Cooley Law School now has, as far as we know, the largest faculty department that is committed to institutionalizing professionalism, along with teaching Professional Responsibility.

It is because of this commitment by Cooley's president and board of directors that we were able to come as far as we have. This is not to suggest that a law school culture can only be changed by hiring more faculty. It is to suggest, though, that to tackle the initiatives we set out for ourselves, and to do it in three years, does require a substantial commitment of current or additional resources. We didn't get everything done, and we changed and added some things along the way, but all of it resulted from the growing culture of professionalism that took hold in the law school.

These resources brought such an explosion of professionalism ideas that we accomplished far more than we ever contemplated in the Professionalism Plan, including the creation of a Professional Development Program, a facilitative community mediation seminar, a Professionalism Library, ethics seminars for law firms, a Liberian Law Institute, and more. So rather than go through the list item by item, what follows is a summary of what we have accomplished by the skill it took to make it happen. We believe that for other schools that want to learn how to take on and accomplish similar challenges, it is important to focus on how we got there rather than what we did. But for the linear thinkers, we do have an item-by-item update of each initiative as an end note to this article.⁵

What we found is that we changed our culture through teaching, learning, experiencing, challenging and modeling, serving, and reaching out and beyond the confines of our school.

Under each of those headings, you will see the activities we undertook to accomplish the initiatives of the Professionalism Plan and to create a culture of professionalism. We hope that this will provide a model and inspiration to other schools. Each project that we have undertaken and service we have incorporated can be accomplished independently without adding faculty. You may find one thing that appeals to you that your school can do. Or you may find a way of doing things that you can adopt. To do everything we have done at Cooley does admittedly require a group of dedicated people. But you don't have to do it all to start getting some results. If there were one thing to point to that is most responsible for changing the culture, I would have to say it was talk. We talked about ethics at Orientation, in the classroom, in individual meetings with students, in class meetings, at the Honors Convocation, in faculty meetings, with our staff and alumni, and in presentations to student groups made by insiders and outsiders. The more we talked about it, the more it took hold and became a theme. Soon not just the faculty, but the students, too, were working the theme into many of their academic and social pursuits.

The greatest feeling of accomplishment comes from reading what our students have written in their personal codes of conduct, which they now compose anonymously as part of their Professional Responsibility course. Here is just a sampling of what some of them have said:

*"I'll attempt to exert **patience** even at times when it seems a near impossible goal to reach."*

*"I will treat others with courtesy and **respect** regardless of how they are treating me or those around me."*

*"I'll abide by the **Golden Rule** because perhaps if we each did this, the world would be a kinder place."*

*"I'll fulfill my **obligation** to others."*

*"Neither seek nor grant **unfair advantage**."*

*"Be on **time** for class sessions, meetings, appointments, and court appearances."*

*"I will always be **trustworthy**."*

*"Love your wife and kids; that keeps you **honest and fair**."*

*"I will be **honest** with myself and in my dealings with others and will **encourage** others to do so."*

*"Keep the TV off. **Live life** instead."*

"I will not react in a loud, aggressive or inappropriate way to frustrating situations."

*"I will approach failure as an **opportunity** to work harder."*

*"I will steer **clear** of situations where others may be breaking the law."*

*"I would never sell **justice** and my soul to the highest bidder."*

*"I will never **intimidate** or scare a person or make them feel weak compared to my personality."*

*"I will always try to **forgive** personal injustices towards myself, but never injustices to others."*

*"I will put others **first** and remind myself that there is a **greater good** to serve than be served."*

*"I will maintain a sense of **balance** with my God, family, business, and community."*

• “In my Criminal Law class, I talk about being prepared with a case, and not taking a case you cannot prepare for. In my Crime Pro class, we discuss ethical issues when we talk about Ineffective assistance of counsel.”

One student wrote the President of Cooley

to tell a story of how his personal code of conduct caused him to do the right thing in a difficult situation. He ended with,

“Overall, the code is a great thing for me. It is a constant reminder in my work life, my personal life, and school work on how I will act and operate in life. If this were the only thing that I would take with me out of the law degree, it would be a win for me.”

These discussions almost invariably generate a wave of student meetings for counseling on what to do about past problems before the student applies for bar admission. Few areas of civil law illustrate more beautifully the importance of ethical conduct than situations in which the attorney is entrusted with the client's property or its destiny. Real estate transactions and recording statute issues are a wonderful way to discuss scrupulousness with client funds, the prohibition against commingling and the importance of diligence in following through with tasks.

We also discuss in all my classes the pitfalls of financial irresponsibility or problems with substance abuse. I discuss with examples how a reputation for honesty, integrity and ethical conduct might prompt others to resolve credibility disputes in their favor over an attorney with a background for questionable behavior.”

• “At least one professor in the Research & Writing Department actually factors in the student's past problems when they conduct themselves well in class, etc.”

• “A constant theme in Torts I, since it is a first term course and the students are anxious to flex their “lawyer” muscles, is baseless claims and Rule 11. They think they are learning the elements of a tort so they can sue people—I keep reminding them that the law is not a game to be played with words.”

• “I do this in Taxation. Two examples come to mind: The first is involves a lawyer who drafted a will for a client and the will contained a bequest to the lawyer. In class I make certain that all agree that this was unethical conduct on the part of the lawyer. (The tax issue was whether this bequest was excludible from gross income, but that is not the point.)

The second example arises when the students learn that legal fees paid for tax advice are deductible. I present a hypothetical where they inform their clients that fees for tax advice are deductible, say in a divorce case. The legal fees in a divorce case are otherwise not deductible. I ask the students what their response would be if the lawyer did so, the lawyer could be charged with aiding and abetting in the filing of a false tax return. I am not certain if this is a felony or a misdemeanor, but in my mind, it does not matter.”

Throughout this article, resource people—those responsible for starting and maintaining these projects—are footnoted. You should feel free to contact them. Our goal in publishing this update on our efforts is to encourage other law schools to try to bring professionalism back into the profession, whether on a grand scale or one step at a time.



teaching



In the first class, after the lecture on bar admission, students assess their character and fitness for admission to the bar, study reputation, and create their own personal codes of conduct that will govern their lives from that moment forward.

The Professional Responsibility Class – *the cornerstone*

The Professional Responsibility course was revamped as the first step in our professionalism efforts. Previously, the course covered the Rules of Professional Conduct and Code of Judicial Conduct. The revitalized course, which still covers those rules, is laid out as the chronological journey to practicing law. In the first class, after the lecture on bar admission, students assess their character and fitness for admission to the bar, study reputation, and create their own personal codes of conduct that will govern their lives from that moment forward. Students are then “admitted” to the bar through mock administration of the attorney oath. They learn how to ethically advertise and market their firms and create a *pro bono* plan,

The class then begins the mock representation of clients and in this context learns about their duties to the client, the opposing party, third persons, and the court.

which articulates how each member will donate time and money to the bar and the community. Students next learn which clients to accept and which to reject and how to set a fee and write an ethical fee agreement. The class then begins the mock representation of clients and in this context learns about their duties to the client, the opposing party, third persons, and the court. Duties owed the profession are also studied. Throughout the term, students break into their firms to discuss and resolve ethical dilemmas and each firm’s analysis and conclusions are shared with the class. The course includes use of film clips and skits and other creative methods of teaching a lawyer’s ethical

responsibilities and the good moral character required of an attorney. The firms are encouraged to do more than just answer the questions and to use the technological resources and class interaction and interaction with the professor to actually teach the answers. As the course continues, it is laid out following the order in which issues would arise in real life: setting up a partnership, advertising for clients, marketing the law firm, securing a client relationship, keeping client confidences, and so on.

The syllabus for the Professional Responsibility course has been modified as proposed in the Professionalism 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 syllabus has also been modified to encourage ethics-related externships and jobs.⁶ We have successfully established an externship placement site at Michigan’s Attorney Grievance Commission.

Ethics in the Curriculum – *ethics lessons in every class*

Speaking of talking, since that is part of what we do for a living, it ought to be fairly easy to keep up the chatter about ethics in our classes. Although faculty is often pressed for time to cover the substantive material, we have discovered a limitless supply of ethical issues right there in the substantive material.

The Professionalism Plan called for infusing ethics lessons into every required course we teach at Cooley. During 2004, the faculty was surveyed to determine how much of that was occurring, and we learned a great many faculty members have incorporated many ethics lessons into their substantive curriculum. Some examples that were offered include:

- “In my **writing** class, I use rules of professional conduct for grammar and punctuation exercises. I plan to try to incorporate at least one writing assignment per term that focuses on a legal problem that involves professional behavior (e.g., a malpractice case, contempt of court, etc.)”
- “In **Wills** class, all of us discuss the cases relating to the standards for a successful malpractice claim in an estate planning context and the nature of the duty to testamentary beneficiaries. I also talk about conflicts in the estate planning arena and highlight the circumstances where conflicts arise. Finally, on the day I teach an overview of Estate Taxation, I have students read two recent Michigan cases where the courts discuss whether an estate planning attorney has a duty to beneficiaries to understand estate taxation and design a tax-efficient estate plan. Throughout both classes, I try to highlight ways students can avoid the ethical or substantive law gaffs that caused the cases to arise. I also highlight conflict situations or talk about what they should put in engagement letters when a situation arises.”
- “Yes, I continually emphasize all ethical issues touching on **tort** practice, such as in-person solicitation, contingency fees, frivolous claims, false witnesses or evidence, etc.”
- “In **Property**, we discuss the nature of the trust a client places in the attorney. Few areas of civil law illustrate more beautifully the importance of ethical conduct than situations in which the attorney is entrusted with the client’s property or its destiny. Real estate transactions and recording statute issues are a wonderful way to discuss scrupulousness with client funds, the prohibition against commingling and the importance of diligence in following through with tasks.

We also discuss in all my classes the pitfalls of financial irresponsibility or problems with substance abuse. I explain how concerned state bars have become about attorneys with a background of financial irresponsibility or substance abuse, citing my recent research on the topic and discussions with the folks at the State Bar of Michigan. I explain why this is important (the high correlation of defalcation or commingling problems by attorneys with such issues). We discuss the importance of taking responsibility for past problems in this (and every) area. I emphasize the importance of rectifying such problems as soon as possible as a way to demonstrate to bar authorities that the student recognizes the significance of the past conduct and can demonstrate the mistake is not likely to recur.

These discussions almost invariably generate a wave of student meetings for counseling on what to do about past problems before the student applies for bar admission. This provides a good opportunity to discuss the importance of doing the right thing for its own sake, and not simply because failing to do so might get the student in trouble. In a few cases, I’ve recommended a student seek counsel to assist in rectifying problems.”

- “At least one professor in the **Research & Writing** Department actually factors “professionalism points” into each student’s final grade (kind of extra credit if they conduct themselves well in class, etc.)”

- “In **Tax Practice**, I have students read the standards applicable to persons practicing before the IRS and US Tax Court, namely, Circular 230, the Tax Court Rules and the relevant ABA model rules opinions relating to tax practice. We discuss cases relating to practitioners being barred from practice for violating those standards, and conflicts cases. I spend a couple hours on this the first two days of class.”
- “A constant theme in **Torts I**, since it is a first-term course and the students are anxious to flex their “lawyer” muscles, is baseless claims and Rule 11. They think they are learning the elements of a tort so they can sue people. I keep reminding them that we are teaching them when NOT to sue.”
- “In **Evidence**, we study hearsay forever, what it is, what exceptions there are, how to recognize it, etc. Then we shift over to tactics, and consider the ethical implications of NOT objecting to the other side’s hearsay (especially the stuff they’ll probably get in through an exception or exemption, or the really benign stuff) and then arguing to the jury in closing argument that SO much of the other side’s case was based on HEARSAY, and we ALL know how unreliable that is...) It doesn’t matter what conclusions are drawn, the benefit is in getting them thinking in ethical terms, often for the first time all term. Another example: The other side’s witness has testified on direct, and has hurt our client’s case. We know enough about the case from our client and from our own investigation that we’re pretty sure the witness has testified truthfully. But we also know the witness has maybe committed some sort of untruthful act in the past, or has been convicted of a crime, and that we have the opportunity under the rules to impeach the witness’s character for truthfulness (and, by extension, cast some mud at their whole case) by cross-examining him with regard to these matters. Should we, just because we can? Again, the answers are somewhat less important than the process of considering the implications.”
- “I do this in **Taxation**. Two examples come to mind: The first involves a lawyer who drafted a will for a client and the will contained a bequest to the lawyer. In class I make certain that all agree that this was unethical conduct on the part of the lawyer. (The tax issue was whether this bequest was excludible from gross income. True bequests are excludible but the court held that this bequest was disguised compensation.) The second example arises when the students learn that legal fees paid for tax advice are deductible. I present a hypothetical where they inform their clients that fees for tax advice are deductible, say in a divorce case. The legal fees in a divorce case are otherwise not deductible. I ask the students what their response would be if the client asked them, as lawyers, to move charged time from non-tax work to tax work, so as to get a larger deduction. If the lawyer did so, the lawyer could be charged with aiding and abetting in the filing of a false tax return. I am not certain if this is a felony or a misdemeanor, but in my mind, it does not matter.”
- “I teach a unit relating ethical issues to **estate planning**.”
- “Yes, we constantly explore ethics in both my **civil procedure** courses, discussing not only the F.R.Civ.P., but also state bar ethical standards and the boundaries and interaction of the two. I emphasize the importance of an

I ask the students what their response would be if the client asked them, as lawyers, to move charged time from non-tax work to tax work, so as to get a larger deduction.

attorney's reputation for honesty and the need to demonstrate "clean hands" with judges and the legal community. We discuss how ethical conduct and a reputation for consistency in the area is an invaluable asset. I discuss, with examples, how a reputation for honesty, integrity and ethical conduct might prompt others to resolve credibility disputes in their favor over an attorney with a background for questionable behavior."

- "In my **Criminal Law** class, I talk about being prepared with a case, and not taking a case you cannot prepare for. In my Crim Pro class, we discuss ethical issues when we talk about ineffective assistance of counsel."
- "Whenever the moment arises because of a case we read or a problem we do, if there's an opportunity to raise an ethical issue, I do. For example, we read a case in the **Sales** class where the plaintiff climbed into the trunk of her car to commit suicide, shut herself in the trunk, and then changed her mind about the suicide after she was locked in the trunk. She was trapped there for seven days, and when she finally got out, she sued the car company for breach of warranty because, as she claimed, it was not fit for its "ordinary" or "particular purpose." Query—is the ordinary purpose or particular purpose of a car (or car trunk) to commit suicide. I discussed in my class how I was surprised that the court or the judge did not take the time in the opinion to discuss frivolous lawsuits. I told the students the claims were baseless, and I felt the attorney who brought these claims could have run the risk that the judge would find the claims to be frivolous, and sanction the attorney. I spent about five minutes discussing the professional risks, as well as how, if this happened on motion day in Wayne County (Fridays) with the court room full, the students might risk being berated by the judge in front of a room full of attorneys, some of whom may be their classmates. I also discussed with them how this type of lawsuit is what gives us lawyers a bad name. There are many, many other examples like that popping up all the time. In Contracts II, there is a case where the attorney didn't get a signed contingency fee agreement, did a very little work for the prospective client without his consent, then tried after the fact to force the client to give him a 50-50 split on the recovery. We spend quite some time talking about the ethics of that situation as well."
- "In my **Interviewing and Counseling** class, I require that each student, either individually or in groups, produce a written public service project. The students have to think of something that would benefit the public that uses their "insider" knowledge as lawyers. While the students only have to produce a prototype, rather than being required to implement the project, I hope to instill in them a sense of what special knowledge they now possess as members of the bar that might be helpful to ordinary people and how they might give back some of the knowledge. Examples of projects have included: a pamphlet for high school students explaining their rights at school in Armenia, targeted to a high school in California (the student's alma mater) with a large Armenian population; a pamphlet drafted by a student from Micronesia, in consultation with his father, the former Micronesian ambassador to Hawaii, in their native language (spoken by about 400 people) explaining American legal concepts most likely to be misunderstood by Micronesian people visiting or working in the U.S.; a proposal for a Web link from Cooley to the local bar assistance programs, with an explanation to Cooley students about how to get help with substance abuse or other issues where they might need counseling; a proposal to go into elementary schools and conduct short interactive workshops about the law; a pamphlet designed to explain to people who might need a lawyer what kind of questions to ask when looking for a lawyer and how to negotiate the attorney-client relationship."

- "Cooley is one of 17 member law schools of the **Law School Consortium Project**. We have been members since early in 2002 when there were only five members and they were trying to get it off the ground. I was contacted by the Director at that time because she heard from others what we were doing at Cooley to address the needs of solo practitioners through our General Practice/Solo Concentration. Many of the member schools have adopted ideas taken from our approach. The ABA thought well enough of this organization to merit this award: the ABA Standing Committee on the Delivery of Legal Services 2005 Louis M. Brown Award for Legal Access was presented to the Law School Consortium Project. The Louis M. Brown Award honors programs and projects dedicated to matching the unmet legal needs of the middle class and those of moderate incomes with lawyers who provide affordable legal information, services, and representation."

...what to do with
a lying client...

...the importance
of an attorney's
reputation for
honesty...

...when a client wants
to delay court
proceedings for
improper purposes...

- “I teach ethics lessons in **Criminal Law** in four specific areas—what to do with the lying client; what are the ethical limits of criminal defense attorneys in suggesting proposed defenses to clients; what to do when a client wants to delay court proceedings for improper purposes (like trying to coerce a witness into recanting their testimony); and the legitimate ways that “guilty” clients can still be zealously represented (reducing the degree of the offense, reducing the length of the sentence imposed).”

Finally, Professor Wonch has begun work on a Manual to Infuse Ethics into the Law School Curriculum. She has created ethics modules for use in required law courses including Torts and Civil Procedure, and will continue to create modules for Business Organizations, Evidence, Contracts, Criminal Procedure, Property, Wills, Constitutional Law, and Family Law. Each module contains a rule of professional conduct and a class exercise that uses the substantive (e.g., Torts) material to raise the ethical issue covered by that rule, and cites cases where the rule was at issue in that area of the law.⁷

Elective Courses – *expanding the focus on professionalism*

More elective courses are working in ethics themes. Ethical issues like those arising in the Enron case, for example, provide timely material for the Securities Regulation course. Other electives have been created to focus primarily on ethics and professionalism.

Professor Wonch will be unveiling a new two-credit elective seminar in the fall of 2005 on Facilitative Community Mediation. This course will span two terms and will require Cooley students to undertake 16 hours of training in facilitative mediation. Following their training, these students will then spend six or more hours training Lansing School District elementary students in facilitative mediation and conflict resolution so that these elementary students can help their peers settle their differences. Over two terms, the Cooley students will act as mentors to the elementary students who are resolving conflicts. Cooley students will also research and write a 20-page paper on facilitative mediation from an aspect that interests them.⁸

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.

The elective envisioned by the writers of the Professionalism Plan—“Professionalism and Issues in the Practice”—is still being developed but, like so much else in the Plan, has evolved beyond its original focus. It was to cover the attorney grievance procedures and outcomes, character and fitness cases, and other discipline matters, along with healthful living techniques for lawyers, diversity issues, and personal conflict resolution, and would emphasize the need for civil legal services for the indigent and related professionalism issues. The particular problems that arise for solo practitioners could also be covered. We have added leadership and professional development to the syllabus as we have seen the need grow for that kind of training.

The list of elective and required courses that can incorporate ethics is as long as the law school curriculum.



learning

“There’s nothing more enjoyable than watching a student discover the law with enthusiasm, and knowing you were part of it.”



Center for Ethics and Responsibility – building character and integrity with a commitment to service

Establishing the Center for Ethics and Responsibility was the first major programmatic commitment we made after adopting the Professionalism Plan. The Center is focused on providing resources for learning about ethics and professionalism. It 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. To accomplish this, the Center, established in 2003, set out the following goals:

Character Building Programs:

- Create a student ethical oath and professional standards.
- Launch an ethics and responsibility lecture series.
- Serve the public by sponsoring public service projects.
- Launch the professional character and integrity project.
- Recognize students demonstrating serious commitment to public service.

Research, Study, and Education of Professional Responsibility and Ethics Issues:

- Establish an educational component within CER to conduct special symposia and other programs (includes programs for law school, law firms, business, government).
- Publish scholarship in the area of ethics and professional responsibility (establish a *Journal of Ethics and Responsibility*).
- Endow an annual distinguished lecture in ethics.
- Encourage student research and scholarship in ethics and professional responsibility.
- Establish and maintain the best professionalism library in the country.
- Compile and display Cooley scholarship on ethics and responsibility.
- Establish an ethics fellowship program with a post-graduate commitment to public service.

Identify, Coordinate, and Promote Cooley's Efforts in Professionalism, Ethics, and Public Service.

- Publicize all efforts to increase integrity, public service, and professionalism.
- Upgrade and maintain the Web site for the Center.

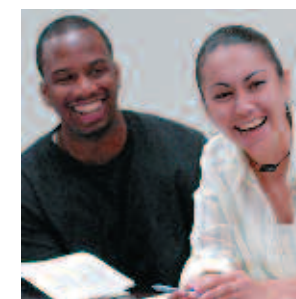
During 2004, the following Center activities occurred, many of which are described in greater detail in other parts of this report:

Promoted Ethics through Democracy and Governance/Rule of Law Programs (described more fully below).

During 2004, the Center sponsored programs designed to establish and sustain integrity within government institutions and civil society organizations. We spoke at world conferences and provided rule of law assistance here and around the globe.

Improved the Professionalism Library (described more fully below).

Encouraging research and scholarship, the Center houses a Professionalism Library. Through the extraordinary efforts of Cooley's Brennan Law Library, the Center's Professionalism Library exponentially grew during 2004. It now provides access to one of the nation's largest collections of ethics and professionalism titles. Moreover, in 2004 we professionally furnished the library with beautiful leather chairs and a large cherry conference table thanks to the contribution of Professor Nelson Miller. Generous loans of other special furnishings, including a handcrafted speaker's podium, and a framed antique legal document, help make the library one of the most impressive rooms at Cooley.



Improved the Ethics and Responsibility Web site.

During 2004, we upgraded the Center's Web site to provide research links to hundreds of Web pages relating to ethics, professionalism, and public policy. The Center's Web site is www.cooley.edu/professionalism.

Launched the *Journal of Ethics and Responsibility* (described more fully below).

This year the Center launched the *Journal of Ethics and Responsibility*. The *Journal* exists to publish scholarship and practical counsel on moral and ethical problems facing our justice and legal institutions.

Sponsored Scholarly Symposia at the Law School (described more fully below).

During 2004, the Center continued to sponsor scholarly symposia at the law school, in conjunction with the *Thomas M. Cooley Law Review*. Previous speakers include the president of the American Bar Association, distinguished federal judges and state Supreme Court justices, high-level Justice Department officials, and internationally recognized academic scholars. The symposium in 2004 continued this tradition.

Continued the Luncheon Lecture Series (described more fully below).

During 2004, the Center continued to sponsor its successful luncheon lecture series for law students, faculty, and staff. Experts were invited in to talk with students over lunch about current issues related to ethics and professionalism. We now tape some of our lecture series presentations and intend to keep them in the Professionalism Library.

Launched the Senior Ethics Fellowship Program.

During 2004, we launched the Center's Senior Ethics Fellowship Program. Under this program, selected student scholars assist in carrying out the activities of the Center. Selection of scholars is based upon academic achievement, leadership promise, public service, and personal interest in ethics and public policy.

Participated in Public Service Projects.

The Center was commissioned to author a *pro bono amicus* brief before the U.S. Supreme Court in *Ashcroft v Oregon*. Professors Wagner and N. Miller and 10 Cooley students participated. During 2004, the Center continued the tradition of emphasizing the importance of public service by hosting a character-based mock trial competition (attended by over 150 high school students and their families). CER also hosted adopt-a-family programs, and completed a textbook donation program for law schools in developing nations.

Student Visits to Court and Professionalism.

Professor Nelson Miller conducted monthly courtroom visits with Cooley/Grand Rapids students to view a civil motion docket. Here students observe and orally report their observations on professionalism in the courtroom, including dress, demeanor, form of address to opposing counsel, form of address to the judge, and other related aspects. Of significant note, the judges are taking the time to address the students.



During 2004, the Center sponsored programs designed to establish and sustain integrity within government institutions and civil society organizations. We spoke at world conferences and provided rule of law assistance here and around the globe.

Pro bono Assistance to the Homeless.

Professor Nelson Miller and an accompanying student offered weekly *pro bono* assistance to the homeless in Grand Rapids. The shelter received a Grand Rapids neighborhood business alliance award for best new service for this legal work.

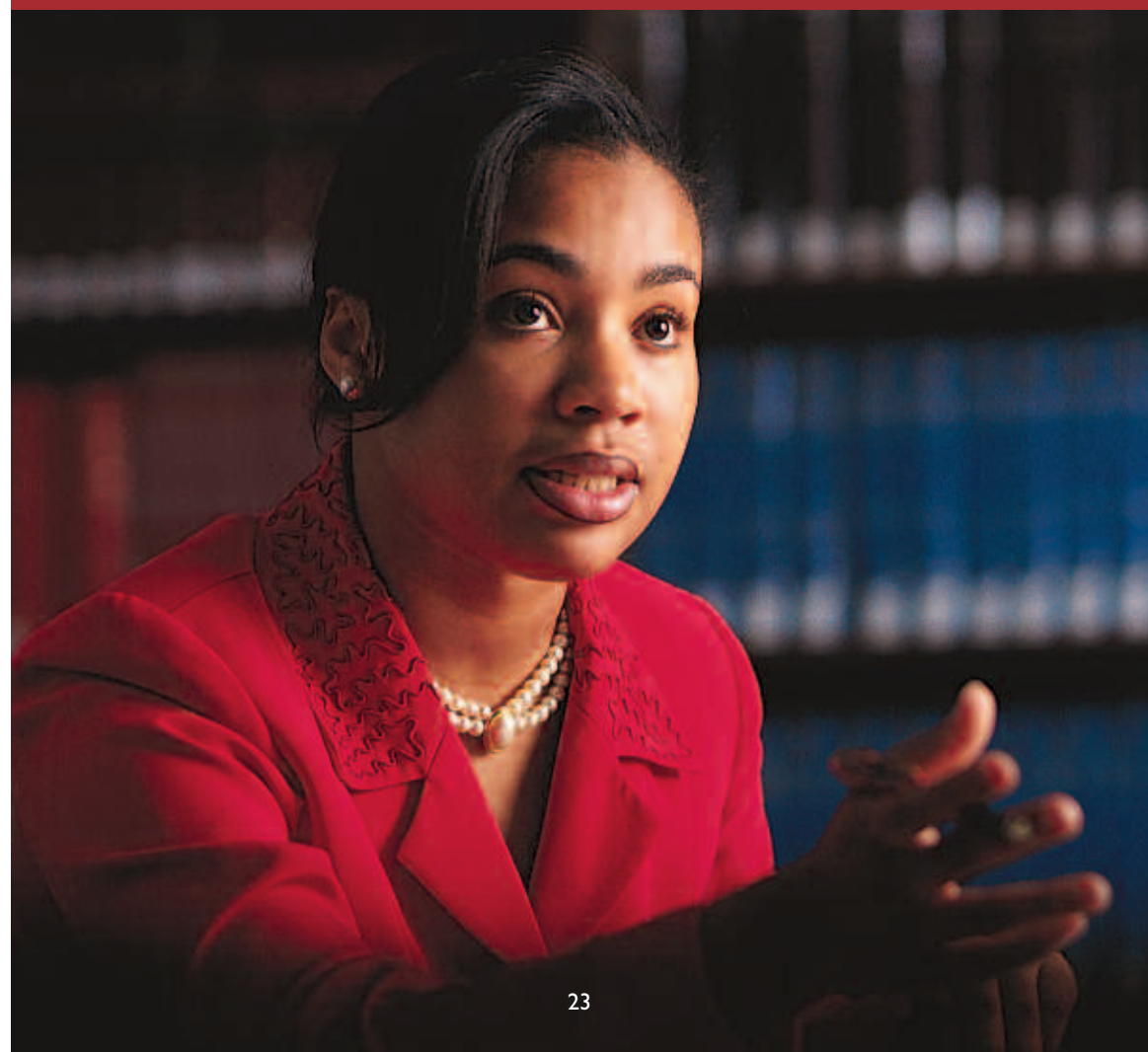
The Center is the umbrella for many specific initiatives, but the umbrella is what draws the students who are interested in this area: They can try their hand at research, planning projects, or service, all in the name of ethics and professionalism.⁹

Professionalism Library – providing resources for ethics research and publishing

The Professionalism Library, established and operated by the Center for Ethics and Responsibility, has expanded to over 2,500 volumes. The library created and regularly updates a "featured list" of all Cooley-owned titles in the area of ethics and professional responsibility. As of Jan. 16, 2005, we have 1,835 titles and 2,534 volumes in multiple formats in those subject areas. The opening of the Professionalism Library was announced during the alumni reception of the State Bar of Michigan Annual Meeting. The library is open to lawyers, faculty, and students, alike. It cements our close relationship with the State Bar of Michigan, providing a beautiful and dedicated place for lawyers and students to research and study ethics.¹⁰

Journal of Ethics and Responsibility – publishing research on ethics and professionalism

The Center for Ethics and Responsibility continued work on launching the *Journal of Ethics and Responsibility*. The electronic *Journal* will publish scholarship and practical counsel on moral and ethical problems facing our justice and legal institutions. Scheduled for publication in the spring of 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 Professionalism, and a state Supreme Court justice.¹¹



experiencing



Finding a way to solve conflicts professionally, and incorporating those techniques into one's makeup, can only lead to better relationships and a more efficient legal system.

Professional Development Program – coordinating work and service opportunities

Chances are, every law school has a job placement function for graduates, hires teaching and research assistants, offers work study positions, has clinics and externships, and hopefully encourages service and volunteer work. Why not put all these functions in one place, so that a student looking for a job becomes aware of the clinics, and a student looking to earn credit through experience is reminded about service and volunteerism? That was one of the goals of the Professional Development Program. The Office of Career and Professional Development, created by this program, now offers one central point for Cooley students to learn about all curricular and non-curricular professional development opportunities, including volunteering, public service, *pro bono* work, externships, clinical experiences, legal employment, and work study. It also provides a central contact point for employers and those seeking assistance to announce placement opportunities at Cooley. The Office for Career and Professional Development has one intake system and an assessment process to assess student experiences, placement opportunities, and institutional success with the program. It also tracks every public service activity going on in the school, whether organized by a student group, class project, or school-wide initiative. We believe that by offering a single point of contact, students will be more aware of all professional development opportunities and therefore be more likely to take advantage of all such opportunities to round out their experience and their portfolios.¹²

Student Mediation – teaching and practicing professional conflict resolution

Finding a way to solve conflicts professionally, and incorporating those techniques into one's makeup, can only lead to better relationships and a more efficient legal system. Over 100 Cooley students volunteered to be trained, and then taught, mediation and conflict resolution skills in Professor Wonch's mediation project. Much of her mediation work is targeted at elementary school children so that they will incorporate conflict resolution techniques into their relationships at an early age.

Professor Wonch does extensive training of Cooley students in peer mediation. Cooley students trained to be peer mediators help teach conflict resolution to the Michigan State University Young Spartans (undergraduate students from the College of Education) and elementary school children at seven elementary schools in the Lansing School District (LSD). This nine-month program to train elementary school children to be facilitative mediators in their schools has a double impact because Cooley mentors reach two levels: MSU College of Education students and LSD children. Some of the Cooley students transitioned into this program from last year's program in 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 students from all over the state who participate in a number of experiences, including conflict resolution training.

Cooley students who have received this or other mediation training function as mediators in the 55th District Court Mediation Project in which those district court judges 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.

A student mediation committee was established and has drafted the procedures and rules for a student-run mediation board. Many of these students have gone through Professor Wonch's mediation project first and are bringing their skills inside the school to help Cooley students resolve their personal differences.¹³



Portfolio Project – documenting the development of a professional.

During their enrollment at Cooley Law School, students will create their own individualized portfolio. The portfolio will serve three purposes: it will require students to undertake self-assessment—to be aware of and involved in their growth as professionals; it will provide a tool for helping students obtain legal employment when they have finished law school by allowing a third party (employer) to assess the qualifications and character of the student; and it will allow for institutional assessment of our students—both individually across three campuses, and collectively, in regard to whether we have accomplished our ethics mission with our students.

In regard to student self-assessment, as students obtain the legal knowledge, skills, and ethics necessary for the good practice of law, their accomplishments will be logged into their portfolios. The Portfolio Project will be a compilation and record of individual growth, maturity, personal ethics, training, knowledge, professional accomplishments, awards, public service, and any other information relevant to the student's development and employment qualifications. The Portfolio Project will also require reflection by the student about the student's goals and behaviors in light of professionalism—the ideal that is the umbrella for the entire project.

As regards employers' assessment of a Cooley graduate/applicant, the Portfolio Project will supplement a student's résumé and transcript and will serve as an excellent measure of the ethics, skills, knowledge, values, and professionalism possessed by that the applicant. This will help employers learn more about a Cooley applicant than they can about other applicants who present only a transcript and a résumé. For example, instead of just accepting an applicant's statement that *pro bono* work is important, the portfolio will document the public service and *pro bono* work that the applicant engaged in while in law school. An employer can see the applicant's commitment to professional development, to ethics, and to a greater good than individual advancement.

Within the institution, the Portfolio Project will allow faculty advisors and administrators to help with and measure the professional development of individual students. Faculty and staff who are given access to the portfolio can guide and assist the student with personal and professional development, offering advice on where improvements should be made and where holes can be filled, without regard to which campus is the student's home. With this kind of information, the institution can also gauge student development across our three campuses and identify strengths or weaknesses in those areas. In addition, the portfolio reviews can assist a faculty concentration, department, or committee in learning whether their goals related to student development have been accomplished.

The Portfolio Project will be a compilation and record of individual growth, maturity, personal ethics, training, knowledge, professional accomplishments, awards, public service, and any other information relevant to the student's development and employment qualifications.

The Portfolio Project will have five components: Orientation, Knowledge, Skills, Ethics, and Career Development. In each of the five components, or folders, the student will enter information, much of which will be prompted. They will be asked to write reflective pieces that will be updated annually, record class and concentration information, attach written work products that exemplify their writing skills, choose why and how to be involved in school activities, select volunteer work they will undertake, report on their experiences, and undertake certain exercises. The Portfolio Project will be created and operated electronically via a computer program designed for this purpose. Initially, a paper prototype will be developed to serve as a model for the computer programmers, for faculty review, and to test as a pilot project. The paper prototype will be piloted at the Oakland campus in fall of 2005.¹⁴

Professionalism and Career Review – self-reflection and evaluation

This initiative of the Professionalism Plan requires all students to undergo a first-year professionalism and career review, the results of which will be included in their portfolio. After completing their first year of law school, including the Professional Responsibility course, students make a formal oral presentation of their progress toward achieving the knowledge, skills, and ethics they must have to become a professional. The presentation is 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 wears professional attire and stands behind a podium to address the panel. The student addresses any accomplishments, including the community service (ethics), concentration selection (skills), and law-related work and study (knowledge) they have achieved to date, and any deficiencies, including behavior and character issues. The student can also address 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. The student will write a reflection on that report for inclusion in the student's 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. This program will be piloted at the Oakland campus as part of the Portfolio Project.¹⁵



Five Components of the Portfolio Project:

1. orientation

2. knowledge

3. skills

4. ethics

5. career development

challenging and modeling



We have learned that we cannot demand professionalism from our students unless we model it ourselves—we have to walk the walk.

Student Commitment to Honor – *inspiring an ethical code of conduct*

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—the essence of Cooley’s Honor Code. 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. Faculty and staff who are present at orientation are always invited to renew their pledge. We rotate Michigan judges with each orientation to expose the students to different views and to expose the judges to Cooley’s program.¹⁶

All students are also asked to create their own personal code of conduct in their class on Professional Responsibility. This requires the student to reflect on the kind of person they want to be and the values they want to incorporate into their lives and behavior.

Luncheon Lecture Series – *breaking bread and learning together*

During 2004, the Center for Ethics and Responsibility continued to sponsor its successful luncheon lecture series for law students, faculty, and staff. Some of our lecture series presentations are taped and kept in the Professionalism Library. Presentations to Cooley students during 2004 included:

Personal Ethics - Dr. Jerry Zandstra of the Acton Institute gave an ethics presentation to students, faculty, and members of the bench and bar at our Grand Rapids Campus.

Professional Ethics - Former Deputy Attorney General William Richards (under now Michigan Governor Jennifer Granholm) gave an ethics presentation at our Lansing campus.

Integrity, Service, Legacy - CER director presented an ethics lecture at Phi Delta Phi’s annual rush program.

Returning Civility to the Law-making Process - Two distinguished law makers (one from each party), discussed the issue of returning civility to the law-making process.

MPRE Reviews - On three separate occasions, respected attorneys provided free Multistate Professional Responsibility Exam reviews, attended by hundreds of our students.

Death Penalty Discussion - The Center, in cooperation with a student group, presented a debate and discussion on capital punishment.¹⁷

Honor Code – enforcing an ethical code of conduct

Cooley's Honor Code has been in place since 1992, but it underwent a complete rewrite during 2004 and 2005 as part of our professionalism initiatives. The essence of the Code—a commitment by students not to lie, cheat, steal, plagiarize, or tolerate those who do—was not changed. We clarified and added procedures, increased student involvement, and strengthened the impact of the Code's provisions.¹⁸

Ethics Symposia – spotlighting ethical dilemmas

In 2003, the Center for Ethics and Responsibility held its fall symposium on “Order v. Liberty: Ethical Issues Facing Prosecutors and Defenders in an Uncertain World.” The Center teamed up with the *Cooley Law Review* to explore the ethical conflicts that lawyers are faced with as the government and society attempt to balance freedom with security in the war on terrorism. Keynote speakers were Mr. Gregory R. Miller, U.S. Attorney for the Northern District of Florida; and Mr. Robert J. Grey, then President-Elect Nominee for the American Bar Association.

The Center teamed up with the *Cooley Law Review* to explore the ethical conflicts that lawyers are faced with as the government and society attempt to balance freedom with security in the war on terrorism.

A distinguished panel of practitioners included the Honorable Virginia Morgan, U.S. Magistrate Judge from the Eastern District of Michigan; Mr. Alan Gershell, an Assistant U.S. Attorney for the Eastern District of Michigan; Ms. Miriam Siefer, Chief Federal Defender for the Eastern District of Michigan; Mr. Noel Saleh, representative for the American Civil Liberties Union of Michigan; and the Honorable William Van Regenmorter, of the Michigan House of Representatives.

In 2004, the Center for Ethics and Responsibility, in conjunction with the *Thomas M. Cooley Law Review*, held its national symposium on ethics and professionalism entitled “Justice in the Spotlight.” Speakers included

Professor Erwin Chemerinsky, Alston & Bird Professor of Law at Duke Law School; the Honorable Michael Murphy, U.S. Court of Appeals for the 10th Circuit (presided over Timothy McVeigh trial); Professor Randall Coyne, University of Oklahoma College of Law (attorney for Timothy McVeigh); Professor 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 attended the symposium.

The key to getting these distinguished speakers, which in turn, brought in the audience, was extreme advance planning. The speakers are often lined up two years in advance. We also learned that the school's Law Review was happy to team up with more people and resources to make the planned symposium a reality.¹⁹

Requiring Professional Demeanor and Respect – the classroom sets the stage

We have put a major emphasis on requiring appropriate behavior in the classroom. Professors demand promptness and will lock their classroom doors from the outside to prevent tardy students from entering late and distracting the class. This also requires any student who leaves the room before the scheduled break to remain outside the room until the break. Others mark students absent for one half hour if they are tardy (this can be an onerous sanction as students may miss only six hours of class before they are dismissed), or dismiss from class those students who come in after the door is closed.

Our attendance policy is strictly enforced, requiring students to be present for all classes for the entire class period. Any absence counts toward their six hours of allowed absence.

All professors require students to be prepared, and while some allow students to be unprepared one time during the term, others report that they do not take unprepared notes, and simply expect them to be prepared for class, except in cases of genuine emergency. All faculty indicate in their syllabi that a failure to alert the

All faculty indicate in their syllabi that a failure to alert the professor when unprepared is considered unprofessional conduct, and could result in probation or dismissal from class.

professor when unprepared is considered unprofessional conduct, and could result in probation or dismissal from class. Some faculty members require unprepared students to pick a classmate to recite in their place. Some faculty members require a notarized affidavit of good cause for unpreparedness. They explain that the rules and the sanctions reflect the professionalism expected of attorneys by judges, clients, and colleagues. A criminal law professor puts this language in the syllabus for her Death Penalty Seminar: “Papers are due at the beginning of the last class session; no exceptions will be granted. In other words, students who submit their papers late will fail the course. See e.g., *Coleman v. Thompson*, 501 U.S. 722 (1991) (absent showing of cause and prejudice, federal court is barred from reviewing petitioner's claims where counsel had filed untimely notice of appeal in state court; *Coleman* was executed on May 20, 1992).”

Because we have the most diverse population of any law school in the country (the largest number of African Americans and the second largest number of minorities), our students are exposed to cultural, racial, religious, and ethnic diversity. They learn early on that all opinions and perspectives will be respected in the classroom.

In our required externship program, which places students in legal positions around the world under the supervision of a practicing attorney, those supervisors are asked to evaluate the extern on a number of levels, including whether the student speaks, performs, and acts in a professional manner and whether externs “attend work in appropriate attire.”



In writing classes, all students are required to sign an Honor Code certification averring that they have neither observed nor committed any Honor Code violations in the preparation of their work.

Some faculty members take these lessons outside the classroom: one reports that he offers students monthly courtroom visits where they observe a motion docket, receive written information on professionalism in the courtroom from the professor, meet with a judge, and discuss what they observed—the good and bad courtroom work. We have also emphasized professional conduct in extra-curricular activities, for example, by emphasizing responsible drinking and designated drivers as a theme for all off-campus student-sponsored events and requiring school service for students who fail to meet their commitments.

Cooley's Academic Resource Center staff routinely dispel rumors, correct misunderstandings, and calm students' fears. Not understanding what is really going on often causes students to make poor decisions or dissipate their energy. The staff of the ARC has been briefed in the principles of Love and Logic. Love and Logic is a widely used approach that was developed by Jim Fay and Foster W. Cline, M.D. Its purpose is to give parents and teachers a way to help children to grow up into responsible adults by allowing them to deal with the consequences of their own poor decisions. The approach works equally well for adults. The idea is to teach, in a supportive way, that a person's actions have consequences and that every person is responsible for the problems caused by those actions. Thus, the ARC staff remember to ask, "Whose problem is it, anyway?," to enforce consequences, to make clear to students that they are the ones making life decisions and, therefore, they must live with the results, and not to excuse poor behavior or "rescue" students from their own bad decisions.

The idea is to teach, in a supportive way, that a person's actions have consequences and that every person is responsible for the problems caused by those actions.

On occasion, ARC staff have witnessed student behavior that would not violate the Honor Code or Disciplinary Procedures, but which indicates a lack of maturity, civility, or professionalism. This includes everything from being disruptive to not showing up on time, not meeting deadlines, whining, or being inconsiderate, rude, or abusive. Staff members have often stepped in and explained, quite bluntly, how such behavior makes that student appear to others, why the behavior is inappropriate, and what remedial actions that student might want to pursue.²⁰

Mentoring – trusted role models

Cooley's Alumni Mentoring Program has provided hundreds of students and graduates with a way to learn more about life after law school. This program matches students geographically with established attorneys who have volunteered their time and expertise. The program also strives to match students with attorneys working in their field of interest, and students have found the opportunity to be very useful. Mentors can provide students with first-hand professional knowledge of the legal world and the market in which they intend to practice. Mentors may help students learn the specifics of their state law, local customs and practices, courtroom procedures, and sources of information. Additionally, mentors can provide students with insight and advice about the day-to-day work of the legal professional, bar preparation, and who's who in their home state. The program provides a contact in the legal community who can help a student make the transition from the classroom to the working world. Mentors can provide advice regarding hiring trends, employment opportunities, resume preparation, and interviewing techniques, and mentors can offer networking opportunities.

At Cooley's Oakland campus, Professor and Assistant Dean Joan Vestrand maintains a list of interested mentors and mentees and matches them up. Mentors are licensed attorneys and members of the Oakland County Bar Association who want to mentor a law student. The Oakland County Bar Association has agreed to maintain a "clerk bank," stocked with Cooley students' résumés, from which they select clerks for employment. They also offer membership to our students.

The Ingham County Bar Association's volunteer/mentor program is established to provide mentors to Lansing-campus Cooley students. Attorneys have volunteered to work with Cooley students in the following areas:

- In exchange for student membership in ICBA, Cooley students may have their résumés on file with a volunteer bank to be maintained by ICBA. Student volunteers 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 takes the student to court or to client conferences, and has the student help with such things as pleading preparation. The ICBA member mentors the student.
- At the end of the volunteer experience, the ICBA member provides a letter of recommendation to an ICBA clerk bank, which features third-year Cooley students who have been volunteers. ICBA members draw from the clerk bank for paid clerk positions in their firms.
- Students are also entitled to participate in section meetings and network with local lawyers, and also receive *Briefs*, ICBA's monthly newsletter.

At the Grand Rapids campus, we are using the Alumni Office to make lawyer mentors available to students.

The Professional Development Program, which coordinates 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 paired Cooley students with middle and high school students, 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.

The Peer Mediation Project paired Cooley students with middle and high school students, including the at-risk Lansing School District HOPE Scholars, to act as their mentors and to train them in mediation techniques.

Cooley has established The Thomas M. Cooley American Inn of Court under the aegis of the American Inns of Court. This active chapter meets nine times a year and its 81 members comprise local attorneys, judges, and Cooley law students. The purpose of the Inn is to promote professionalism through presentations by nine groups of nine members each and to create mentoring relationships between more- and less-experienced members. A monthly dinner and presentations promote professionalism, training, networking, and education in particular areas of the law.

A faculty member, who is a member of the Section Council of the State Bar of Michigan, has established a program that grants scholarships to law students to attend seminars organized by the Section. This allows students to gain firsthand experience with attorneys practicing in a particular area of law, fosters recognition

of the responsibility and benefits of continuing legal education, and also opens the door to networking for clerkships and post-graduation positions.

Faculty members and staff also report that they have and promote mentoring relationships with students they have come to know through class, during competitions, while acting as advisor to student groups, and while supervising them in teaching assistant positions. These faculty members report that their mentoring activities include offering advice about classes and coursework, academic concentrations, and career choices, taking a student along on *pro bono* work, lending books to a student, helping a student with civic board work, inviting the student to dinner, inviting the student to observe mediations and court appearances, and generally encouraging students to make the most of the opportunities they have. One faculty member summarizes his mentoring experience saying: “I recommend it to our colleagues as an incredibly rewarding experience.”

Legal Professionals in the Law School – exposure to professional behavior

Students respond well to “real lawyers” and they don’t always view faculty—even those who continue to practice law—as “real lawyers.” So bringing practicing attorneys into the school accomplishes the goal of getting students interested and, at the same time, provides a model of professionalism.

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 for the specific purpose of speaking about ethics.

The Professionalism Library is open to members of the bar, who are encouraged to use the facility for focused ethics study and research. We also use the library for Attorney Discipline Board hearings, an appropriate and compelling setting for reviewing unethical lawyer conduct.

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. Cooley has made office space available to ICBA in the classroom building, and ICBA’s luncheons for lawyers about updates to the law occur on campus and may be attended by students.

Each term for orientation, we ask a different member of the judiciary to administer the student oath to incoming freshmen. Those first-termers are awed by the presence of a robed judge, for whom they must rise. It helps bring a feeling of ceremony to the oath and to the entire orientation program.

Our Solo/General Practice Concentration faculty sponsor an annual meeting at Cooley during which students learn from such lawyers the pitfalls and satisfaction of solo practice.

A subcommittee of the faculty Committee on Professionalism, Disciplinary Procedures, and Honor Code has reached out to the State Bar of Michigan Character and Fitness Committee to get them involved in our admissions process and our orientation process. The presence of Character and Fitness Committee members in the building heightens the students’ interest.

The Ingham County Hearing Panel for the Attorney Discipline Board has been holding public hearings on attorney misconduct in the law school’s facilities. Students may attend.

We have successfully drawn many professional groups, such as the State Bar Representative Assembly, the Attorney Discipline Board, the Law Practice Management Section members of the State Bar of Michigan, and State Bar of Michigan members to sessions and meetings at Cooley. That brought many lawyers into the law school to view our facilities and hopefully become more comfortable here.

Professionalism Among Employees – it starts at home

When Cooley adopted the Professionalism Plan, we also adopted the set of principles that would guide the behavior of all members of the Cooley community from that day forward:

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.*

Characteristics of a Professional:

- *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 effect of your behavior*
- *behave in a way that will get a positive effect*
- *take into account the demands on and limitations of others*
- *commit to personal growth and learning*

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.*

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.*

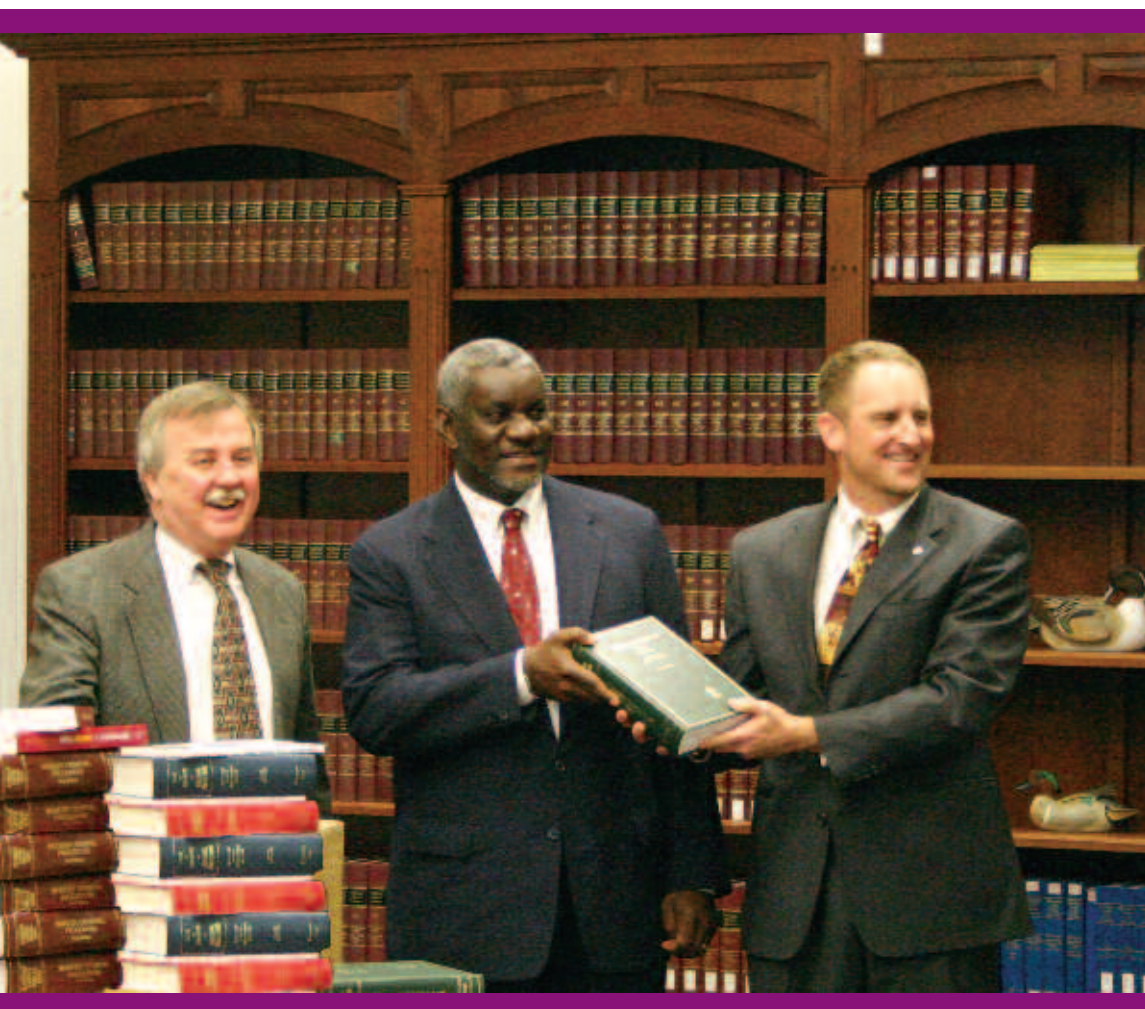
Since then, many administrative departments at Cooley have incorporated those principles into their hiring contracts and employee reviews. Additionally, through the respect, demeanor, and dress we demonstrate to each other in our jobs, faculty and staff promote professionalism as an example to our students and constituents. As an example, in our Operations Department, the director sent copies of the Professionalism Plan to his staff and followed it with an e-mail again stressing that we expect the maintenance staff to perform in a professional manner and to be professional in all their relationships with other staff members, vendors, and the general public. We also try to enter into relationships with vendors who display and have historically displayed a professional attitude in their relationship with us and other customers.

To help maintain a professional environment, the Academic Resource Center has instituted a policy that all graduate assistants must dress professionally during working hours. The ARC graduate assistants are also trained in how to deal with student clients in a professional manner, including effective ways of communicating, dealing with difficult students, conducting productive appointments, and understanding boundaries. In addition, one major goal of the ARC staff is to be a community of learners. Thus, Dr. Wilson teaches classes to the staff each term, covering topics such as content-area literacy, human memory, administering and interpreting the Nelson-Denny Reading Test, how to conduct effective discussions, and the nature, causes, and treatment of various reading disabilities. Staff members have also attended professional conferences to increase their skills, and they plan to attend more.

We have learned that we cannot demand professionalism from our students unless we model it ourselves—we have to walk the walk.



serving



Almost all of the law school textbooks in Liberia burned during the civil war. Sometimes 75 or more students share just a couple of text books. The Librarian Law Institute offers meaningful public service opportunities for Cooley students to participate in legal and humanitarian public service, while helping strengthen justice sector institutions in Liberia.

Public Service – giving back to the community

Service to the community has, more than any other undertaking, become institutionalized at Cooley Law School. Some of the regular, ongoing programs include the following:

Cooley Volunteer Corps

Cooley has institutionalized volunteer opportunities so students can easily locate an activity that interests them. The Cooley Volunteer Corps (CVC) is a program that matches organizations with law students who seek substantive volunteer experience. It is designed to foster law student community service and to encourage future lawyers to incorporate public service work into their careers. Any law student in good academic standing with the desire to gain valuable volunteer experience is eligible to participate. Students are required to sign a formal agreement stating that they will meet with a CVC advisor at least three times during the term, volunteer a minimum of 30 hours per term, or 30 hours per 10- to 12-week period, but no more than 20 hours per week, and submit an evaluation of their experience to the program administrator at the completion of the volunteer period. As mentioned above, the CVC is now housed in the Office of Professional and Career Development so that students will see it and think about volunteering even as they are looking for paying or for-credit jobs.²¹

Lansing Teen Court

One way to expose law students to real-life law is to develop a relationship with the local prosecutor's office that will allow the school to host the adjudication of criminal cases involving teenagers. The Ingham County Prosecutor's Office has such an agreement with Cooley Law School. That office screens and refers to the "Lansing Teen Court," juvenile offender cases involving youths ages 11-16. Local teenagers receive orientation and training and then act as jurors, while local judges and Cooley faculty reside as judges in the proceedings. The proceedings take place in Cooley's high-tech, state-of-the-art courtrooms. Cooley students, usually recruited from the Cooley Volunteer Corps, serve as respondent and victims' advocates, hearing observers, and as jury monitors during jury deliberations.²²

Liberian Law Institute

Students help collect law school textbooks for the University of Liberia School of Law. Almost all of the law school text books in Liberia burned during the civil war. Sometimes 75 or more students share just a couple of text books. The Institute offers meaningful public service opportunities for Cooley students to participate in legal and humanitarian public service, while helping strengthen justice sector institutions in Liberia.

Cooley For Kids

Each year, Cooley's Student Bar Association, Alumni Association, faculty, and staff raise and donate several thousand dollars to send 500 Lansing school children to a Lugnuts (local Class A baseball team) game, including a lunch at the game. Their teachers report that it is a great incentive to keep them in their summer school programs. The teachers also report that most of the participating children come from families that could not otherwise afford an outing to a professional baseball game.²³

Cooley 5K Race for Education

Every spring, Cooley organizes and sponsors a five kilometer run/walk race to benefit local schools and educational programs. Through the donations, volunteer help, and sponsorships of students, staff, faculty, alumni, and friends of Cooley, over \$30,000 has been donated to area schools in the last five years.²⁴

Will & Trust Kit Seminars

The State Bar of Michigan, AARP, the Michigan Attorney General's office, the Office of Financial & Insurance Services, and the Sixty Plus, Inc., Elderlaw Clinic at Cooley Law School have been giving presentations throughout the state about the dangers of falling victim to "will and trust kit" providers. The goal of the presentations is to give the public information to enable them to make informed decisions regarding their estate planning needs.²⁵

To find out what was going on in addition to these projects, faculty and staff at the school were surveyed to determine how much public service we were involved in both with our classes, and in our personal lives. The results overwhelmingly confirm that the culture of public service we hoped to create when we adopted the Professionalism Plan has indeed taken hold, and on a very personal level. Following are just some of the reported examples of what we are doing to give back:

- "I and eight other Cooley staff members, including librarians, the Career Services coordinator, the associate dean and other administrators, participated in one of three Adopt-a-Family initiatives on the Grand Rapids campus. We adopted a family of three with one on the way. The mother is 22 years old and has a six-year-old daughter, three-year-old son and another son expected in March. In the past six months the mother's apartment was condemned by city of Grand Rapids and she experienced kidney failure due to complications with her pregnancy. Her main wish from Cooley was that her two children would be given the gift of winter coats and boots. She requested nothing for herself. Cooley staff delivered two carloads of gifts that included a complete Christmas dinner; three boxes of non-perishable food items; coats, boots and toys for each of the children; winter outerwear for the mother; and a full layette with plenty of diapers for the new baby."
- "Last term with my Criminal Law class I started in week one by emphasizing that as attorneys we are expected to give back to the broader community, and so I expected their participation in class to reflect ideals of scholarship, professionalism, AND service. My students collected food for the poor during the holidays over three weeks (a trunkload of canned goods and non-perishables) and adopted poor families during Christmas to purchase presents for. I am also on the board of a private nonprofit community football league and I had several students come one Saturday to work concessions and sell T-shirts as a sign of service (seven students came and spent the day!)."
- "I am a board member and treasurer of a public charter school academy serving 350 minority disadvantaged children, am on the State Bar Representative Assembly, and am on a State Bar committee called Equal Access Initiative. I also involve students in our *pro bono* public interest litigation."

"My students collected food for the poor during the holidays over three weeks (a trunk load of canned goods and non-perishables) and adopted poor families during Christmas to purchase presents for."

- "I was advisor for the Weekend Law Alliance. One of their major goals was to do community service. For three years, they sponsored Christmas parties at the Salvation Army for needy children. I also am a member of Phi Delta Phi, a group that works to do a community service project each year."
- "I have done volunteer work for several community organizations, including Ingham Medical Center, WKAR, Shaarey Zedek, Hadassah, the Ingham County Probate Court, and Big Brother/Big Sisters. Several of our faculty members have won community awards for outstanding community service."
- "My present volunteer activity includes over 10 years of service as a member of the Board of the Greater Lansing Catholic Education Foundation (vice president, president, currently past president and Executive Committee member), including service as co-chair of the first and third Catholic Education Appeals to provide scholarships for low income children; appointment in August 2004 by Bishop Karl Mengeling of the Diocese of Lansing to the committee responsible for reviewing the recommendations of the Blue Ribbon Committee on Catholic Schools and to implement a Lansing Area Catholic Education System (regional school system); service as a member of the Big Brothers/Big Sisters Community Advisory Board, as well as *pro bono* counsel on administrative and human resources matters and oversight of collective bargaining negotiations and contract administration; assistant coach for a select soccer team; and fund-raising for the Lansing Catholic Central High School Music boosters and the Cougar Club (sports boosters)."
- "I do volunteer extensively and am a board member of the PTO organization at my daughter's school. I am also a 'leader' in the MSU Extension Office's Eaton County 4-H organization."
- "One of our graduate assistants coordinates the Angel Tree that appears in the Cooley Center lobby every Christmas. The Angel Tree is a way for people to donate clothing and gifts to children who have a parent in prison. Each year, Academic Resource Center staff contribute to that. Another graduate assistant organized a drive to collect items for orphan children in Africa, and the rest of the staff contributed by paying the shipping. We contribute to other charities and fundraisers throughout the year, such as the United Way, Sixty Plus, tsunami relief, and public radio and television."
- "I have had my classes adopt charities for over seven years. I believe I have collected in excess of \$6,000 over this time for charities the classes chose. I still have former students sending me blank checks with instructions to fill in the charity chosen for that term, so they can continue donating. In addition, each year at Christmas, my classes each adopt at least one family, collecting gifts, money and food. This year, I believe that Cooley adopted over 25 families."
- "I supervise the Peer Mediation Program which trains Cooley students in facilitative mediation and which then places those students in elementary schools in the Lansing School District to teach those same skills to elementary school students. The students we teach in the school district then utilize the skills to mediate conflicts in their schools. This year our Cooley students also conducted team building activities with the Youth in Government classes from the YMCA as well as day-long conflict management skills training."

The results overwhelmingly confirm that the culture of public service we hoped to create when we adopted the Professionalism Plan had indeed taken hold, and on a very personal level.

“I sit on the Board of Commissioners for the Lansing Board of Water and Light, a publicly held municipal utility which delivers water, steam, and electricity to customers in the greater Lansing area. I am the chairperson of the Lansing Education Advancement Foundation, a private, nonprofit organization dedicated to the financial supplementation of the education of Lansing Public School District children. I chaired the Citizen Bond Forum and the bond campaign which succeeded in passing a \$67.5 million bond to renovate all of the middle and high schools in the Lansing School District and to build the first new school in the city in over three decades. I sit on the Advent House Ministries Board of Directors, a faith-based day shelter for the homeless and I volunteer to help cook and serve dinner at the shelter monthly and breakfast on Christmas day. I participate in an annual fundraiser which nets (because we cook all the food and donate all the work) approximately \$50,000 for Advent House, Loaves and Fishes (another faith-based homeless shelter in the city which provides overnight shelter), Ballentine Stepping Stones (another faith-based homeless charity), and the Red Cross Food Distribution Center. I serve on the School Improvement Team for Lansing Eastern High School. I write, edit and produce the monthly *Quaker Band Newsletter* for the Eastern High School Band program. I teach the Junior High Sunday School class at St. Michael’s Episcopal Church. Last year I hosted a Japanese exchange student for six months.”

- “I currently serve on the board of directors at Hospice of Lansing. Also I am a board member of Child and Family Services, Capital Area. I serve on one of the Michigan Foster Parent Review Boards covering seven counties here in mid-Michigan.”
- “I promote Big Brothers/Big Sisters of Greater Lansing in class as a great way to make a commitment, change a life, become involved in the community and build a habit of *pro bono* activity. I have invited BB/BS to present to the student organizations for whom I serve as faculty advisor.”
- “I serve as faculty advisor to the Christian Legal Society, which nationally and locally emphasizes ethical conduct in every aspect of an attorney’s life. The national charter and the Cooley group both emphasize professional and personal ethics, including the importance of *pro bono* activity. We have devoted at least one meeting every year since I became the advisor five or six years ago to professional ethics. The group sponsors the annual Angel Tree, which allows the Cooley community to purchase gifts requested by the children of prison inmates and send the gift to the child under the name of, and with a note from, the incarcerated parent. The CLS also has engaged in group nonprofit for the Greater Lansing Food Bank and at the Lansing Rescue Mission.”
- “My class and I adopted a family through the Salvation Army for the holidays. I have donated presents to the Angel Tree. I do significant *pro bono* work for the ACLU: 30-40 hours per year. I volunteer for Habitat for Humanity, Mid-Forest Lodge Communications Committee, and Dixboro Cooperative preschool—including organizing a toy drive for Mott’s Children’s hospital.”
- “I have provided *pro bono* representation to Big Brothers/Big Sisters of Greater Lansing. I have periodically provided counsel to other nonprofit organizations, some through the former Cooley Clinic. I also have counseled some church-related organizations, most significantly the Parent Service Organization of St. Martha School as it organized and began raising funds for the school. I currently am counseling the Capitol Area Higher Education Network in its exploration of whether to organize as a 501(c)(3) not-for-profit corporation.”
- “I do public service work for the Oakland County Women’s Survival Center, I sit on the Oakland County HELP Collaborative Legal Aid Task Force, and I am a member of the Oakland County Bar Association Diversity Committee. I contribute \$300 to the State Bar of Michigan Access to Justice in lieu of direct *pro bono* work.”
- “I do a bit of volunteer work for my church and for the Heritage Hill Association, a local neighborhood group.”
- “Last fall I was appointed to a second term as a member of the city of Birmingham’s three-member Board of Ethics. The Board of Ethics handles complaints or requests for advisory opinions about violation of, or compliance with, the city’s ethics ordinance.”
- “I recently gave a four-day extension on the due date for a class paper. The Portland Community Arts Council (a nonprofit organization) held the Portland Plunge as an arts council fundraiser. Each of my two classes was given the opportunity to extend the entire class’s deadline if they (1) got a volunteer from the class to take the plunge (a polar dip) and (2) raised the required entry fee within the class (each person came up with about \$2 to pay the minimum pledge amount). Both classes took the challenge.”

- “My past public service includes *pro bono* legal representation of both individuals and nonprofit organizations; five years on the Board of the Volunteer Center of Greater Lansing (vice president); six years on the Board of Big Brothers/Big Sisters of Greater Lansing (secretary, vice president, and president); membership for four years on my church’s Education Commission (vice chair and chair) and two years on the Pastoral Council; four years of service on the United Way’s Youth Services sector Grants and Allocations Committee (reviews agency proposals and recommends grants to the board); one year each coaching youth soccer and basketball in the Okemos Community Education programs; three years as head coach of a boys basketball team and one year as head coach of a girls basketball team in East Lansing’s ELRA programs; four years as coach of a St. Thomas Aquinas girls basketball team (fourth grade to eighth grade, three years as head coach); and instructor for the past three years at the St. Thomas Aquinas summer youth basketball camps.”
- “Since 2003 [when the Grand Rapids campus was established], Grand Rapids students and staff have volunteered on a regular basis to help build homes for Habitat for Humanity. One of our students initiated this program and continues to coordinate the work dates.”
- “Although I teach my students that community service is critical to professionalism, I try to get them to come up with the notion of acting it out. For example, I sometimes have a contest to articulate and cite to the Model Rules of Professional Conduct the most ethical violations in a movie and I award a \$100 prize to the student who wins. The last time, the student chose to donate the \$100 to the Beekman Therapeutic Horseback Riding Program.”
- “I do all sorts of work with the Bar: Past chair, ex-officio council member, Elder Law & Advocacy section; Chair-elect, Consumer Law section; council member, Ad Law section; law school liaison, Probate & Trust section; member, Unauthorized Practice of Law Committee; chair, Legal Education & Professional Standards Committee Administrator of a bit more than a half-dozen listservs for the Bar Chair, ICBA Publications committee. We publish BRIEFS. Co-chair, elder law task force for the Michigan Poverty Law Program. Present often for the M-Team, an aging advocates group, mainly social worker type-members. Senior exploitation and abuse quick response team frequent participant. State TRIAD, a group of law enforcement and seniors.”
- “Grand Rapids faculty and staff participated in the United Way Day of Caring in 2004. They donated their time to paint a wall outside the Mel Trotter Mission, a homeless shelter located near the Grand Rapids campus.”
- “I offer *pro bono* services, giving legal advice on a walk-in basis, for two hours per week at the local soup kitchen Degage Ministries. I have served 97 people in the past four months.”
- “I have had two classes adopt families, have had three classes participate in an elementary school book drive, and have had one class participate in an effort to investigate prisoner ID legislation (special project).”
- “Together, we raised \$5,000 for Tsunami Relief Donations.”

Faculty, students, and staff donated new and gently used books for Straight Elementary, a Grand Rapids Public School (pre-K through 1st grade) within a few blocks of the Grand Rapids campus.

- “The Grand Rapids Student Bar Association has, since its inception in 2003, collected food donations every semester for God’s Kitchen, a Grand Rapids-based soup kitchen that offers daily hot lunches, delivers meals through a Meals on Wheels program, and provides groceries to low-income families. Faculty, students, and staff volunteered to work at Soup’s On, a large community fundraiser for God’s Kitchen, in 2004 and again in 2005. The SBA also organized the first annual Equal Access Day Book Drive in January 2005. Faculty, students, and staff donated new and gently used books for Straight Elementary, a Grand Rapids Public School (pre-K through 1st grade) within a few blocks of the Grand Rapids campus. Because the public schools have limited funds to purchase books, the community has been asked to help with donations to improve and update school libraries.”
- “I am a driver one to three times a month for Meals on Wheels, a program of the Tri-County Office on Aging. I participated in the Salvation Army Adopt-a-Family program this past December. In February 2005, I went to Costa Rica with Habitat for Humanity to build a home.”
- “Grand Rapids students serve as volunteers with the Legal Assistance Center (LAC) in Grand Rapids. The LAC is a nonprofit organization sponsored by the Grand Rapids Bar Association which provides answers to the public’s legal questions, self-help forms and materials, and referrals to community agencies and qualified attorneys. We currently have four student volunteers.”
- “I sit on a local hearing panel for the Attorney Discipline Board and on the district committee of the State Bar of Michigan Character and Fitness Committee.”
- “Cooley students, faculty, and staff adopted several low-income families in Grand Rapids over the 2004 holidays, and delivered gifts and groceries for a holiday dinner.”
- “I do public service work for the Oakland Women’s Survival Center, I sit on the Oakland County HELP Collaborative Legal Aid Task Force, and I am a member of the Oakland County Bar Association Diversity Committee.”
- “I am Past President of Ingham County Bar Association; Past President of Legal Aid of Central Michigan; Past President of Women Lawyers Association of Mid-Michigan; former member, Attorney Discipline Board for the State of Michigan; former member, State Bar of Michigan Subcommittees on Professional and Judicial Ethics; former member, Ingham County Friend of the Court Advisory Committee and Court Improvement Program, State Court Administrator’s Office. As part of Sunday School teaching, I have my Sunday School class adopt a child of a prisoner from the Cooley Angel Tree in the lobby and we go buy a coat and a CD player for that individual. We run the Food Bank from our church every fourth Saturday.”

By practicing what we preach, we are able to offer genuine examples to our students of how to live lives of service. Likewise, our students are often showing us the way and inspiring us to continue to give.

By practicing what we preach, we are able to offer genuine examples to our students of how to live lives of service. Likewise, our students are often showing us the way and inspiring us to continue to give. Teaming up with them is the most gratifying way to serve, model appropriate behavior, and reap the rewards together.

reaching out

and beyond the law school



The mission of the Thomas M. Cooley Law School mandates that Cooley graduates understand and embrace the legal, moral, ethical, and professional responsibilities of lawyers. The activities at the Liberian Law Institute help develop a sense of professional responsibility in our students, including the responsibility to serve society selflessly.

Liberian Law Institute – helping establish the rule of law

Cooley's Liberian Law Institute is dedicated to supporting governance under the rule of law in Liberia and around the world.

The United States and the Republic of Liberia share a unique legal history. In the 1800s, former American slaves founded Liberia on the coast of West Africa. Eventually, the Liberians adopted the common law of the United States and formed a justice system similar to our own. The current constitution of Liberia is almost identical to that of the United States. Power under this constitution is theoretically divided between three branches: executive, legislative, and judicial.

Following a devastating seven-year civil war, the Republic of Liberia held elections in 1997. At that time, the people of this fractionalized war-torn republic embarked upon what has turned into a painful journey toward functional democracy. President Charles Taylor, a former warlord, began his administration by publicly embracing the idea of a constitutional democracy under the rule of law. In practice, however, significant executive branch oppression of basic fundamental rights continued in Liberia. In 1999, new fighting erupted between rebels and government forces and continued until a UN-brokered peace created a new interim government. Through the continued civil unrest and executive branch oppression of individual rights, the people and lawyers of Liberia remain hopeful. Through it all, the lawyers carry on their country's arduous struggle for good governance under the rule of law. With the new interim government and optimistic prospects for a free and fair election, hope is alive.

In spite of our historical legal ties, and the tremendous need, at the time of the Institute's formation, no other law school in the United States had a program associated with Liberia. Moreover, no American law school possesses any recent Liberian statutory law or case law.



In 2004, the Institute provided assistance for creating democracy and governance under the rule of law by:

- continuing to edit volumes of the *Liberian Law Reports* (compilation of an annotated version of the Liberian Supreme Court Opinions);
- delivering a presentation “Ethics, Democracy, and the Rule of Law in Liberia II,” at a U.S. State Department program for U.S. members of the UN police force in Liberia (Washington, D.C.);
- delivering a presentation, “Ethics, Responsibility, and the Restoration of Functional Democracy in Liberia,” to representatives of the federal judiciary, the Administrative Office of the United States Courts, the U.S. Department of State, U.S. Department of Justice, and the U.S. Agency for International Development;
- preparing a report for a 2005 American assessment team headed to Liberia: “A Review of the 1999-2000 United States Democracy & Governance/Rule of Law Program for Liberia—with Suggestions for 2005;”
- collecting law school textbooks for the University of Liberia School of Law: Almost all of the law school text books in Liberia burned during the civil war. Sometimes 75 or more students share just a couple of text books. During 2004 the Institute continued to oversee a project where Cooley students donated their old law texts. Arrangements were made for shipment to the law school in Liberia (shipment was previously postponed due to conditions in Liberia);
- establishing meaningful public service opportunities for Cooley students to participate in legal and humanitarian public service. While participating, Cooley students helped strengthen justice sector institutions in Liberia; and
- establishing a distinguished informal advisory board for the Institute.²⁶

Testimony/Consultation with Governments – ethics and professionalism world-wide

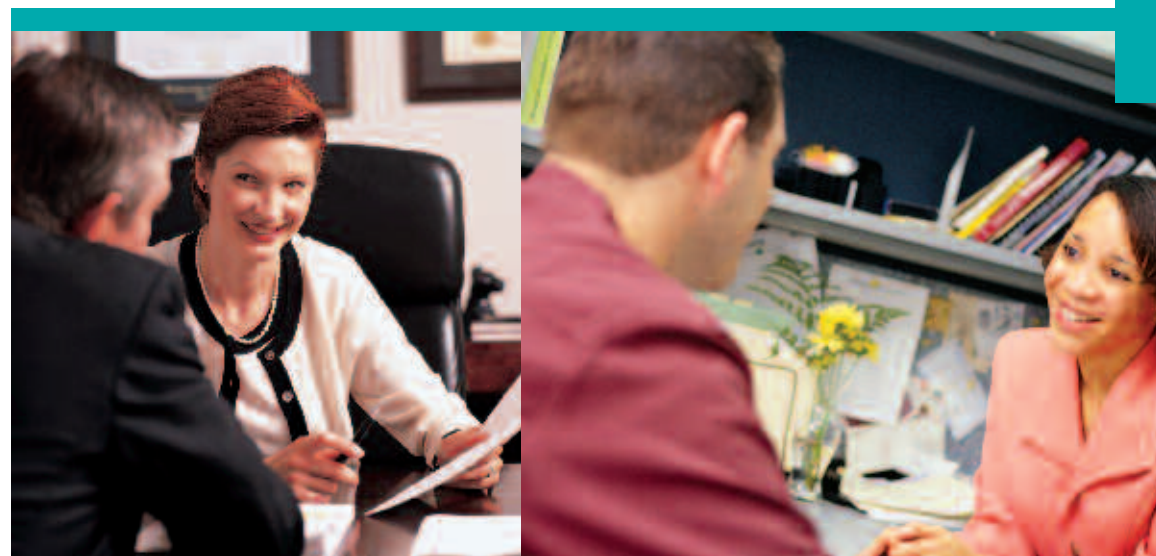
The Center for Ethics and Responsibility, through Professor William Wagner, spoke at world conferences and provided rule of law assistance here and around the globe as follows:

- Organized and presented an International Legal Ethics/Anti-Corruption Symposium in the Middle East for the U.S. Agency for International Development (USAID). The symposium served as part of a USAID Rule of Law Program and included a number of international ethics/anti-corruption presentations to prosecutors and judges, including Institutional Integrity and Public Sector Reform—Personal and Professional Ethics, Effective Investigative Techniques in Corruption Cases, Effective Trial Techniques in Corruption Cases, International Law and the Investigation of Corruption. The conference was attended by government officials from the West Bank and Gaza, where their first elections were scheduled. 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 U.S. Agency for International Development.
- Provided written testimony to the House of Lords of the British Parliament concerning the amicus brief written for the U.S. Supreme Court concerning an Oregon case involving assisted suicide, on behalf of a coalition of groups opposed to assisted suicide. The brief focuses on the ethical issues raised when doctors help patients commit suicide and whether that is actually practicing medicine or law, for that matter. Professor Wagner submitted The Case against Assisted Suicide and Euthanasia, written evidence before the Parliament of the United Kingdom, House of Lords Select Committee on Assisted Dying for the Terminally Ill Bill (January 17, 2005).

- Delivered a presentation on Ethics, Democracy, and the Rule of Law in Liberia at a U.S. State Department program for U.S. members of the United Nations police force in Liberia (Washington, D.C.).
- Delivered a presentation on Ethics, Responsibility, and the Restoration of Functional Democracy in Liberia at a program for representatives of the federal judiciary, the Administrative Office of the U.S. Courts, the U.S. Department of State, U.S. Department of Justice, and the U.S. Agency for International Development.
- 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.
- Delivered presentations on Codes of Conduct, Virtue, and the Ethical Practice of Law, and on Ethics and the Practice of Public Interest Constitutional Law at a conference of civil rights lawyers in Yucatan, Mexico.
- Presented on Oath, Ethics, and International Law, and on An Ethical Analysis and Strategic Response to International Law at an international conference of civil rights lawyers in Laguna Niguel.
- Presented on the impact of ethics rules on civil rights cases for the Alliance Defense Fund in Cancun, Mexico.

Ethics Seminars for Law Firms – keeping lawyers current

Professors Vestrand and Wonch conducted ethics seminars at law firms around the state. Law firms became interested in our expertise on lawyer ethics after viewing our presentations of the Professionalism Plan and hearing our faculty members teaching CLE courses and making other bar presentations. 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 that requested them.



Teaching Ethics Outside the School – *giving back to the profession*

We conducted ethics seminars for the Institute for Continuing Legal Education. Professor 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 at county and local bar associations around the state and held some sessions of the State Bar of Michigan's annual meeting at Cooley.

Professor 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.

Professors Vestrand and Wonch conducted ethics seminars at professional associations around the state that asked for training in their ethical obligations. We offered these seminars for free to any association that requested them.

We also spoke about ethics and professionalism for the American Bar Association. In August 2004, Associate Dean Timmer spoke on Teaching Professionalism in Law School as part of a panel at the ABA EXPO in Atlanta, Georgia to a nationwide audience of lawyers, law schools, and judges. Professor Wagner gave a presentation on The Importance of Teaching Ethics in Law School to the ABA Standing Committee on Professionalism in San Antonio, Texas.



Over the last five years, there has been an increasing demand from all kinds of groups to learn more about ethics, probably due to the national news of corporate accounting scandals. We decided that we as law professors should make ourselves available as often as possible to give free lectures and consultation about ethics requirements and expectations to various groups.

the future



We learned that ethics and professionalism are actually popular—they take off in a law school like wildfire. Perhaps the timing was such that we capitalized on the growing dissatisfaction of both the law school and our students with the apparent lack of professionalism training in the students' earlier endeavors. Perhaps law students anticipate that employers will care about their professionalism; we're certainly telling them that based on what employers are telling us. Perhaps students are fed up with the lack of professionalism they see in today's famous lawyers. Perhaps they are driven by a resurgence in idealism following a long dry spell. And maybe they incorporated professionalism into their lives because their law school just kept talking about it and doing it. We believe it was the latter.

What we know for sure is that the more we offer, the more our students seem to crave it. They have been our impetus and our **inspiration** for much of what we have done. The lesson to others is to just do one thing—anything from this document or anything else you think will work in your law school—and more will follow. Just keep repeating a constant message that **professionalism matters**. We must end where we began three years ago when we were inspired by the words of former Harvard Dean Roscoe Pound who cautioned that just because the legal profession may provide a means of **livelihood** makes it no less a public service. We believe our law school has a duty to make that sentiment come to life.

endnotes

¹This document is a compilation and summary of the descriptions of programs as written by the people who run those programs. Please see later endnotes for the names of people who wrote the descriptions and run the programs.

²Cooley's Strategic Plan Mission Statement directs that we, among other things, ensure our students understand and embrace the legal, moral, ethical, and professional responsibilities of lawyers.

³For a copy of the Professionalism Plan, or for more information about it, contact Associate Dean of Students and Professionalism Amy Timmer at the Thomas M. Cooley Law School.

⁴The members of the Professionalism Department at Cooley are Professor Peter Kempel, Professor and Assistant Dean of Faculty at the Grand Rapids campus Nelson Miller, Professor Martha Moore, Professor and Associate Dean of Students and Professionalism Amy Timmer, Professor William Wagner, Professor and Assistant Dean of Faculty at the Oakland campus Joan Vestrand, and Professor Nancy Wonch.

⁵Following is an update on implementation of the 18 initiatives of the Professionalism Plan.

1. Reshape the class on Professional Responsibility.

Completed. The syllabus for the Professional Responsibility 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 résumé, 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, which will be piloted in the fall of 2005 at the Oakland campus, 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. Associate Dean Vestrand is reviewing the paper portfolio prototype designed by Associate Dean Timmer for a pilot program at the Oakland campus in Michaelmas Term 2005. The paper prototype can also be used to guide the computer people who will design an electronic version of the program.

The student would begin working on the portfolio during orientation week. The portfolio would consist of things the students are already required to do as part of their school responsibilities and class work, and would include such additional items as a personal code of conduct, public service, and other steps taken toward professional development. The portfolio contains 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 stu-

dents is that they would graduate with a professionally created portfolio that they could use to present themselves for jobs.

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, the Professional Development Program. This council is composed of the people who are involved in running those initiatives and the clinical programs. The Professional Development Program 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. Professor Wonch will be creating modules that incorporate ethics into curriculum topics to offer to faculty departments. Professor Wonch has begun work on the Manual to Infuse Ethics into the Curriculum. She has the syllabi for many of the core courses and some of the textbooks. Professor Wonch has been asked by the *Michigan State Bar Journal* to submit an article on the manual once it's finished.

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.

Professor Wonch will be unveiling a new two-credit elective seminar in the fall of 2005 on Facilitative Community Mediation. This course will span two terms and will require Cooley students to undertake 16 hours of training in facilitative mediation. Following their training, these students will then spend six or more hours training Lansing School District elementary students in facilitative mediation and conflict resolution so that these elementary students can help their peers settle their differences. Over two terms, the Cooley students will act as mentors to the elementary students who are resolving conflicts. Cooley students will also research and write a 20-page paper on facilitative mediation from an aspect that interests them.

Each member of the Professional Responsibility 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. Also, when Professor Wonch has completed the modules in her Manual to Infuse Ethics Into the Curriculum, each faculty department will receive the module for members' feedback and will be reminded of their liaison's availability to help teach that module in their classes. Following are the liaison assignments:

Business Organizations, Taxation, and Wills:	Peter Kempel
Civil Procedure and Evidence:	Martha Moore
Constitutional and Administrative Law:	William Wagner
Contracts and Sales:	Nelson Miller
Criminal Law and Procedure:	William Wagner
Property and Secured Transactions:	Martha Moore
Torts and Remedies Law:	Nelson Miller
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 ongoing. 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' résumés, 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 will have their résumés on file with a volunteer bank to be maintained by ICBA. Student volunteers 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 takes the student to court or to client conferences, and has the student help with such things as pleading preparation. The ICBA member mentors the student.

- At the end of the volunteer experience the ICBA member provides a letter of recommendation to an ICBA clerk bank, which would feature third-year Cooley students who have 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.

Through the American Inns of Court we have established a Cooley Inn of Court at the Lansing campus that promotes professionalism mentoring between members of the bar and law students. At the Oakland campus, Assistant Dean Vestrand is a member of the Oakland County Bar Association Inn of Court and she regularly invites Oakland campus students to its meetings.

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 students, including the at-risk 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 are looking at an opportunity for Cooley students to mentor juveniles with criminal records who are housed at Camp Highfields.

6. Monitor professionalism of students.

Completed and ongoing. 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.

The Department Council is considering a Code of Conduct that students must follow in the classroom.

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

Completed and ongoing. See Initiatives #3 and #4 above. The "portfolio course" may address many of the issues originally planned for inclusion in this course.

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.

Professor Wonch will be unveiling a new two-credit elective seminar in the fall of 2005 on Facilitative Community Mediation. This course will span two terms and will require Cooley students to undertake 16 hours of training in facilitative mediation. Following their training, these students will then spend six or more hours training Lansing School District elementary students in facilitative mediation and conflict resolution so that these elementary students can help their peers settle their differences. Over two terms, the Cooley students will act as mentors to the elementary students who are resolving conflicts. Cooley students will also research and write a 20-page paper on facilitative mediation from an aspect that interests them.

We may create 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, Professor Martha Moore joined the Professional Responsibility Department and will assist with implementing the Professionalism Plan. Assistant Dean and Professor Nelson Miller joined the Grand Rapids campus teaching Torts, but also contributes significantly to our professionalism efforts.

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

Completed and ongoing. 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 judge administered the commitment at the recent Michaelmas 2004 orientation and, since then, we have rotated Michigan judges to administer the commitment at orientation.

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 ongoing. The Center for Ethics and Responsibility'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.

The Professionalism Library is open to members of the bar, who are encouraged to use the facility for focused ethics study and research. We also use the library for Attorney Discipline Board hearings, an appropriate and compelling setting for reviewing unethical lawyer conduct.

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. Cooley has made office space available to ICBA in the classroom building, and their luncheons for lawyers about updates to the law occur on campus and may be attended by students.

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

We have successfully drawn many professional groups, such as the State Bar Representative Assembly, the Attorney Discipline Board, the Law Practice Management Section members of the State Bar of Michigan, and State Bar of Michigan members, to sessions and meetings at Cooley. That brought many lawyers into the law school to view our facilities and hopefully become more comfortable here.

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.

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 using our facilities for their board meetings and has already begun to use them for hearings. Associate Dean Timmer is now chair of an Ingham County Hearing Panel for the Attorney Discipline Board and holds these public hearings in the Cooley facilities. Students will be invited to attend.

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 has suggested that their office might best help by consulting on an as needed basis.

Associate Dean Timmer is also on the District E committee of the Character and Fitness Committee of the State Bar of Michigan and will work toward holding those hearings in Cooley facilities.

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

In progress. The student Mediation Rules Committee has drafted the rules for a student-run mediation board. Professor 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 meeting enthusiastically and working on their project while Professor Wonch reviews the draft rules.

Professor Wonch does extensive training of Cooley students in peer mediation. Cooley students trained to be peer mediators help teach conflict resolution, in ongoing 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 students;
- Youth in Government participants who are middle school students from all over the state who participate in a number of experiences, including conflict resolution training;
- the 55th District Court Mediation Project participants in which those district judges 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 the Board of Directors 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 employment. This will be accomplished through the Professional Development Program. The Career Services Office may create a center for 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 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 PPOs—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 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.

Underway. This initiative was not scheduled to get underway until we had implemented our own Professionalism Plan at Cooley and learned the lessons that we will pass on to others. We have reached that point. Associate Deans Paul Zelenski and Amy Timmer have begun discussions about the concept of the Institute, and Associate Dean Timmer will be fleshing out a business plan for it.

⁶For more information on the Professional Responsibility course, contact Professor and Assistant Dean of Faculty for the Oakland campus Joan Vestrand at the Thomas M. Cooley Law School.

⁷For more information on the Manual to Infuse Ethics into the Law School Curriculum, contact Professor Nancy Wonch at the Thomas M. Cooley Law School.

⁸For more information on the Facilitative Community Mediation seminar, contact Professor Nancy Wonch at the Thomas M. Cooley Law School.

⁹For more information on the Center for Ethics and Responsibility, contact Professor William Wagner at the Thomas M. Cooley Law School.

¹⁰For more information on the Professionalism Library, contact Professor William Wagner or Associate Dean of Libraries Duane Strojny at the Thomas M. Cooley Law School.

¹¹For more information on the Journal of Ethics and Professionalism, contact Professor William Wagner at the Thomas M. Cooley Law School.

¹²For more information on the Professional Development Program, contact the Director of the Office of Career and Professional Development Bernice Davenport at the Thomas M. Cooley Law School.

¹³For more information on law student mediation community service, contact Professor Nancy Wonch at the Thomas M. Cooley Law School.

¹⁴For more information on the Portfolio Project, contact Professor and Associate Dean of Students and Professionalism Amy Timmer at the Thomas M. Cooley Law School.

¹⁵For more information on the Professionalism and Career Review, contact Professor and Associate Dean of Students and Professionalism Amy Timmer at the Thomas M. Cooley Law School.

¹⁶For more information on the Commitment to Honor, contact Professor and Associate Dean of Students and Professionalism Amy Timmer at the Thomas M. Cooley Law School.

¹⁷For more information on the Luncheon Lecture Series, contact Professor William Wagner at the Thomas M. Cooley Law School.

¹⁸For more information on the update of the Honor Code, contact Professor Nancy Wonch at the Thomas M. Cooley Law School.

¹⁹For more information on the ethics symposia, contact Professor William Wagner at the Thomas M. Cooley Law School.

²⁰For more information on the Academic Resource Center, contact Professor Jeanette Buttrey at the Thomas M. Cooley Law School.

²¹For more information on the Cooley Volunteer Corps, contact Director of the Office of Career and Professional Development Bernice Davenport at the Thomas M. Cooley Law School.

²²For more information on Cooley's Teen Court, contact Professor Marj Russell at the Thomas M. Cooley Law School.

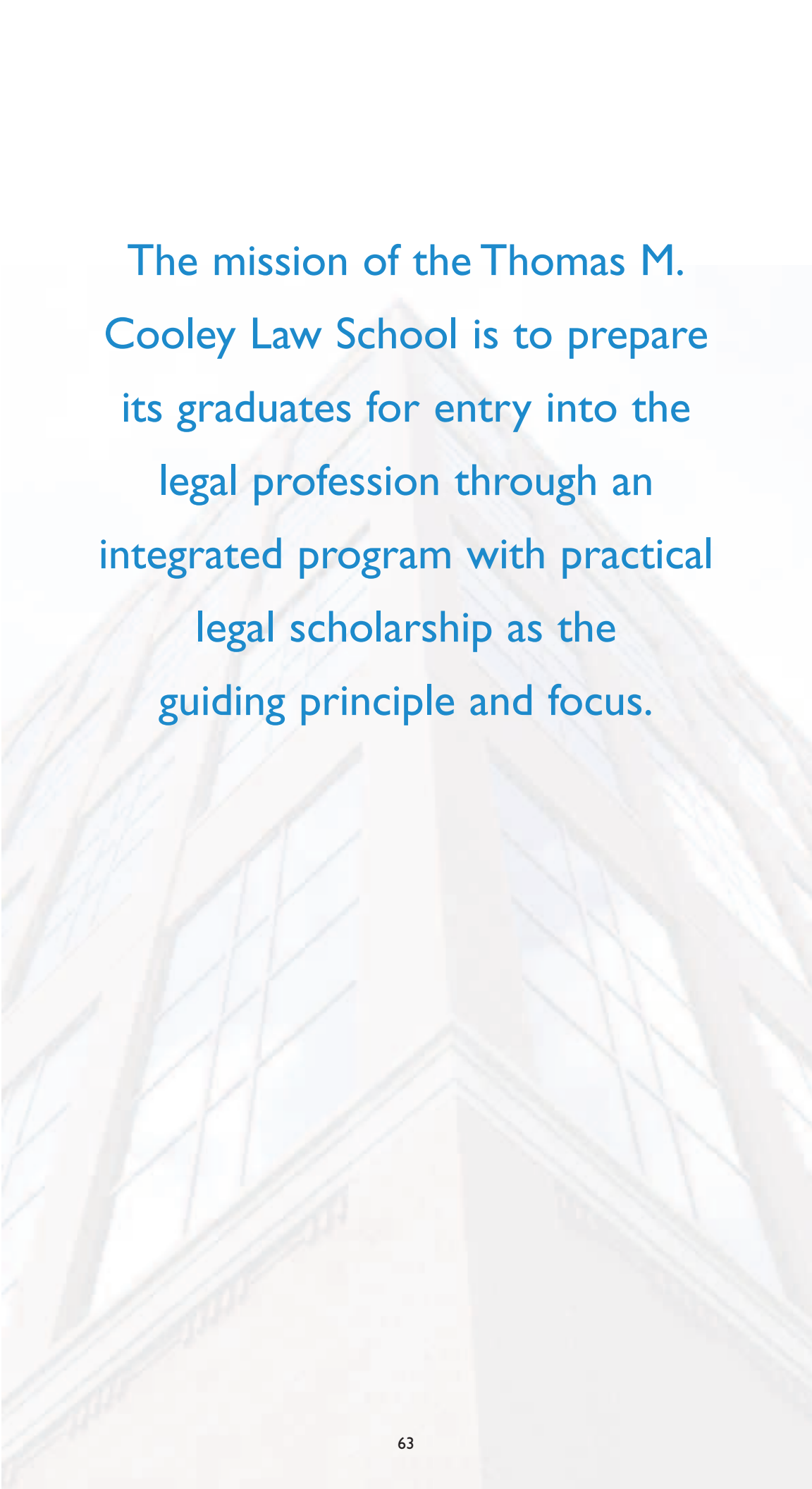
²³For more information on Cooley For Kids, contact Tony Alvarado at the Thomas M. Cooley Law School.

²⁴For more information on the Cooley 5K Race for Education, contact Director of Marketing Terry Carella at the Thomas M. Cooley Law School.

²⁵For more information on Will & Trust Kit Seminars, contact Professor Gray Bauer at the Thomas M. Cooley Law School.

²⁶For more information on the Liberian Law Institute, contact Professor William Wagner at the Thomas M. Cooley Law School.

For more information on Cooley's professionalism efforts, contact Cooley Law School Professor and Associate Dean of Students and Professionalism Amy Timmer at timmera@cooley.edu



The mission of the Thomas M. Cooley Law School is to prepare its graduates for entry into the legal profession through an integrated program with practical legal scholarship as the guiding principle and focus.

When Cooley Law School began in 1972, it was unmatched by any other law school for its founders' radical idea that graduates would have the practical skills necessary for a seamless transition from academia to the real world. Cooley continues to celebrate its growth and success of 10,000 graduates across the nation who are making their marks on society in ways both great and small. Some practice law; some teach it. Others have used their legal education as a kind of passport, enabling them to take a fork in the road that, in the words of poet Robert Frost, "made all the difference."

