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MESSAGE FROM THE CHAIR

Dear AALS Colleagues,

The Section on Part-time Division Programs, now in its second year as a provisional AALS section, is more significant than ever as law schools continue to accommodate students who may not be able to attend full time. Several law schools are expanding their programs to offer opportunities to students who wish to attend on a part-time basis. Moreover, part-time legal education makes law school a more attractive and viable option for students who may have limited financial resources, be embarking on career changes or raising children. These students all greatly enhance law school communities with their varied life experiences and backgrounds. By offering part-time programs, we diversify, and thus greatly enrich, our law school populations. We not only make it possible for students with other demands to obtain law degrees but also provide opportunities for all students - both full and part-time - to gain understanding and experiences that will augment their roles as attorneys and leaders.

This year at the AALS 2004 Annual Meeting, the Section on Part-time Divisions will present a panel on Clinical Education for Part-time Programs. Clinical experience, while often the most rewarding and legally relevant aspect of a law school education, was once thought to be impossible for part-time students. However, there are now law schools all over the country that are running successful clinics for part-time students. Clinic areas include: family law, civil practice, community development, criminal law, tax, advocacy for the elderly, appellate practice, and disability law.

We are fortunate to have four top clinical educators joining us in Atlanta in January: David Chavkin, Washington College of Law, American University; Michele Gilman, University of Baltimore School of Law; Arthur Leavens, Western New England College of Law; and Raven Lidman, Seattle University School of Law. I hope many of you will join us on January 5th at 10:30 am to hear more about clinical opportunities for part-time students and effective ways to run clinics for this population.

The Section on Part-time Division Programs maintains a website at www.law.capital.edu/parttime. I invite you to learn more about us and hope that you will consider joining our section. We are still a relatively young section, and we welcome your input and suggestions.

Part-time legal education has been and will continue to be vital to the economic growth of our communities. Part-time programs help men and women make career changes, fulfill life-long dreams, and positively impact themselves, their employers, and their communities, regardless of the status of their personal lives. Access and opportunity are the hallmarks of law schools with part-time divisions. It is our hope that as legal educators we will continue to find innovative ways to welcome and incorporate the non-traditional student into our law schools.

On behalf of the Executive Committee, I appreciate your interest and wish you all a successful academic year.

Sincerely yours,

Gilbert A. Holmes
Chair, Section on Part-time Division Programs
Dean and Professor of Law,
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2004 AALS Annual Conference Atlanta, Georgia

Section on Part-time Division Programs
Presents:

Clinical Education for Part Time Programs

Monday, January 5, 2004

10:30am – 12:15pm

Moderator: Sharlene W. Lassiter
Northern Kentucky University
Salmon Chase College of Law

This program will focus on the possibilities for clinical education for our part-time students. Providing such opportunities for part-time students can be a challenge, particularly our evening students, most of whom have – as we say – day jobs. However, a commitment to equal curricular opportunity for all of our students, part-time as well as full-time, requires us to regard our part-time students' limited availability as the starting point and not the unfortunate end of the search for an appropriate clinical experience. Several law schools have successfully initiated clinical programs designed to accommodate, or to be principally for, part-time students and their schedules, and our panelists will discuss their respective experience in this regard. Our hope and intent is that the panelists will merely start the discussion and that those attending will share information about their law school's innovations and experience with clinical education for their part-time students. The Section Business meeting will immediately follow the program.

PANELISTS:

David Chavkin

American University
Washington College of Law

Professor Chavkin is an experienced clinical teacher who is a recognized expert and innovator in clinical legal education. Prior to entering law teaching in 1990, he practiced in a wide variety of public-interest contexts, including serving as Managing Attorney for the National Health Law Program; Deputy Director, Office of Civil Rights, U.S. Department of Health and Human Services; Maryland Assistant Attorney General; Executive Director, Maryland Disability Law Center; and Maryland Assistant Public Defender. Professor Chavkin has taught at several law schools and since 1997 has taught the Civil Practice Clinic and related courses at American University's Washington College of Law.

Michele Gilman

University of Baltimore School of Law

Professor Gilman has been a clinical educator since 1998, before which she practiced at the Washington, D.C. firm of Arnold & Porter and then as a trial attorney in the Civil Rights Division at the Department of Justice. At Baltimore, Professor Gilman teaches in the Civil Advocacy Clinic, as well as related courses, and she has served as the Acting Director of the law school's Community Development Clinic, where she taught and supervised students in their transactional and corporate representation of non-profit groups and community organizations.

Arthur Leavens

Western New England College School of Law

Professor Leavens currently serves as Associate Dean at Western New England. For 15 years prior to becoming Associate Dean, half of his teaching was in the Criminal Law Clinic, first supervising and teaching a criminal defense clinic and then a prosecution clinic. Prior to entering teaching, Professor Leavens practiced at the New York firm of Paul, Weiss, Rifkind, Wharton & Garrison and then as a staff attorney for the D.C. Public Defender Service. While at Western New England, he took a sabbatical leave and practiced as a Special Assistant District Attorney in Springfield, Massachusetts.

Raven Lidman

Seattle University School of Law

Professor Lidman has been in clinical law teaching since 1987, for the last 15 years at Seattle University School of Law. Before her teaching career, Professor Lidman practiced first as a staff attorney and as Managing Attorney at the Puget Sound Legal Assistance Foundation in Olympia, WA. and then with the Olympia firm of McPhee & Pope. Professor Lidman currently teaches two clinics, the Law Practice Clinic and the International Human Rights Clinic.

We hope to see you at the Conference and at this program.

MEET THE 2003 EXECUTIVE COMMITTEE

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2004 AALS ANNUAL CONFERENCE

Mark your Calendar!
Monday, January 5, 2004

10:30 a.m. – 12:15 p.m.

**Section on Part-Time
Division Programs presents:**

**Clinical Education:
Extending the Opportunity to Part-Time Students**

ADMISSIONS AND MARKETING FOR PART-TIME PROGRAMS: WHAT ARE WE DOING AND HOW ARE WE DOING IT?

As part of last fall's newsletter for the Section on Part-time Division Programs, we included a survey designed to find out what approaches and strategies are being employed by law schools with part-time programs. While hardly scientific, the results are interesting.

Of the 60 or so AALS member law schools with significant part-time programs, that is with at least 50 part-time students, 21 responded to the survey. All of the 21 respondents offer part-time evening programs, and two-thirds of them also offer part-time day opportunities, 13 during the weekdays and one (an LLM only program) on the weekends.

On the question of admission standards for part-time students, there was unanimity – the same standards are applied to applicants to the part-time program as to applicants to the full-time program. Each school reported that from LSAT and GPA to the other, more subjective, factors, the review is the same for each set of applicants.

The consensus broke down when the survey turned to recruitment or marketing efforts. Conventional advertising is widespread, although the means differs from school to school. About three-quarters of the responding schools (16 of 21) use print media, one-quarter advertise on the radio (5 of 21), and two of the 21 use billboards or airport signs. Electronic, web-based marketing – e-mail campaigns or invitations to open houses and web page and CRS searches – is utilized by fewer than half of the reporting schools (8 of 21). Only four of the 21 schools reported no use of advertising.

Only about half of the 21 responding schools make special efforts to market their respective part-time programs. Typical of those that do not, one respondent commented that “all of our materials prominently mention the part-time program, [but] our marketing is always for the school as a whole.” Another noted that for part-time applicants, word of mouth still seems to be the best source.

However, several schools are using marketing aimed specifically at part-time applicants. While only one-third of the responding schools (7 of 21) produce separate view books or brochures targeted at part-time students, slightly more than half (11 of 21) report conducting open houses specifically for part-time students. Most of these schools have between one and three per year, but one larger school conducts up to nine part-time open houses per semester. Somewhat fewer (8 of 21) hold off-campus open houses or information sessions aimed at potential part-time students, ranging in settings from local colleges and businesses on career days to private receptions, sometimes combining this recruitment effort with an alumni function. The average number of such off-campus sessions is between two and six, but, again, one school holds between 15 and 20 a year. About half of the schools (10 of 21) reach out to area employers to market their part-time programs, and well over half (16 of 21) attend local job fairs to promote this opportunity.

Although it is difficult to draw hard conclusions from such a small sample, it appears that many schools are being relatively active in their respective efforts to reach potential part-time applicants. As we move away, perhaps haltingly, from the stigma that used to attach to advertising in higher education – especially part-time professional education, it will be interesting to see how this plays out.

