PROGRESS REPORT
ON PROGRAM REVIEW

COLLEGE OF LAW

October 2002
This report summarizes the College of Law’s progress in fulfilling the objectives identified in the Memorandum of Agreement dated June 2001. The College of Law has taken significant steps in response to the issues and actions agreed upon in that memorandum. However, as a preliminary matter, it must be stated that 2001-2002 was a transition year for the College of Law. Dean Teree Foster resigned her position as Dean, effective July 1, 2001. Wayne Lewis was appointed Acting Dean for the academic year 2001-2002, and because of a pre-arranged research leave, was allowed to take a partial leave from January 2002-March 2002. Professor Margit Livingston served as interim Dean during that time period. A national search took place for a significant part of the academic year and in March of 2002, Glen Weissenberger was appointed the new Dean of the College of Law, effective July 1, 2002. While much was accomplished during the past academic year, some critical questions as to new directions and initiatives have been held in abeyance to ensure adequate input from, and approval by, the new Dean.

Actions agreed upon for the coming academic year

1. Curriculum

   a. Further develop new areas of focus

      The focus areas (we’ve called them “areas of emphasis”) in intellectual property, criminal law, family law and international law have been established and are operating quite well. Each of the faculty committees for the areas of emphasis has been asked to evaluate the current offerings in the specialization, to make recommendations for new courses or to terminate current courses and to determine how often courses should be offered and what the appropriate prerequisites and sequencing should be. Other the past year, the Curriculum Committee of the College of Law considered and approved:

      - two new intellectual property courses,
      - two intellectual property joint degree programs,
      - a new certificate program in Art and Museum Law,
      - two new criminal law courses,
      - five new family law courses, and
      - two new international law courses.
At least one certificate is offered in each of these areas, and there are three certificates offered in intellectual property. Each area has maintained a calendar of speakers and symposia for faculty and students. A few of these events are described in section 2c, infra.

The College of Law did not seek university support for a new position to coordinate the new areas of focus as proposed in the memorandum of agreement. The intellectual property group is the only one that presently has a full-time coordinator, but at this point in time, it has by far, the most extensive program. The other programs have not yet exhibited a substantial need for coordination beyond what can be managed by faculty with sufficient clerical support. Conferences thus far have also been financed with College of Law resources made available to the programs. The university has provided additional monies for scholarships, which for the past two years have been allocated to the area of emphasis programs for recruitment purposes. Faculty representatives from each area of emphasis have reviewed applicant files to select students with interests and experiences that merit a scholarship offer as an inducement to enroll at DePaul.

It should be noted that the College of Law has LLM programs in health law and in taxation and that certificates are offered to J.D. students in those programs as well. Although they are not specifically designated as area of emphasis, these areas nevertheless have had significant curricular development in the last year and we have marketed them aggressively to new students.

b. Develop collaborative efforts with other colleges

The College of Law has been very active working on this initiative. In the Spring, 2002 semester, the faculty added a course on Theater and the Law to the curriculum. The course is being planned and will be taught in conjunction with faculty from DePaul’s theater school (discussed infra. at page  ).

In addition, the faculty approved two joint degree programs with DePaul’s College of Computer Science, Telecommunications and Information Systems (CTI): a JD/MA, and a JD/MS. The JD/MS program is primarily aimed at students with undergraduate scientific or technical degrees or with substantial other scientific or technical background who wish to deepen their technical expertise while also obtaining a law degree. The JD/MA program is primarily aimed at students without a strong technical background who have decided that they would like to pursue a legal career related to high technology. The programs offer law students exposure to concepts and ideas from two of DePaul University’s strongest programs, requiring as a foundation the standard courses within the College of Law and courses in CTI’s “core
knowledge phase.” During the student’s third and fourth years they will pursue more advanced studies in CTI while pursuing complimentary legal issues in intellectual property law, cyber law and telecommunications. Graduates of the joint degree program will be qualified for careers in intellectual property specialty law firms, in general practice firms with clients in the high technology field, as in-house counsel in the high technology industry, and in government agencies dealing with high technology regulation. Currently, these program proposals await CTI and University approval.

College of Law faculty have also teamed up with scholars in art history and anthropology to work on a proposal for a post-masters degree in Museum Studies. Currently, the College of Law’s Center for Church/State Studies is exploring the possibility of teaching courses on church/state issues for DePaul’s undergraduate programs.
2. Faculty/Instruction

   a. Hire new faculty

      The MOA called for the College of Law to enhance its academic reputation by

identifying, recruiting, and hiring faculty who increase the prestige of institution and who bring expertise to the new areas of curricular specialization being developed. The College of Law made significant efforts to do so.

      An offer was extended to an established academic with an excellent reputation in the area of Business Associations and Banking Law and an outstanding publication record in Business topics and in Cultural Diversity. After lengthy and very productive negotiations, which included an offer of a Legal Writing position to his spouse, the candidate had decided to accept our offer until his home school offered a tenure-track position to his spouse. The Business law position was temporarily filled by a visiting professor who was offered a one-year contract. Needs in the Business Law curriculum will be a high priority this year and if a person who will enhance our prestige and reputation is available, he/she will be seriously considered to receive an offer.

      The other opening was for a person with expertise in the new areas of curricular specialization being developed. An offer was extended to a “rising star” in Intellectual Property and Information Technology Law, who was a junior faculty member at a prestigious state academic institution. He also came very close to accepting our offer, but ultimately turned it down for personal reasons. An offer for an Assistant Professorship was accepted, however, by Katherine Strandburg, B.S. Stanford University, J.D., University of Chicago, Ph.D (Physics), Cornell University. Professor Strandburg's primary research interests are in patent law and technology law. She is an experienced litigator and is licensed to practice before the United States Patent and Trademark Office. Professor Strandburg, who also was a visiting professor of Physics at Northwestern University, is an outstanding addition to our Intellectual Property program.

   b. Increase diversity of the faculty.

      The College of Law has been very active with respect to this goal. Both faculty candidates to whom offers were extended last year, but ultimately turned down, were minority candidates (one Latino, one Asian). In academic year 2001-2002, two of six visiting professors were persons of color (one African-American male with a national reputation for work in Criminal Law and one Latino male). Each of the minority visiting professors taught first year courses (and the Latino male actually taught two sections of a first year course) which gave them
an extraordinary amount of exposure to our students. Three of the other visiting professors taught smaller classes in the Intellectual Property area (two of whom were Gerald Hosier Distinguished Visiting Professors in Intellectual Property) and the fourth was an Israeli visiting professor from Hebrew University who taught small classes in International Law. In the academic year 2002-2003, we have two visiting professors who will be with us for the entire year, both of whom are African-American women. The only other visitor we will be having this year is our Gerald Hosier Distinguished Visiting Professor in Intellectual Property. For 2002-2003, we hired two Legal Writing Instructors, one of whom is a minority (Pacific Islander) and a new Assistant Director of our Academic Support Program who is an African-American woman. We are proud of our record of recruiting and hiring minority faculty and will continue our efforts to do so.

c. Enrich professional activities of faculty.

Since September, 2001, the College of Law has supported a wide range of interdisciplinary collaborative opportunities for the faculty and is planning more. Specific collaborative efforts with other Colleges is discussed in 1b., above.

In addition, the College of Law’s Center for Intellectual Property Law & Information Technology (CIPLIT) sponsored a Symposium on Authorship that involved presentations and discussions with academics from DePaul and elsewhere from art history, anthropology, English and theater departments. The College’s Center for Church/State Studies has collaborated with DePaul’s Religious Studies Department in planning conferences and research. These conferences frequently involve scholars in psychology, history, religious studies, and political science. These conferences have resulted in articles published in the law school’s student-edited Law Review by professors from Harvard’s Divinity School, the University of Chicago’s Divinity School, Princeton’s History Department, and Southern Methodist University’s ethical studies program. The Center is also collaborating with sociologists to produce two different empirical studies of religion in America. The College of Law’s International Human Rights Law Institute (IHRLI) routinely involves College of Law faculty in collaborative projects with academics from various disciplines. IHRLI’s Holy Sites Project teams law professors with distinguished anthropologists, religious leaders, theologians, and political scientists. The Middle East Security Project involves law faculty with governmental and military experts, as well as political scientists. IHRLI’s Bioterrorism Project involves law faculty with experts in microbiology. Finally, the College’s student-edited Journal of Sports Law and Contemporary Problems, written under faculty supervision, is collaborating with DePaul’s Athletic Department on projects that study the impact of “regulated enrollment” under NCAA initiatives.
The College of Law also supports the interdisciplinary and collaborative work of individual faculty. This year, various faculty are working on projects that involve interaction with faculty, at DePaul and elsewhere, in Black Studies, Psychology, Psychiatry, Political Science, Medicine, Classics, Philosophy, Sociology, Women’s Studies, Latin Studies, Art History, Anthropology, Criminal Justice. These projects involve book proposals, articles and conference planning. They include a book on mothers who kill their children, an article on security issues in Africa, and national conferences on Critical Race Theory and on Imaging, Identity, and Race. They include a faculty member who sits on the dissertation committee for a student in the DePaul’s sociology department.

All this is in addition to the College of Law on-going program of faculty enrichment that involves interaction with legal scholars from around the country. Since September, 2001, the College of Law has sponsored (or will sponsor) workshops on “works-in-progress” and multi-day visits (that involve workshops, colloquia, and classroom teaching) with scholars is a wide variety of legal fields. These scholars include professors from law schools at Columbia University, the University of Virginia, the University of Alabama, City University of New York at Queens, Brooklyn Law School, New York University, University of Wisconsin, Wake Forest, the University of North Carolina, as well as the Political Science Department at the University of Maryland, International Studies at the University of Nottingham, England, and the Judge Advocate General of the United States Air Force. Many of these workshops are themselves interdisciplinary, involving legal faculty who are experts in history, literature, sociology, military affairs, and sociology. Each year, nationally recognized faculty from law and other University departments participate in the College’s of Law Enlund-Distinguished-Scholar-in-Residence program, the Clifford Symposium on Tort Law and Public Policy, the Niro Distinguished Lecture on Intellectual Property, the CIPLIT Symposium, and the Annual Intellectual Property Scholars Conference.

d. Increase support for highly productive scholars and for high quality scholarship

The College of Law established the Faculty Development and Support Working Group, comprised of faculty, students and alumni to study, discuss and make specific recommendations to the Dean for creating and implementing strategies to achieve the aforementioned initiative. While the report of this Working Group was completed during the academic year 2001-2002, (attached as Appendix 1), the specific recommendations regarding the creation of a variety of endowed faculty positions, including the establishment of a capital campaign to raise the necessary funding, and proposals for teaching
load reductions and increasing clerical and technological support available to faculty were held in abeyance until the new dean was appointed and had an opportunity to fully evaluate the situation. Dean Weissenberger has expressed a great interest in the proposals and has asked the Chair of the Working Group, John Roberts to further explore the possibilities presented.

e. Improve course evaluations

No specific work has been done on this initiative at this time. A request will be made to a faculty committee to make appropriate recommendations.

f. Improve support for part-time and visiting faculty

In general, the supervision of adjunct professors is the responsibility of the Associate Dean for Academic Affairs. The Associate Dean receives and reviews applications and resumés and, in consultation with the program directors (described below), does the hiring. Once hired, the Associate Dean’s Office will send out a hiring packet which includes an individualized hiring letter stating the salary, course being taught, and day, time and room in which the class will be held. Also included is the academic calendar, a book order form, a copyright clearance form for course materials (if being used), a memo listing important dates regarding books and course materials, business cards and an information sheet with a return envelope confirming that the instructor accepts the contract for the semester indicated. For new hires, the hiring letter is a "Welcome to DePaul" letter which includes, in addition to the information described above, details about the direct deposit plan and provides all of the forms required by the IRS, State of Illinois and the DePaul Human Resources Department.

The Associate Dean’s Office recently completed a manual for adjuncts and visiting professors that will be distributed to them after review and comments from full-time faculty and approval of the Dean.

The vast majority of our adjunct professors teach either in our skills and writing programs or in one of our specialized certificate or LL.M programs. Each set of adjuncts in any of these programs is monitored and supervised by the Director of the program. The attached Appendix 2 describes the process by which adjuncts are hired, trained and evaluated in each of the program areas.
Adjunct faculty who do not teach in the special areas described in the Appendix (in the Fall 2002 semester, there were five), are each assigned a full-time faculty member as a mentor. Typically, the full-time faculty member will teach in the same or related field. The faculty member is expected to contact the adjunct and make him/herself available to answer questions or provide advice about the materials to be covered, classroom pedagogy, preparing exams and any other pertinent matter. In the case of new adjuncts, the faculty mentor is asked to sit in and observe classes and provide helpful feedback to the adjunct.

3. Students  

a. Improve student quality and diversity

The College of Law established the Student Recruiting, Admissions and Scholarships Working Group, comprised of faculty, students and alumni to study, discuss and make specific recommendations to the Dean for creating and implementing strategies to achieve the aforementioned initiative. Specifically, the working group was charged to “examine strategies and techniques used by the College of Law to identify, recruit and attract prospective students who enhance diversity and enable the College of Law to fulfill the Vincention mission.” The report was completed in January 2002 (Attached as Appendix 3). Although many of the recommendations were implemented in the recruitment efforts for the class which entered the College of Law in the fall of 2002, the report as a whole has not yet been reviewed and discussed by the new dean. The dean has scheduled a retreat for members of the admissions committee and staff to review the past year’s recruitment efforts and it is expected that the report will be visited during that retreat.

This past year’s student recruitment efforts were nevertheless extremely successful. The Acting Dean appointed a new faculty chairman of the Admissions Committee who took a very pro-active approach as chair and changed the focus of the Committee from one that has engaged in selection to one actively involved in recruitment. He made significant changes to the way the Committee does its work and devised a brilliant strategy for the use of scholarship dollars and financial aid. The committee targeted students with numbers (LSAT scores, undergrad GPAs) above our median scores who would be likely to come to DePaul when offered an attractive scholarship package. That is, we did not focus our scholarship dollars so as to compete for students (other than IP students) likely to get into a first tier school as rated by U.S. News and World Report, but rather on those who, without significant monies, would go to one of our competitors ranked in the second tier. We also used need-based financial aid money to offer less students more money in the hope that a substantial amount would influence their decision to choose DePaul. In the past,
we have offered many students small sums of monies which, most likely, did not actually impact their decision to come here. The Committee was far more selective in the applicants they accepted and placed a large number of applicants on the wait list. Thus, they were able to maintain the quality of the entering class, while ensuring that the enrollment goals were met should the anticipated yield not be achieved. Faculty members, many of whom were not the Admissions Committee, participated in making follow-up calls to accepted students to answer questions about DePaul and to encourage them to enroll.

As a result of these efforts, the College of Law not only exceeded its enrollment goals, it significantly increased the quality of its entering class. Application volume increased 48% over last year – the fourth consecutive increase in application volume. The applicant-to-admitted ratio declined for the third consecutive year. This year, 32% percent of applicants were accepted to the full-time day division – a 10% decrease from last year and a 13% decrease from 2000. The Average GPA of new full-time students increased to 3.39 from 3.28 last year and from 3.24 in 2000. The average GPA of new part-time students increased to 3.12 from 3.10 last year and from 3.08 in 2000. The Average LSAT of new full-time students increased to 155.5 from 153.9 last year and from 152.7 in 2000. In addition, the full-time student LSAT median increased to 156 from 154 last year and from 153 in 2000. Below are the three-year comparisons for the LSAT & GPA 25<sup>th</sup> & 75<sup>th</sup> percentiles (the statistics used in the U.S. News & World report rankings.

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The statistics for the Intellectual Property Legal Writing (IPLW) section are particularly impressive. There are 22 students, exactly half technical (with 5 engineers) and half non-technical. There are 3 with Masters degrees and 2 PhDs (Bio Chem and Biology). The 75% LSAT is a 162 and the 25% is a 159. The average GPA is a 3.44. Of the entire entering class (both day and night), 15% have technical degrees (which indicates that we are drawing large numbers of students interested in our IP program). Also, of the day class, 60 of the students coming were IPLW applicants (which means that roughly 40 are coming even though they didn't get into the section).

There are 52 minority students in the full-time program (approx. 20%) and 18 in the part-time program (approx 18%). The numbers are exactly the same as in the previous year, although there are less Asian students and more African-American and Latinos. The College of Law recognizes that it must improve its efforts to attract students of color. It is expected that this will engender significant discussion at the Admissions retreat discussed above. A great deal of that discussion may focus on increasing scholarship monies available to minorities.

**Bar passage**

After the Illinois bar results were released last November, the Acting Dean convened a faculty committee to make proposals as to how to best address our graduates’ disappointing performance. The recommendations of that Committee included the creation of a new administrative position in the Dean’s office (a student ombudsperson) and the institution of a not-for-credit bar exam writing workshop, taught by woman who was employed by the College of Law as a legal writing consultant. The Acting Dean thereafter appointed Cecelia Comito, the legal writing consultant to a newly created position of Bar Passage Coordinator. Ms. Comito developed a program in which a very large number of students participated and submitted a report detailing the efforts she made to the Acting Dean and to the new Dean. The composite bar results have not yet been released, so we can not assess, at this time, the success of the program. Ms. Comito has left DePaul for employment in the public sector and the new Dean, in consultation with the Associate Dean, will review her recommendations and make a determination as to how to proceed this year.

**b. Tracking student success**
The College of Law continues to follow closely our graduates’ success on the bar examination and placement both at graduation and six months afterwards. Bar passage and final employment data for class of 2002 should be available shortly. If outcomes are lower than anticipated, the Dean will initiate program changes. Faculty teaching in the areas of focus continue to be actively involved in placing students into jobs during the summers and after graduation, and are keeping track of how successful the placement efforts have been.

In order to gain a better understanding of student academic achievement apart from what can be learned from information about success on the bar exam and in the job market, the College of Law is participating in the current cycle of the student learning assessment initiative. We have decided to focus on writing, and have made a preliminary decision to assess students’ ability to conduct in-depth legal research, advance an original legal analysis, and present the results in an acceptable form. More information on this initiative will be forthcoming as the College of Law provides information to the Office of Teaching, Learning, and Assessment over the assessment cycle.

4. Space and Space Renovation

The University has made a commitment to the College of Law that additional space will be given to us in the near future. Dean Glen Weissenberger and the Executive Vice President for Academic Affairs, Richard Meister, entered into a memorandum of understanding dated March 3, 2002, which commits the University to making necessary additional space available to the law school in no more than five years. (The College of Law has also committed to engage in fund-raising to support this effort.) The new space will include the first three floors of the building that presently houses the College of Law. That space is currently occupied by the University’s School for New Learning. Preliminary drawings have been completed by the architect as to how that space might best be utilized when transferred to the College of Law. In 2001, the University did provide the 11th floor of the O’Malley Building to the College of Law, which added 6 faculty offices, 3 staff offices, 1 student organization office, several work stations for staff and clinic students and a new home for the Public Interest Law Institute (PILI), which previously was housed on the 9th floor of the O’Malley Building. The vacated 9th floor space is presently being used for College of Law staff.

5. Budget
Dean Glen Weissenberger and Executive Vice President for Academic Affairs Richard Meister entered into a Memorandum of Understanding dated March 3, 2002 which expressly reaffirms the University's commitment to move to a "contribution margin" of 27 percent during the 2002-2003 academic year and a 25 percent margin during the 2003-2004 academic year providing the College continues to meet its enrollment goals. The College has met (and exceeded) its enrollment goals for the 2002-2003 academic year and is confident it will meet its enrollment goals for the 2003-2004 academic year.

**Issues on which there is joint commitment to continue working**

1. Curriculum

   a. First year curriculum

      The team actually agreed in this case not to focus on the first year curriculum at this time, but instead to continue to develop the second and third year curriculum – the areas of specialization, courses offerings and sequences and integration with other courses. This is indeed being done. Faculty committees for each of the specialization areas have been created comprised of faculty who teach in those areas. These committees have been asked to evaluate the current offerings in the specialization, to make recommendations for new courses or to terminate current courses and to determine how often courses should be offered and appropriate prerequisites and sequencing.

   b. Technology

      The College of Law established the Technology Working Group, comprised of faculty, students and alumni to study, discuss and make specific recommendations to the Dean for creating and implementing strategies to increase effective use of technology by faculty and staff and especially in the classroom. The report was completed in 2002. *(Attached as Appendix 4).* The report as a whole has not yet been reviewed and discussed by the new dean.

      Nevertheless, many technological improvements were made in the past year at the College of Law. A wireless network was installed, having been completed in the summer of 2002. It spans the entire College of Law. Both Lewis and O'Malley buildings, from the 4th floor to the 11th floor, are covered by the new network. This includes the library, labs, lounge, classrooms, etc. The wireless network complements the existing wired ethernet network and adds over 300 simultaneous internet connections. It is integrated with the university wireless
network so that law students have access to the wireless network wherever it is, (or will be), implemented at DePaul. Presently over a hundred and fifty law students are using their laptops to access the internet from anywhere in the college buildings. The College of Law also purchased mobile projection equipment that can transform any classroom into a smart classroom. The mobile equipment is composed of a network-ready laptop and a projector mounted on a mobile cart (called “smart carts”). These smart carts that were purchased (3) actually doubles the number of classrooms in which technology can be used for instructional purposes.

c. Collaborations with the Theatre School

The College of Law has hired Dr. Catherine Bigley McGovern, as an Adjunct Professor to teach Entertainment Law in the fall semester and to develop a comprehensive plan for collaboration between the College’s Center of Intellectual Property Law and Information Technology (CIPLIT) and the Theatre School. Dr. McGovern has established contact with the Dean of the Theatre School, John Culbert, Professors Rachel Shteir and Leslie Schook. She explained to them that CIPLIT was interested in beginning programs with the Theatre School. The first course that will be offered in this program is Theater Law, which will be offered in Spring 2003. The course description is as follows:

This course will explore the mounting of a theatrical production from its contractual inception to its final public performance. The course will review the historical developments of copyright law, international treaties and rights to publicity and privacy as they pertain to Theater as a legal entity. The course will introduce students to particular areas of contract and agency law that influence Theater and its development in America. The course will address employment issues, immigration issues and the role of unions in Theater. Current issues of theatrical law will be discussed as they arise.
The initial response has been very positive on the part of the Theatre School. In fact, there have been inquiries from Theatre School students as to whether they may enroll in the course. There is some concern as to whether these students will be comfortable with legal concepts, legal issues, and law school pedagogy. A special seminar will be conducted by Dr. McGovern for the Theatre school students who enroll. The seminar will deal with learning how to read a law case, how to brief a case and other necessary preliminary skills. Administrative details will also need to be worked out involving registration and financial issues.

Conversations have also been held with Criss Henderson of the Shakespeare Repertory Company. Presently there are early discussions of a management program between Shakespeare Rep and the Theatre School. Discussions will continue to ascertain if there is a possible involvement for CIPLIT as well. These two discussions are only a very small start of the comprehensive plan underway with the Theatre School and the theater community of Chicago.

d. Developing CbSL courses

In July, faculty members of the College of Law who teach clinical courses met with Charles Strain to discuss developing proposals which meet the Stearns Challenge criteria for additional funding and development activities. The College of Law takes the position that virtually everything that our clinicians are engaged in and the courses they teach meet the simple criteria. At this point the College of Law has six very successful clinical programs that provide excellent learning experiences for our students and, at the same, furnish significant and much needed legal services to the community. In addition, the Center for International Human Rights provides opportunities for students to engage in investigative and research projects that serve the global community.

Last Fall, the College of Law introduced a course entitled Street Law, which, in conjunction with the Chicago public schools system, provided opportunities for law students to teach basic legal subjects in high school classes throughout the city. The first Street Law program began in 1972 at Georgetown University Law Center as an experimental outreach course using law students to teach local public high school students in Washington, D.C. Street Law challenges young students to think about their legal rights and responsibilities as the law students facilitate a discussion of practical legal problems, contemporary legal issues, and the ramifications of breaking the law.
An underlying goal of the Street Law program is the formation of a sense of belonging to society for students. By teaching them problem-solving skills through the law, Street Law is designed to correct the belief that the law only applies to those in trouble. The Street Law course “demystifies” the law and offers young students a glimpse at how the legal system really works from a non-adversarial perspective.

Street Law also serves the community as a whole. The students learn a sense of how the law affects their lives and the community in general. Law students and the public schools students are provided a unique opportunity to communicate with one another. Street Law offers the law students a chance to build a rapport with their students which can change any negative preconceptions about lawyers and the legal system. Additionally, the course creates an unusual and ongoing relationship between two separate educational systems; the public schools and the law schools. In teaching a practical law course, law students not only serve Chicago public schools, but advance their own professional growth.

The course also provides an opportunity for the law students to enhance their knowledge of the law and practice important skills. In discussing legal problems with the high school students, the law students were required to synthesize their knowledge of several areas of the law and to communicate effectively. They were able to see that legal problems are often inter-related and not neatly categorized into specific areas of the law. They developed interpersonal and counseling skills that will be invaluable when they have to deal with clients. The course included a weekly seminar for the law students at the College of Law, teaching in the high schools two times a week and a writing component in the form of a lesson plan and a journal that reflected on the students’ teaching experiences. The class was offered as a limited enrollment class. In the fall semester the enrollment was 24 (capacity) and in the Spring the enrollment was 18.

2. Faculty/Instruction

   a. Marketing initiative supported by more research

   During 2002 and 2003, the College of Law is undertaking several marketing research initiatives to more effectively recruit high-quality students to the University. The first is a tuition/scholarship study designed to identify the most constructive use of our limited scholarship funds to attract the most qualified students to the College of Law. Second is an Admitted Student Questionnaire (ASQ) modeled off the ASQ questionnaire completed by CTI and Kellstadt last academic year. Finally, a competitive analysis, market assessment, and target
market assessment will be started by College of Law staff with assistance and guidance provided by Enrollment Management. The information contained in these three items, along with the ASQ, will be drawn upon to formulate the College of Law's 2003-2004 Marketing & Communications Plan.

b. Faculty assistance in recruitment

A significant reason for the huge success in recruiting this year's entering class was the increased participation of faculty in the admission process. In addition to members of the Admissions Committee, a substantial number of faculty voluntarily made telephone calls or wrote letters to applicants who expressed an interest in the faculty members’ area of expertise. These faculty were adept in answering questions and helping students explore the opportunities and resources available in the College of Law program, particularly in our areas of emphasis. Several admitted students, who ultimately enrolled in the College of Law, attributed these contacts as a determining factor in their decision to come to DePaul.

This year as part of the faculty committee assignment structure, a number of faculty have specifically been appointed to a subcommittee of the Admissions Committee, entitled the Recruitment Subcommittee. As part of their committee responsibility, the members of the subcommittee will be assigned selected applicant files to review and then will be asked to make contact with the applicant and engage in follow-up communications encouraging those applicants to enroll in the College of Law. Faculty members not on the subcommittee may also be asked to volunteer to engage in these activities as well.

3. Students

   Graduate support

Last fall, the Acting Dean of the College of Law hired Nancy Shalowitz as the Director of our Health Law Institute and coordinator of Graduate Programs. Ms. Shalowitz is a graduate of the College of Law, a practitioner in the health law field with many professional contacts, and has taught as an adjunct professor at DePaul for several years. She was brought in to re-energize our health law institute and LLM programs. At the time of her appointment, we announced that the Health Law Institute would expand its focus to include critical health issues that impact inner-city communities, taking a national lead on urban health issues such as the disparities in healthcare access
and funding, women’s and children’s health, prescription drugs and health issues involving the poor and people of color.

The national recognition and a revitalized program could attract more highly qualified J.D. candidates and, even more importantly, more LL.Ms. Enrollments in our LL.M program in Health Law program had fallen off over the past several years because without real leadership, there was very little marketing of the program. One of Ms. Shalowitz’s primary responsibilities was to grow LL.M. enrollments.

Within her first year here, Ms. Shalowitz planned and implemented an LLM reception, a Brown Bag Networking Discussion series and career/curriculum planning sessions for graduate students. She also began an on-going personal contact campaign to educate practicing attorneys and firms about the College of Law’s graduate programs. This campaign includes visits to firms as well as with individual attorneys. She also began to outreach to LLM alumni. As part of a coordinated 2002-3 marketing plan and budget for the LLM programs, marketing materials specific to the LLM program are currently being developed as Ms. Shalowitz works with the College of Law’s Marketing Department and faculty.

With respect to the Health Law Institute, she developed an Advisory Board comprising prominent health law and health policy attorneys (many alumni) who have contributed to the updating and reformulating of the health law curriculum. In conjunction with the College of Law’s Marketing Department, she produced new/updated marketing materials and web site information.

With respect to the Tax program, Ms. Shalowitz meets regularly with the full-time tax professors to discuss curriculum and educational programming. In this regard, Ms. Shalowitz works closely with Professor James Colliton, Chair of the Tax Committee, to make individual attorney/firm contacts and to plan an overall marketing strategy for the tax program. Ms. Shalowitz and Professor Colliton are in the process of updating the tax marketing materials and formulating plans for curriculum assessment.