



Western Association of Prelaw Advisors

WAPLA Newsletter

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Special points of interest:

- * National Prelaw Conference in Washington DC, June, 2012
- * Proposals due by October 3rd. (may be extended) <http://www.planc.org/>
- * Travel Grants available to WAPLA members to help with the cost of attending
- * WAPLA Law School Caravan—Oct & Nov

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President's Page

By Marilyn Hoffman, University of Utah

Greetings, WAPLA Colleagues-

As we begin the new fall term, I want to wish you all the best for a productive and successful 2011-12 academic year. Many apologies for not sending out a Spring 2011 Newsletter – please rest assured that this was not due to any fault of the Editor (who had materials ready to go), but rather delinquency on the part of your President in preparing the traditional President's Page. So please consider this to be the combined Spring and Fall 2011 edition!

First of all, even though it seems like a long time ago now, I wanted to hark back to the **February 2011 WAPLA Conference in Las Vegas**, hosted by the William S. Boyd School of Law at UNLV. Thanks to many people who participated in a variety of important ways, the conference provided prelaw advisors and law schools a valuable opportunity to share helpful information and strategies, and to network with each other. There were approximately 70 conference attendees including advisors, law school representa-

tives, other presenters, and exhibitors. Highlights of this year's conference, *Getting Real – Prelaw Advising in a Changing Economy*, included annual updates from LSAC and NALP, the ever popular mock admissions committee, an advisor panel on Prelaw Mentoring Programs, as well as sessions on financing law school in the current economy, the legal employment market, a law school panel on the effects of the changing economic climate on law schools, and a presentation on using Gallup's Strengths-Finder in prelaw advising. In addition to these informative sessions, attendees had opportunities to network over lunch and dinner, and, of course, see the sites of Las Vegas. Thanks to those who completed conference evaluations – we appreciate your comments and will consider these when planning the 2013 regional conference. Please be aware that in a year of a national conference, WAPLA does not hold a regional conference. (See below.)

This fall Verlaine Walker, U Arizona, our Designated Representative to PLANC (Prelaw Advisors National Council) and I will be joining other APLA



representatives and presidents at the biennial PLANC meeting, October 15-16 in Washington, D.C. The main item on the agenda will be the upcoming **National Prelaw Advisors Conference, Wednesday, June 13 - Saturday, June 16, 2012**, at the Marriott Washington Hotel. The conference rate of \$209 is a real deal for this location, normally over \$400/night at this time of year according to the rate I saw on the hotel website. This fabulous Georgetown location will provide many opportunities for exploring the city and visiting popular national sites.

Hotel reservation and conference registration information

President's Page, continued

will be posted on the PLANC web site in January 2012. To help as many advisors as possible get to this valuable conference, **WAPLA advisor travel grants** will be offered as usual (see below). As always, the conference attendees will benefit from a mix of standard "nuts and bolts" workshops (e.g., mock admissions, financial aid, personal statements) as well as topics reflecting new issues and the interests of pre-law advisors in these challenging times. Amy Urbanek, U of Utah and our Newsletter Editor, is our WAPLA representative on the national conference planning committee.



things, we will be looking at February conference evaluations, reviewing our 2011 WAPLA law fairs and caravan registration which involved a new vendor this year in an attempt to facilitate this process. Thanks again to KrisTina Carlston, BYU, for serving most efficiently and tirelessly as our caravan registrar extraordinaire!

At this meeting, we will welcome a **new Board member, Mary Nadarski**, who has recently assumed the position of prelaw advisor and law fair site supervisor at ASU. While we sadly bid farewell to Sara Lyness, thank her for her many contributions to WAPLA, and wish her the best as she pursues her PhD and new career opportunities, we are looking forward to welcoming Mary to the WAPLA community.

One of the most important items on the Board agenda will be the **WAPLA Prelaw Advisor Travel Grants for the June conference in D.C.** We would like to see as many WAPLA advisors as possible take advantage of this professional development opportunity. In the past we have provided higher grant amounts for national conferences due to the added expense, and we will again strive to provide the most generous grant possible toward this end. Travel grants are available to

WAPLA prelaw advisors who are current members from the WAPLA region. More information and instructions for applying for the grants will be sent out as soon as possible after the November Board meeting.

Finally, I strongly encourage you to **become a member of WAPLA** if you are not already. Membership dues are extremely low (only \$25!) and afford you the benefit of being part of the only organization whose sole purpose is to support prelaw advising and provide professional development opportunities for prelaw advisors. Membership dues are valid for the calendar year. To join, please go to www.wapla.org and complete the online application by clicking on the "Join" link at the top of the page.

Please feel free to contact me any time with questions, suggestions, or concerns you might have.

All the best,
Marilyn Hoffman
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President, WAPLA
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"Presenting at a national conference is a great experience and often a way to convince your administrator to fund conference travel. Proposals are due by October 3"

This **national conference takes place only every four years**, and offers an extensive variety of sessions and the exciting opportunity to learn from and network with advisor colleagues, law schools, other legal education related organizations, and exhibitors from across the U.S.

You should have already received a **call for proposals to present** at the conference. Please consider submitting a proposal. Presenting at a national conference is a great experience and often a way to convince your administrator to fund conference travel. Proposals are **due by October 3**. (This may be extended.) If you did not receive the notice at the end of June, please go to <http://www.planc.org/> to view more information and access the proposal form.

Later this fall, the **WAPLA Executive Board** will hold its biennial meeting in Tucson, AZ, on November 4. Please let me know if you have any concerns or issues you would like brought up at the Board meeting. Among other

WAPLA Law School Caravan 2011

By Amy Urbanek, University of Utah

Every October and November WAPLA organizes a series of Law School Fairs in our Region. The Caravan starts in October in Colorado, continues through Utah and Arizona, and wraps up at Nevada. In November there are Fairs in Portland, Oregon, and Boise, Idaho. This year, the WAPLA Board invited the University of Oregon to be a test site, with the possibility of joining the Caravan in the future.

Students from nearby schools are encouraged to attend. Whether you advise at a four year or a two year school, your students can benefit from attending a WAPLA Law School Fair, where they can speak with representatives from law schools all across the country for free! Encourage students to attend early in their undergraduate education to gain valuable information that will help them become competitive applicants.

If you are an hour or two away from a law fair, consider borrowing a campus van and driving students to the event. If that is not possible, perhaps you can organize carpooling. Your students may feel more comfortable on an unfamiliar campus if they come in a group. It is



even better if you, as their advisor, can join them. Ask the Prelaw Advisor at the host school about any special events that go along with their fair. For instance, the University of Utah hosts an Admissions Panel, right after the law fair, with some of the Admissions Deans and Admissions Directors attending the fair. Other schools host events all week. See if these other events are open to students from other schools.

Before your students attend a law fair, provide some guidance on gathering information. The prelaw advisor from the host school will likely have a list of registered schools available. Giving students a few ideas on questions to ask is also helpful.

At most law school fairs, the tables are generally manned either by a law school's admissions representative, usually an Admissions Dean or a Recruiter, or a local student or alumnus of the law school. The type of information each can provide may be different. An admissions representative can usually give a detailed description of the law school and its various programs. Alumni and current students may not have the same level of detailed information, but what they can provide, that the admissions representa-

tives can't, is an insider's view of the school—what it is really like to attend that school, the general "personality" of the school, perceived strengths and weaknesses, etc. Both types of representatives provide information.

Below are some of the tips I give my students when they come to the University of Utah Law School Fair. Feel free to adapt this information to your needs.

It can seem overwhelming at first to see all those tables, but relax - the representatives are accustomed to talking about their schools and are anxious to speak with you. They are here to promote their schools and to answer your questions.

Don't be nervous! You are not here to be interviewed by the schools. There are no "dumb" questions, and as long as you are polite and show interest you will come across just fine. These law school representatives are attending five fairs in five days so they are unlikely to remember you. On the other hand, do mind your manners. They will remember you if you are rude, and that won't work in your favor. You do not need to dress up, but do look respectable

Take advantage of this opportunity to explore! Don't visit only the tables of schools you know about. Wander through the ballroom. If you see a representative who is not talking to anyone, stop and ask about the school even if you have never heard of it. You might find a hidden "gem" that you would not have known about otherwise.

If you have no idea what to ask, good introductory questions include things like:

"Students from nearby schools are encouraged to attend. Whether you advise at a four year or a two year school, your students can benefit from attending a WAPLA Law school fair,"

WAPLA Caravan 2011, continued

“Tell me about your law school”

“What are some outstanding things about your school?”

“Why might I choose your school over another?”

You will find that more questions occur to you as you listen to the answers.

It is perfectly acceptable to ask what a school is looking for in an applicant. This is a particularly good question if you are a Freshman or Sophomore and not yet ready to apply. Ask this same question of representatives at a number of different schools. You will find many areas of agreement, but you may also find some areas where schools differ a bit, and learn some good “insider tips”.

If you are speaking with a student or alumnus from a law school, rather than an admissions professional, ask them to give you “the scoop” on what it is really like to attend that school. What did they like? What didn’t they like? Do they have any tips on what to do to be successful there? While students and alumni may not be able to provide the same level of

“It is perfectly acceptable to ask what a school is looking for in an applicant”



detail on the law schools programs, faculty, etc., the more informal information they can provide can be just as valuable.

As you ask these more detailed questions, make sure you keep track of each school’s answers. You don’t want to get home to find you have a wealth of good information but no idea where it all came from.

WAPLA 2009 Law School Caravan Schedule

University of Colorado—Monday, October 17th

University of Utah—Tuesday, October 18th

Brigham Young University—Wednesday, October 19th

University of Arizona—Thursday, October 20th

Arizona State University—Friday, October 21st

University of Nevada -Las Vegas—Monday, October 24th

Portland State University—Monday, November 14

Boise State University—Thursday, November 17

Financing Law School

By Stephen Brown, Fordham Law School & Michele Kaminski, Touro Law Center

Law school is an investment! For some applicants this is news, others have been thinking about it for some time, perhaps spurred on by articles in the popular press, perhaps by the high cost of tuition (approaching \$50,000 at some schools). A classic definition of an investment is the purchase of a

product with an expected appreciation or favorable return. It involves risk and speculation. Law school is not like common stock, however, it is an investment in the future of the student. It was easier 25 years ago when the median private law school tuition was about \$8,000 and the most debt students could get into was \$24,000 for all three years combined. (Federal loan limits increased to \$34,500 the following year).



In considering the investment, students need to consider their expectations for learning, for the academic experience of law school. They also need to consider

Financing Law School-continued

careers and employment opportunities following graduation. Not all opportunities are the same! Nor do starting salaries follow any smooth curve with opportunities across the range. For the past several years (perhaps even longer) the distribution of starting salaries was bi-modal. The Class of 2010 (according to the NALP – the Association for Legal Career Professionals—<http://www.nalp.org>) had a mean salary of \$94,111 and a median of \$63,000. Fewer than 2% of the class had either salary, though. There was a tight cluster at \$150,000 (with about 20% of the class) and another broader group clustered around \$50,000. Not all lawyers are rich and famous!

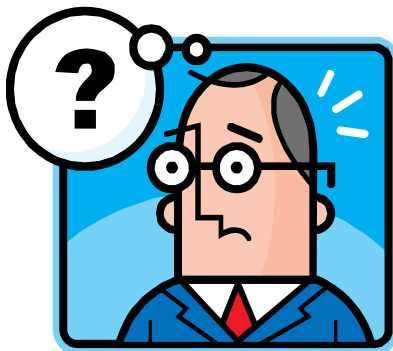
In the past 10 years or so there has been an explosion in merit based scholarships at law schools. Perhaps it was due in part to “*that magazine*” ranking students. Perhaps it is tied to the expansion in the number of law schools, perhaps the increased use of merit aid at the undergraduate level, perhaps generosity. Whatever the case, there has been a corresponding decline in school funded need based scholarships. The availability of merit money has created some real opportunities (and challenges) for students. It affects their choice of law schools. A



question being asked quite frequently is whether to choose a school on the basis of the scholarship or for other reasons. Many of us would hope there are other reasons beyond finances for choosing

which school to attend, but for some students it is the big factor. I have heard of some truly bad decisions made on scholarship (or lack thereof). It is critical that prospective students understand the terms of scholarship offers, particularly in regard to renewal. It is easy for someone who has never attended law school to overestimate his or her ability to be in the top 10% or 20% of the class. A better question to ask is how many students, on average, keep that particular scholarship from year to year. Getting back to the investment notion, what are the expectations? What are the risks and rewards?

Almost all non-institutional aid for law school is federal. Almost all of it is through loans. There are sub-



stantial federal grant funds available for needy undergraduate students (though this is the subject of current debate in Congress), but these are no longer available once a Bachelor’s degree is earned. The public policy is that it is a national good to have a college educated population. Benefits accrue to both society and the individual. At the graduate level, however, the primary beneficiary of education is the individual. Because some may choose to work in government or public service, which does benefit the public, there is a new federal loan forgiveness program to help them repay their loans.

To be eligible for federal loans, the student must be a US citizen or permanent resident, must complete the FAFSA, must not be in default on federal education grants or loans, must not be convicted of a federal drug offense (whose sentencing includes a prohibition on federal aid) and, if male, must be registered with Selective Service. All graduate and professional students are considered independent for federal aid purposes, so regardless of age or actual dependency status, prospective law school students need not provide parental information on the FAFSA to qualify for federal aid. Due to this, many find that, while they had no eligibility at the undergraduate level, they do have eligibility for federal loans in law school.

The Federal Direct Loan Program is now the only lender of federal loans. As a result of health care reform last year, the FFELP partnership between the government and private lenders was eliminated. The Stafford Loan is the first level of federal student loans. Students may borrow up to \$20,500 each year (6.8% interest rate) providing their cost of attendance less other aid is greater than \$20,500. Until July 1, 2012, up to \$8,500 of that may be “subsidized Stafford”, where interest does not accrue while the student is in school or for six months after enrollment drops below half time. The interest subsidy for graduate students will be discontinued as of July 1, 2012. After that date, only unsubsidized Stafford Loans will be available to law school students.

If the student needs additional loans above the \$20,500, he or she may borrow from the federal Grad PLUS loan or private loans. The Grad PLUS allows students to borrow cost of attendance less other

“Almost all non-institutional aid for law school is federal. Almost all of it is through loans.”

Financing Law School-continued

aid (including Stafford). Important differences with Grad PLUS are that it has a higher interest rate (7.9% annually), interest accrues from disbursement, and approval requires the absence of bad credit. Private loans are also available, and may have a higher or lower interest rate (it is generally variable), and generally requires that the borrower and/or co-signer be credit worthy, i.e. have a high credit score and demonstrate the ability to repay.

There is also a Federal Perkins Loan and Federal Work Study. They are considered “campus based” and may not be available at all law schools. However, if either of these funds are available, applicants should find out their institution’s policy on aid distribution and request an award. Federal Perkins Loan funds have a 5% fixed rate. Borrowers working in law enforcement, which includes the District Attorney’s Office, qualify for loan forgiveness based on years of service. Even more favorably, Federal Work Study not only defrays law school expenses, thus loan debt, it offers job placement in a law related field. This affords a law student the wonderful opportunity



for resume building and networking, which often translate in to permanent job offers and choice, the ultimate goal of law school. Repayment of federal loans is generally calculated on a 10 year amortization – that is the loan is fully repaid after 10 years. There are several other repayment plans that can call for graduated payments early on or extension of the time period for repayment. All federal loans for law students have deferment and forbearance options and are forgiven for death or disability. Beginning in July 2009, there is a new Income Based Repayment (IBR) option for federal loans. If the annual payment on federal loans exceeds 15% of the borrower’s income above 150% of the poverty level (for the family size), then the borrower can elect the IBR repayment plan and pay 15% of income above 150% of poverty. Since we often hear that our

students chose law school over business school because of math phobia, at \$50,000 income, the maximum monthly payment would be \$421, at \$70,000 - \$671 monthly. There is a lot of good information at <https://studentloans.gov>.

In addition, borrowers who pursue a career in government or non-profit (501(c)3 corporations) may be eligible for the federal loan forgiveness for public service program. Under the program, borrowers who make 120 timely payments on their federal loans under IBR (or other approved plans) while they are working in eligible government or non-profit work would have any balance on their loans discharged in the 121st month. There are details, again, at <https://studentloans.gov>.

There are a number of ways to finance the law school investment, though most of the aid is in the form of loans. This article just touches on some of the details. Students should check with <http://studentaid.ed.gov>, <https://studentloans.gov> and their law schools for detail on these programs before borrowing. Students are investing in their futures. Help them to help themselves make the right investment!

“Students should check with <http://studentaid.ed.gov>, <https://studentloans.gov> and their law schools for detail on these programs before borrowing”

Individualize Your Pre-Law Advising With Gallup’s Clifton StrengthsFinder

By Jacki Miskimins, Dakota Wesleyan University & Martin Sommersness, Northern Arizona University

Articles in past issues of *WAPLA* have discussed the merits of the Gallup Organization’s Clifton StrengthsFinder. In this article, the authors—neither of whom is a Gallup employee—discuss how StrengthsFinder can be used in personalizing prelaw advising. This piece is based on their pres-

entation at the 2011 Conference of the Western Association of Prelaw Advisers at the University of Nevada-Las Vegas. In turn, that presentation was based upon their individual presentations at the 2010 Strengths in Education Conference at the Gallup riverfront campus in Omaha, Nebraska.

For the unfamiliar, the StrengthsFinder is based on the work of Donald Clifton, the father of strengths-based psychology. An



on-line assessment, it is based on positive psychology and is designed to reveal an individual’s top five strengths. It is one of Gallup’s many educational products. It can be used for advising about general aca-

StrengthsFinder-continued

ademic life, study techniques, class selection, extracurricular activities and career choices. By extension, it can be used extensively in other aspects of one's life as well.

A variety of ways are available to gain access to StrengthsFinder. A one-time access code comes with each purchase of new copies of a variety of Gallup books, including *Now Discover Your Strengths*, *StrengthsQuest*, *Living Your Strengths*, *Teach With Your Strengths* and *StrengthsFinder 2.0*.

Individual access codes can be bought in quantity from Gallup. This option is less expensive than purchasing bound books. It also includes access to an on-line edition of *StrengthsQuest*, making it an ideal education tool for the digital generation. Quantity purchases of StrengthsFinder also come with tools from Gallup in case an instructor/adviser desires to manage an entire strengths community.

Once students have been introduced to the concept of strengths and understand the meanings of knowledge, skill, theme, talent and strength—terms that have all been defined and discussed in previous articles about



StrengthsFinder in earlier issues of *WAPLA*—and students have been taught the mechanics of taking the assessment (top of mind answering, remembering their password, distraction-free environment, and the like), it's time to take the

StrengthsFinder. In the words of Nike: just do it.

After an administration of the StrengthsFinder, a report is quickly generated detailing the individual's specific top five strengths. Many tools exist—some created by Gallup workers, some by those independent of Gallup—for using the individual StrengthsFinder results. Among these are the individualized action agendas for using the strengths in academic and career settings, strengths bingo, strengths scavenger hunt autograph parties, and even interactive versions of strengths Jeopardy. Gallup also has some simple online interactive exercises that clearly illustrate each strength in application.

In getting to know one's top five



strengths, some points need to be remembered: Strengths are great, but they cannot solve every problem. Knowing one's strengths can make tasks easier and the end product better. The dirty little secret must be kept in mind: everybody's different. The trick is to discover how each person's strengths play out; there's a reason strengths are called themes.

One way to examine the use of personalization in using StrengthsFinder is to look at how its results can be used to help students better understand themselves

and their abilities in relation to assigned academic papers. Thoughtfully using strengths can have a synergistic effect on one's work product.

Just as different strengths have their unique attributes, not all paper assignments are alike. Students usually cannot control much of the *kind* of product they are assigned to create (that's why it's called an "assignment"). If they *do* have some control over the product, it is a smart bet to play to obvious matches. Different kinds of papers may very well play to different strengths:

Traditional research paper: Inputs
Creative writing: Ideation
Critique: Analytical
Biography: Individualization
Whatever the professor wants: Achiever

Once the kind of product students are expected to produce is known, the wise adviser can help the young scholar by structuring the writing process around their strengths. Some students may not know what their writing process is. Or they may know, but it may not be effective. Do they write several drafts and edit often, or do they write it completely the night before it's due? Do they write in a quiet room or in a noisy residence hall lounge? Do they write it all at once or in pieces?

For example, consider strengths in relation to an assignment to produce a paper. Some strengths lend themselves to timing much easier than others. Consistency, for example, does not tell very much at all about when a student will get around to writing a paper; adaptability; however, might. Timing and pace are both key. An Activator might start the paper right away, but there's no guaran-

"The trick is to discover how each person's strengths play out; there's a reason strengths are called themes"

StrengthsFinder-continued

tee s/he will finish it as quickly. A Responsibility might feel the need to start early, but there's also no guarantee s/he will actually start the assignment. An Adaptability is not necessarily likely to write the entire paper in one sitting. Clearly, different strokes for different folks.

Some strengths require the appropriate environment in which to work more than do others. Deliberative, for instance, does not tell much about where a student will likely write an assignment. Focus, however, does. Environment is more than just a geographical location. An empty library is a completely different place than a full library. Ear buds, especially



to the current generation of contemporary college student can be magical appliances. To each his/her own.

The key point here is to remember that there is no one-size-fits-all, cookie cutter advice. The wise adviser will learn through experience how each strengths theme manifests

itself. In other words, practice intentional implementation. Wash, rinse and repeat. The more one utilizes them, the better one will know one's strengths.

Jacki Miskimins is director of the Center for Talent Development at Dakota Wesleyan University. Her top five strengths are Input, Intellection, Positivity, Communication and Woo. Martin Sommerness is senior professor of journalism in the School of Communication at Northern Arizona University. His top five strengths are Deliberative, Context, Focus, Communication and Significance.

"By the time our inaugural class arrives, we will be knee-deep in the development of a self-study which will be completed during the law school's first year"

Concordia University & The ABA Accreditation Process

By Tamara Martinez-Anderson, Concordia University School of Law

Last summer, on June 11, 2010, the American Bar Association awarded the Phoenix School of Law full accreditation. Since its arrival, Phoenix has received accolades for the quality of education being delivered and recognition for their student's success on the bar. However, the students who initially chose to attend Phoenix often did so against the advice they received to "only apply to ABA accredited law schools."

Looking back on my career in law school admissions, I confess to delivering that same advice. I realize now that I did so without understanding the accreditation process and without knowing anything about the commitment that individual start-up law schools have to providing a sound legal education and to adhering to ABA

standards and rules of procedure.

Of course, that all changed when Concordia University School of Law invited me to join the team developing a new law school in Boise, Idaho. I thought it would be helpful to share a little of what I have learned with Prelaw Advisors so they can better understand the process that a school goes through in order to attain ABA accreditation.

Like every new law school, as Concordia begins to prepare itself to recruit our first class of students, every stage of the planning process requires that we actively insure that our marketing, recruiting, curriculum development, faculty hiring, etc adhere to ABA standards. By the time our inaugural class arrives, we will be knee-deep in the development of a self-study which will be completed during the law school's first year of operation and submitted along with a formal application to the ABA for provisional approval. This is followed by an ABA site

visit during the second year at which time the law school must demonstrate that it is in substantial compliance with each of the ABA Standards and then present a reliable plan for bringing the law school into full compliance. If the law school is granted provisional accreditation, its law students are subsequently allowed to apply and sit for the bar exam just as a student at a fully accredited law school.

Once provisionally approved,



schools remain in this status for at least three years, during which time the law school is closely monitored by the ABA. There are multiple visits to campus by site evaluation teams, and the

ABA Accreditation-continued

school must demonstrate that it is in full compliance with each of the ABA's standards in order to receive full accreditation.

As for the current status of the new Concordia University School of Law in Boise, Idaho, we are excited about filling an unmet educational need in Boise, providing a new regional option for law students, and to be working on meeting accreditation standards. We are focused on developing a program that will integrate civic engagement, ethical decision-making, and professional development within a rigorous academic and experiential curriculum. Progress on our sleek, urban building, located in downtown Boise, is on track to be complete in the fall of 2011 but we have not yet set a date for the enrollment of our inaugural class.

As more information about our curriculum, schedule, tuition, and starting date becomes available, I will keep an open dialogue with WAPLA colleagues so that you can provide up-to-date information to pre-law students interested in attending law school in Boise, Idaho.

Note: *In accordance with ABA Standard 102-7, please note that the Dean at Concordia University School of Law is fully informed as to the Standards and Rules of Procedure for the Approval of Law*



Schools by the American Bar Association. The Administration and Dean are determined to devote all necessary resources and in other respects to take all necessary steps to present a program of legal education that will qualify for approval by the American Bar Association. The Law School makes no representation to any applicant that it will be approved by the American Bar Association prior to the graduation of any matriculating student. For a full overview of the ABA accreditation process, visit the Legal Education section at www.abanet.org/.

For more information, contact: Tamara Martinez-Anderson, Assistant Dean for Admission & Marketing, Concordia University School of Law; Boise, Idaho; tmartinez@cu-portland.edu; 208-639-5441

“the school must demonstrate that it is in full compliance with each of the ABA's standards in order to receive full accreditation.”

Prelaw Mentoring: Is it for your school?

Paul Hodapp & Lin Allen, University of Northern Colorado (UNC)

Because of the loss of faculty pre-law advisors at UNC, Lin and I discussed with the director of criminal justice, who has contacts with the local bar association,



about using local judges and attorneys to supplement prelaw advising. We set up a meetings with the co-presidents of the Law Club, the chief judge of the district court, and the president of the bar association.

UNC students who are considering law school are, appropriately so, advised in their academic major. However, the law school experience is such that pre-law students would benefit from additional advising beyond that available from their academic advisor. Specifically, information about desirable undergraduate electives, selecting and applying for law school, preparing for the Law School Admissions Test, anticipating the first-year law school experience, learning about study and time management skills needed in law school, understanding the day-to-day practice of law, and appreciating the realities of a career in law, are topics best handled by people with first-hand experience.

Further, although the offering of advice on those topics is the primary reason for linking students and mentors, this relationship may allow for other experiences such as opportunities to observe courtroom activities, interact with other courtroom personnel, learn about legal careers that do not require a law degree, or be informed about undergraduate internship experiences.

To accomplish those goals and provide UNC pre-law students with a more enriched undergraduate experience, the UNC Pre-law Mentor Program was established. The program makes use of local jurists and attorneys who volunteer to share their expertise and advice with interested students.

Mentoring-continued

Program basics are as follows:

Interested students will fall into two categories:

General Interest students

These students have expressed an interest in learning more about law school and careers in the broad legal field. The Pre-law Mentoring Program welcomes these students and is designed to assist them by providing guest speakers, focused lectures, and other opportunities to learn about becoming and being a lawyer and about related careers. All students, regardless of major or class standing, are welcome to be included in this category.

Specific interest students

These students have shown a specific commitment to a career in law and are interested in gaining particular knowledge about applying to and attending law school and have focused their career plans. The Pre-law Mentoring Program is designed to provide these students with the unique opportunity to interact on a periodic basis with a local attorney or jurist who has volunteered to serve as a mentor to these students. To make the most effective use of the mentors' time, only those students who have completed at least the first semester of their sophomore year (i.e., have completed 45 credit hours) will be included in this category.

Two categories of mentors are identified, although individual mentors are welcome to participate in both categories:

General interest speakers

These mentors will be available to serve as guest speakers in UNC classes (any discipline), at student organization meetings (e.g., Pre-



law Club, Criminal Justice Society), or for other UNC speaking engagements as appropriate. Attorneys and judges willing to be included in this category will be asked to provide contact information and a brief paragraph and/or bulleted list that identify their particular areas of expertise. That information will be distributed to faculty and student organizations across campus to be used in identifying guest speakers.

Pre-law mentors

These mentors will be available to serve as career advisors to students who are in at least the second semester of their sophomore year and have indicated an interest in the practice of law. Each Pre-law Mentor will be assigned one or two students and will be expected to continue their mentoring relationship with those students until the student graduates from UNC. In addition, the mentor should be willing to meet at least once per semester with each student at the student's initiative. Student requests for more than three meetings per semester would border on an imposition and should occur only with prior agreement of the mentor.

We started the program fall 2010. We paired 20 students with mentors. We have had mostly positive feedback. In 2 cases the students and the

mentors were not able to meet and so we paired new students with the mentors. Ten more attorneys applied to be mentors late last semester but we had no more student applications. My experience is that 20 is about the number of UNC students each year who are serious about law school. We considered Eileen Crane's mentor program that involves networking with 100 attorneys. But we decided to focus on individual attention. So we added a second mentor for some of the mentees.

The student contact form is available at our web site, www.unco.edu/philosophy/prelaw. The judge/attorney form is available at the website of the Weld County Bar Association, www.weldcountybar.org/UNC_Mentor_Program.

We offer little guidance to mentors and mentees about how the relationship should develop. We do provide to all mentors and mentees a guide to good mentoring, which you can find at <http://alumnae.mtholyoke.edu/volunteers/ways/mentorguide.php>.

Future mentors may benefit from our conceptualization of the act of mentoring through understanding metaphors that map various roles



"mentors may benefit from our conceptualization of the act of mentoring through understanding metaphors that map various roles that mentors may assume"



Western Association of Prelaw Advisors

The purpose of WAPLA is:

1. To enhance the skills of pre-law advisors;
2. To advocate the interests of undergraduate students and institutions in the counseling and admissions processes leading to law related careers; and
3. To promote communication between pre-law advisors, individual law school admissions officers, and Law School Admissions Council, the Educational Testing Service, and other law-related organizations. These purposes will be accomplished through periodic meetings, through training of new pre-law advisors, and through such other means as the organization may devise.

Please consider joining us. Dues are only \$25.00 per year!



To join, visit us online at <http://wapla.org>



Mentoring-continued

that mentors may assume. Roles include navigator, investor, server, keeper, motivator, and exchanger. Each of these approaches suggests a different goal and process through which the mentoring process is established and carried out.

Navigator. A mentor may assume the role of an explorer or guide, helping students to navigate the legal training terrain.

Investor. A “Wall Street” mentor may assume the role of a banker, delivering return

on an investment.

Server. A mentor may assume the role of a server, viewing himself as a provider who fills an empty cup.

Keeper of the kingdom. A mentor may assume the role of a keeper of the arena, enculturating the mentee into the rituals and roles expected in a legal environment.

Motivator. A mentor may assume the role of a motivator, energizing the mentee in the setting and meeting of goals, incentivizing the men-

tee to achieve designated objectives.

Exchanger. A mentor may assume the role of a reciprocator, giving and receiving specialized knowledge and skills.

A debriefing session with mentors and mentees is proposed to determine role matches and effectiveness according to the metaphors described above.

