

Illinois Supreme Court Commission on Professionalism



ANNUAL REPORT 2008



Illinois Supreme Court **Commission on Professionalism**

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Message from the Commission Chair



On behalf of the Commissioners and our staff, I am pleased to submit the 2008 Annual Report of the Illinois Supreme Court Commission on Professionalism to the Justices of the Court, the members of the Bar and to the people of the state of Illinois. I want to thank each of the Commissioners for their dedicated service to the Commission, particularly David Rolewick, who as the first Chair of our Commission put the mission of the Commission on a solid foundation. I also wish to express my deep gratitude to Justice Robert Thomas who is serving as our liaison with the Court and whose guidance has helped in many ways.

The Commission on Professionalism is entering a new phase of its existence. The first phase was focused on the practicalities inherent in getting the new organization up and running and responding to the logistics of processing the larger-than-anticipated volume of requests for approval of the substance of professional responsibility CLE. In 2008, we launched innovative methods that allowed our staff not only to efficiently review the CLE applications, but also to assist CLE providers in the development of best practices model courses.

With the foundation as reflected in this report, we have developed a plan to carry out the Commission's mission in the phase that began in 2009. As shared with the Court shortly after I took over as Chair, that plan focuses on a variety of outreach programs to communicate our mission of increasing professionalism across the state. Because the mission of the Commission is broad and the staff is small, innovation and collaboration will be the twin keys of our success.

One of the most promising examples of innovation and collaboration at work is the pilot project on professionalism underway in the 17th Judicial Circuit. The pilot is a personal, grass roots program, yet circuit wide in scope. I analogize our work here to that of Johnnie Appleseed, supporting the individuals in the circuit by providing guidance and resources and then spreading the ideas, information, and success stories from one circuit to the next.

Either as part of a circuit wide professionalism program or independently, we also seek to expand lawyer to lawyer mentoring. Mentoring has great potential for the more experienced attorneys to convey the core values of integrity and professionalism to our newer attorneys, while they, in turn, impart knowledge and understanding unique to the younger set.

We will encourage generational, racial, and gender diversity issues to be addressed in the context of mentoring as well as in professional responsibility CLE and other outreach programs. In this way, we strive for the elimination of bias and greater inclusion in our legal system.

This phase of the Commission's development is being guided by our new Executive Director, Jayne Reardon, who was recently selected following a statewide search. Our Commissioners look forward to working with Jayne to make the mission of the Commission a reality in Illinois.

A handwritten signature in black ink that reads "Gordon B. Neale". The signature is written in a cursive, flowing style.



I am privileged to write this summary of the 2008 activities of the Commission on Professionalism as its newly installed Executive Director. In this role, I look forward to building on the foundational work accomplished over the inaugural years to develop innovative means to accomplish both the specific duties and the aspirational purposes of the Commission.

2008 was a watershed year for the Commission with respect to its professional responsibility CLE duties. These duties, providing rich potential to result in the changed behavior that is the focus of the Commission, include approving the substance of professional responsibility CLE and assisting providers in the development of quality professional responsibility courses. Due to the vision and initiative of our Education Director, Donna Crawford, we rolled out a website database that provides a more expeditious procedure for applicants to seek approval, and for Commission staff to perform a substantive review, of applications for professional responsibility CLE credit. Over the year, we approved approximately 2,700 applications for professional responsibility credit from providers and individuals originating from across the United States and even internationally. In collaboration with our advisory group of providers, we developed a Model Professional Responsibility CLE Course that incorporates best practices for adult learning of professional responsibility topics as well as a Facilitation Workshop that equips course presenters with the skills to facilitate (rather than lecture) professional responsibility CLE. In 2009 and beyond, we are scheduled, in collaboration with Accredited CLE Providers, to bring the Model Professional Responsibility CLE Course and the Facilitation Workshop to various locations around the state.

In addition to the outreach inherent in our CLE activities, we have identified outreach as our major effort for 2009 and beyond. We look to strengthen and expand to every law school in Illinois the law school orientation professionalism program, designed to introduce new law students to the reality that they are not only pursuing academic study but are also joining a profession with core values of integrity, honesty and *pro bono publico*. We are devoted to supporting the on-going pilot professionalism project in the 17th Judicial Circuit and to spreading the enthusiasm in that circuit to other circuits and organizations across the state. To this end, Commissioners and staff have scheduled opportunities to talk with interested individuals and organizations about the work and mission of the Commission and to explore ways the Commission can support professionalism activities and initiatives. The national scope of our influence and learning regarding professionalism issues allows us to exchange ideas and initiatives in the hopes that some activities undertaken in other jurisdictions may be considered feasible by organizations or entities in our state, and vice versa. Finally, we are looking forward to sharing our mission and work through print and other media, beginning with wide spread dissemination of this Annual Report.

It is incredibly rewarding to work with dedicated individuals who care deeply about the promise of our profession. I look forward to helping make that promise a reality.

A handwritten signature in cursive script, reading "Jayne Heardon". The ink is dark and the signature is fluid and legible.

Commission

The Illinois Supreme Court Commission on Professionalism was established to promote among the lawyers and judges of Illinois principles of integrity, professionalism and civility; to foster commitment to the elimination of bias and divisiveness within the legal and judicial systems; and to ensure that those systems provide equitable, effective and efficient resolution of problems and disputes for the people of Illinois. (Rule 799(a))

Commissioners

The Illinois Supreme Court appoints the Chair and the members of the Commission. The membership of the Commission includes law school faculty, Illinois Court judges, U.S. District Court judge, lawyers, non-lawyers, and the Attorney Registration and Disciplinary Commission (ARDC) administrator. The 2008 Chair and Commissioners were:

- David F. Rolewick, Rolewick & Gutzke PC., *Chair*
- John E. Corkery, John Marshall Law School
- Hon. Kathryn E. Creswell, 18th Judicial Circuit Court
- C. Kristina Gunsalus, University of Illinois College of Law
- Jeanette Hunter, Rock Island County Clerk's Office
- Patrick M. Kinnally, Kinnally, Flaherty, Krentz, & Loran
- Hon. Michael P. McCuskey, U.S. District Court for the Central District of Illinois
- Gordon B. Nash, Jr., Drinker Biddle & Reath LLP
- Jane DiRenzo Pigott, R3Group LLC
- Gwendolyn Y. Rowan, Cook County Bar Association
- Hon. Stephen L. Spomer, Appellate Court for the 5th District
- Lawrence M. Templer, Jolivette & Templer
- Hon. Richard L. Tognarelli, 3rd Judicial Circuit Court
- Vincent F. Vitullo, DePaul University College of Law
- Hon. Debra B. Walker, Circuit Court of Cook County
- Sonni C. Williams, City of Peoria
- Jerome Larkin, ARDC, *ex officio*

Duties of the Commission

Rules 799(c) delineates the Commission's duties as including:

1. Creating and promoting an awareness of professionalism by all members of the Illinois bar and bench;
2. Gathering and maintaining information to serve as a resource on professionalism for lawyers, judges, court personnel, and members of the public;
3. Developing public statements on principles of ethical and professional responsibility for distribution to the bench and bar for purposes of encouraging, guiding and assisting individual lawyers, law firms and bar associations on the ethical and professional tenets of the profession;
4. Assisting Continuing Legal Education (CLE) providers with the development of courses and activities offered to fulfill the professional responsibility requirement for minimum continuing legal education under Rule 794(d)(1);
5. Determining and publishing criteria for, monitoring, coordinating, and approving, courses and activities offered to fulfill the professional responsibility requirement for minimum continuing legal education under Rule 794(d)(1);
6. Reviewing and approving the content of courses and activities offered to fulfill the professional responsibility requirement for minimum continuing legal education under Rule 794(d)(1) and forwarding the Commission's determination to the Minimum Continuing Legal Education (MCLE) Board;
7. Monitoring activities related to professionalism outside the State of Illinois;
8. Collaborating with law schools in the development and presentation of professionalism programs for law student orientation and other events as coordinated with law school faculty;
9. Facilitating cooperation among practitioners, bar associations, law schools, courts, civic and lay organizations and others in addressing matters of professionalism, ethics, and public understanding of the legal profession; and

10. Recommending to the Court other methods and means of improving the profession and accomplishing the purposes of this Commission.

Staff and Consultants

In 2008, the following staff members and consultants guided and executed the work of the Commission:

- Cheryl I. Niro, *Executive Director*
- Jayne R. Reardon, *Deputy Director*
- Donna K. Crawford, *Education Director*
- Audrey J. Lee, *Legal Education Consultant*
- Robert E. Walker, *IT Consultant*

Commission Committees

The Commissioners oversee the work of the Commission through working committees. The 2008 Commission Committees and assigned responsibilities include:

Executive Committee: *provides policy guidance and strategic planning for the Commission's operation.*

- David F. Rolewick, *Chair*
- C. Kristina Gunsalus
- Gwendolyn Y. Rowan
- Gordon B. Nash, Jr.
- Lawrence M. Templer
- Hon. Richard Tognarelli
- Hon. Debra Walker

Audit-Finance Committee: *reviews the independent audit of Commission funds and oversees financial policies and procedures of the Commission.*

- Hon. Deb Walker, *Chair*
- Hon. Kathryn Creswell
- Hon. Michael McCuskey
- Gordon B. Nash, Jr.
- David F. Rolewick

CLE Policy Committee: *considers policy issues that emerge in the implementation of professional responsibility CLE duties and makes recommendations to the Commission when needed.*

- Lawrence M. Templer, *Chair*
- Hon. Kathryn Creswell
- Patrick M. Kinnally
- Hon. Debra Walker
- Sonni Choi Williams

Law School Committee: *provides guidance and support for the Commission's professionalism programs in law schools.*

- C. Kristina Gunsalus, *Chair*
- John E. Corkery
- Hon. Michael McCuskey
- Vincent F. Vitullo
- Hon. Debra Walker

Outreach Committee: *provides guidance and support related to communication with the legal community and citizens of Illinois.*

- Gwendolyn Y. Rowan, *Chair*
- Jane DiRenzo Pigott
- Hon. Stephen L. Spomer
- Hon. Richard L. Tognarelli
- Sonni Choi Williams

Commission Meetings

The full Commission met four times in 2008:

- April 3
- June 26
- September 12
- December 11



Outreach

Under Rule 799(c), the Court charges the Commission to promote an increased professional culture for the attorneys in the state of Illinois by: creating and promoting an awareness of professionalism; gathering and sharing information on professionalism issues for lawyers, judges, court personnel, and members of the public; developing public statements on principles of ethical and professional responsibility for purposes of encouraging, guiding and assisting individual lawyers, law firms and bar associations on the ethical and professional tenets of the profession; facilitating cooperation among practitioners, bar associations, law schools, courts, civic and lay organizations and others in addressing matters of professionalism, ethics, and public understanding of the legal profession; and monitoring activities related to professionalism outside the State of Illinois. These goals are served through the Commission's activities related to professional responsibility CLE, the programs and speaking engagements of the Commission staff, and the Commission's major projects and initiatives, all described below.

Circuit Wide Professionalism Programs

In recognition that the ideals of professionalism cannot be imposed but must instead be inspired on a local and personal level, the Commission asked the 17th Judicial

Circuit to pilot a professionalism program on a circuit wide basis. Under the leadership of former Chief Judge Kathryn Zenoff, representatives of the major stakeholders in the legal community were invited to come together and begin considering this work. A Professionalism Advisory Council was formed and after months of work, a drafting committee produced a document stating the ideals of professional behavior in the circuit, *Statement of Professional Aspirations for the Legal Profession in the 17th Judicial Circuit* (Aspirational Code) as well as a document providing the non-disciplinary context for the statement of ideal behavior, *17th Judicial Circuit Aspirational Code—Statement of Purpose*. Eventually, both documents were adopted by all the stakeholder organizations in the circuit.

In 2008, under the leadership of Chief Judge Janet Holmgren, the Professionalism Advisory Council considered implementation, or ways to transform the stated aspirations into action. The Professionalism Advisory Council chose to follow the same procedure as used in adopting the Code, i.e., to elicit wide opinions and ideas and arrive at a consensus for their legal community. In order to determine what next steps the legal community wished to take in order to encourage behavior consistent with the Aspirational Code, a

survey was circulated and several meetings were held by the Education and Implementation Committee. The Committee recommendations included: add the Aspirational Code in the subject matter of the Basic Skills Course offered by the Bar Associations; provide informal professional guidance to new attorneys through mentoring; and provide non-disciplinary guidance to violators through a peer review mechanism. By late 2008, the 17th Judicial Circuit Attorney Mentoring Program and the Peer Review Council began providing voluntary compliance with the Aspirational Code. The Commission supported these developments by providing a survey instrument and our Lawyer-to-Lawyer Mentoring Guide, by facilitating two half-day training sessions for mentors, and by sharing information, recommendations, and survey outcomes with the Chief Judge and the Professionalism Advisory Council.

News of the success of the pilot program in the 17th Judicial Circuit is spreading to other judicial circuits. The Commission will reach out to and similarly support professionalism initiatives in other circuits, including discussions already underway in the 3rd and 11th judicial circuits.

Lawyer-to-Lawyer Mentoring

The competence, professionalism, and success of lawyers can be elevated through focused and proactive mentoring relationships. Based in part on the recommendations of the Roger K. O'Reilly Conclave on Professionalism and the research on mentoring programs in place in other states, the Commission produced a Lawyer-to-Lawyer Mentoring Guide to support the development of structured lawyer-to-lawyer mentoring programs within judicial circuits, law firms, and other organizations. The structured mentoring program advanced in the Guide matches experienced attorneys and newly admitted attorneys for the purpose of helping new attorneys learn the skills, professional values and judgment necessary to practice law in accordance with the highest ideals of the profession.

The Lawyer-to-Lawyer Mentoring Guide, adapted in part from Georgia and Ohio mentoring program resources, serves as a year-long curriculum to support the mentor and mentee teaching and learning experience. The Guide provides a model mentoring plan that can be tailored to the circumstances and practice areas of the mentor and the beginning lawyer. Detailed instructions, worksheets and a year-long schedule of mentoring activities are included in the Guide. This Guide will orient a new lawyer to various procedural and cultural aspects of a successful law practice. This curriculum suggests multiple opportunities for the experienced lawyer to offer professional guidance and share practical knowledge and skills.

Mentoring appears to present a promising means of improving the legal profession and accomplishing the purposes of this Commission. Mindful of our duty to recommend to the Court other methods and means of improving the profession and accomplishing the purposes of this Commission, the CLE Policy Committee is examining the possibility of recommending a Rule change to allow lawyers CLE credit for participation in an approved structured year-long mentoring program.

Law Schools

The Commission is charged by Rule 799(c)(7) with the responsibility to collaborate with law schools in the development and presentation of professionalism programs for law student orientation and other events as coordinated with law school faculty. In 2008, the Commission assisted law schools with their orientation programs by arranging for Justices to give remarks and administer the Oath of Professionalism and by obtaining the cooperation of practicing lawyers or judges to engage the matriculating law students in facilitated discussions about professionalism topics. In addition, the Commission staff delivered speeches and presented workshops at various law school professionalism events. The law schools participating

Outreach

in professionalism endeavors in collaboration with the Commission include:

- Chicago-Kent College of Law
- DePaul University College of Law
- Loyola University School of Law
- Northern Illinois University College of Law
- Southern Illinois University School of Law
- The John Marshall Law School
- University of Illinois College of Law

Diversity

Several recommendations from the Roger K. O'Reilly Conclave on Professionalism highlighted education as a means to broaden the diversity and inclusion of the legal profession. Conclave participants stressed that education, particularly at the middle school and high school levels, is crucial to inspiring under-represented individuals to consider law as a career and to equipping these youth with a skill set sufficient to facilitate their entry into the profession. Specifically, the Conclave participants recommended developing and supporting educational programs for promising diverse youth in which lawyers and judges would serve as mentors. In response to this Conclave recommendation, the Commission staff convened a Conclave Diversity Pipeline Committee to develop an action plan to address the diversity recommendations. This committee explored the development of The Law Corps and wrote a proposal.

The Law Corps was envisioned as a comprehensive, integrated, statewide youth mentoring program. By establishing a support system for promising diverse youth in which lawyers and judges would serve as mentors, The Law Corps would “grow” diversity in the legal profession through mentoring youth. This proposed mentoring program focused on developing the academic, emotional and social skills of

talented diverse youth who would one day become leaders in our firms, corporations, law schools, courtrooms, and political arenas. Due to financial and administrative constraints, The Law Corps program has not been implemented. However, the concepts of the proposal have been shared with other organizations, including bar associations, who embrace this mission.

Additional diversity pipeline efforts have been supported by the Commission, through its staff, Commissioners, and other interested individuals. The Commission has been involved in conferences, CLE programs, and meetings of various bar and other organizations, and has made presentations at Chicago area high schools. Furthermore, the Commission has participated in the LegalTrek program that is sponsored by the Chicago Committee for Minorities in Large Law Firms and Northwestern University School of Law. The goal of LegalTrek is to introduce college students from historically under-represented groups to the practicalities and possibilities of attending law school and entering the legal profession.

Speaking Engagements

Speaking engagements provide opportunities to create and promote an awareness of professionalism among members of the Illinois legal community. In 2008, the Commission staff delivered speeches at events sponsored by the organizations listed below:

- McHenry County Bar Association
- DuPage County Bar Association
- Woman's Bar Association of Illinois
- Allerton Conference ISBA Civil Practice and Procedure Section Council
- McClean County Bar Association
- ISBA Corporate Law Section Council
- Southern Illinois University Law School

- ISBA Solo Small Firm Conference
- Winnebago County Bar Association
- Attorney Registration & Disciplinary Commission
- DePaul University College of Law
- Practising Law Institute
- Illinois State Bar Association
- Chicago Bar Association
- Project SALUTE Veterans' Advocacy
- Chicago LegalTrek
- Northwest Suburban Bar Association
- University of Illinois College of Law
- Office of the Cook County
Public Defender
- John Marshall Law School -
Veterans' Legal Support Center
- Legal Assistance Foundation of Metropolitan Chicago -
Veterans' Rights Project

The list of speaking engagement above does not include the presentations of the Commission's Model CLE Course and Facilitation Workshops which are discussed in a later section of this report.

Pro Bono

The Commission promotes the awareness that lawyers have a professional responsibility to use their training, experience, and skills to provide services in the public interest for which compensation may not be available. The Commission actively has supported training for attorneys to assist, on a pro bono basis, veterans and military personnel in obtaining benefits and legal protections for which they are eligible.

The Commission will continue to make available information and opportunities for lawyers to make pro bono contributions that will not only serve the public good, but will also yield a more rewarding professional life for members of the legal community.

National Participation

Illinois joins Alabama, Florida, Georgia, Hawaii, Maryland, New Jersey, New Mexico, New York, North Carolina, Ohio, Oregon, South Carolina and Texas as the fourteenth state with an established Commission on Professionalism. Representatives from these fourteen commissions shared information about professionalism activities, initiatives, and resources via email and phone networking throughout the year.

Under the auspices of the American Bar Association Center for Professional Responsibility, the state professionalism commissions and law school ethics centers convene as members of the National Consortium on Professionalism Initiatives. The Consortium, through its regular meetings and its list serve, provides a venue for the exchange of ideas among members. Our participation in the meetings and networking opportunities of the National Consortium has enhanced our ability to monitor professionalism activities outside the state of Illinois and to access professionalism resources and best practices.

Commission staff also participated in the ABA Center for Professional Responsibility National Conference and other professional meetings at which national experts in the field of professional responsibility distribute and discuss current resources and publications.



Professional Responsibility Education

A major allocation of Commission efforts since the inception of its operation has been to professional responsibility CLE. With respect to professional responsibility CLE, Rule 799(c) requires the Commission to: determine and publish criteria for monitoring, coordinating and approving professional responsibility CLE; review and approve the content of courses and activities offered to fulfill the professional responsibility CLE requirement; and to assist CLE providers with the development of courses and activities offered to fulfill the professional responsibility CLE requirement.

In order to inform our approaches to these duties, the Commission researched best practices regarding the development and delivery of professional responsibility CLE. Part of that research was done in conjunction with CLE providers in our state, including representatives from large and small law firms, government organizations, for-profit and non-profit CLE providers, and other legal organizations. Such representatives comprise the Commission's CLE Advisory Group, and our periodic meetings are characterized by a robust exchange of ideas to help identify the characteristics of high quality professional responsibility CLE and to explore potential means of improving such CLE.

What follows is a summary of our 2008 activities as they

relate to the three CLE duties articulated in Rule 799(c).

Professional Responsibility CLE Criteria

As required by Rule 799(c), the Commission determines and publishes criteria for approving and monitoring courses and activities offered to fulfill the CLE professional responsibility requirement. The Commissioners recognize that professional responsibility CLE affords an opportunity to provide quality learning experiences characterized by the change agents of inspiration and aspiration. Accordingly, the language used in the guidelines and forms was chosen to provide guidance to providers and presenters about issues important to the Commission on Professionalism and to motivate providers and presenters to improve the substance and delivery of the coursework in this area. In other words, in keeping with the mission of the Commission, the criteria suggest and recommend aspirational goals rather than set minimum requirements, which may lead to merely grudging or minimal compliance. Illinois was the only state in 2008 to employ these direct methods to raise the substantive quality of professional responsibility programming.

CRITERIA FOR APPROVAL

The characteristics of a quality professional responsibility course that the Commission will approve for professional

responsibility credit are contained in the Commission's Professional Responsibility CLE Guidelines. (See *Exhibit A: Professional Responsibility CLE Guidelines page 18*.) The Guidelines describe the aspirational goals of professional responsibility CLE and the broad approach of the Court, and the Commission, to impact the legal culture through quality professional responsibility CLE. The five substantive areas of the professional responsibility requirement contained in Rule 794(d) (professionalism, diversity, substance abuse and mental illness issues, civility, and legal ethics) are discussed, and specific course topics are suggested for each of the five areas. The Professional Responsibility CLE Guidelines are published on our website and were distributed to CLE providers via email.

Illinois is one of the few states with a broad definition of professional responsibility and a process of substantive or quality review for CLE courses. Most CLE providers submit their courses to multiple states for credit approval and are more familiar with a narrower legal ethics requirement than the broader professional responsibility course development opportunities of Illinois. To assist providers in navigating through the Illinois requirements, and in gaining an understanding of the nature of our substantive review, the Commission created a Course Development Checklist. (See *Exhibit B: Course Development Checklist page 20*.) The Checklist is designed for individuals who create or deliver professional responsibility CLE courses and activities. It not only states the minimum requirements, but it also encourages the development of coursework in the five different areas of professional responsibility CLE with principles of quality learning at the forefront. The Course Development Checklist is published on our website and was distributed to CLE providers via email. Recognizing the need for an evaluation tool that focused on what attorneys were learning as a result of participating in a CLE course, the Commission developed a Participant Evaluation Form. (See *Exhibit C: Participant Evaluation Form page 21*.) This form was designed to gather participant feedback about course learning objectives, methods of delivery and engagement, and value of the learning experience. Gathering this information serves to inform CLE

2008 CLE ADVISORY GROUP

- **Mary Andreoni**
Attorney Registration and Disciplinary Commission
- **Beth McMeen**
Chicago Bar Association
- **Venu Gupta**
Chicago Committee on Minorities in Large Law Firms
- **Scott Slonim**
Office of the Cook County Public Defender
- **Randall Roberts**
Office of the Cook County State's Attorney
- **Gloria Norton**
DuPage County Bar Association
- **Joshua Vincent**
Hinshaw & Culbertson LLP
- **Leslie Richards-Yellen**
Hinshaw & Culbertson LLP
- **Steven Rahn**
Illinois Institute of Continuing Legal Education
- **Jeanne Heaton**
Illinois State Bar Association
- **Janet Piper-Voss**
Lawyers' Assistance Program
- **Charlene Foss**
Lexis Nexis
- **Ruta Stropus**
Office of the Attorney General
- **Paula Holderman**
Winston & Strawn LLP

Professional Responsibility Education

providers about possible avenues to improve the quality of their course offerings. The Participant Evaluation Form is published on our website and was distributed to CLE providers via email.

The criteria for CLE courses and activities to be approved for professional responsibility credit are also delineated in the applications which providers and attorneys submit to the Commission in order to have their requests for professional responsibility credit considered. Our online application requires providers to assign substance descriptors of their coursework, including identifying which of the five substantive areas of Rule 794(d) (i.e., professionalism, diversity, mental illness and substance abuse, civility, or legal ethics) the course addresses, and to identify the learning objectives tied to the professional responsibility CLE requirement. Requiring providers to state a learning objective, or what lawyers will learn as a result of participating in the CLE course, requires a fundamental shift from conceptualizing CLE as consisting of a teacher “covering material” to CLE as equipping lawyers with new skills and perspectives. Similarly, individuals who wish professional responsibility credit for non-traditional activities (including attendance at law school courses, bar association meetings, part-time teaching of law courses, or legal scholarship) must complete a form describing the course connection to the professional responsibility requirement and the learning that occurred.

CRITERIA FOR MONITORING

In 2008, the Commission began to monitor courses to assess the quality and effectiveness of course content and delivery methods. A Course Audit Form was developed to gather information and to provide feedback to the CLE provider. (See *Exhibit D: Course Audit Form page 22.*) Twelve CLE providers were randomly selected for a course audit. Commissioners and staff served as course auditors. One or two auditors were assigned to observe and assess each selected course. Upon completion of the course audit process, staff wrote and mailed an evaluation summary to the provider.

Providers have been cooperative with the audit process, and generally they share the interest and concern of the Commissioners to deliver quality programming in a manner that is cost-effective for both the provider and the participants. Overall audit results indicate the CLE providers delivering in-person courses are providing effective professional responsibility educational experiences. Auditors have raised some concerns, particularly about the efficacy of various online/DVD/audio course experiences and the ease of acquiring certificates without active participation.

The Commission also has responded to negative comments from course participants by monitoring courses, providing written feedback to providers, including suggestions for improvement, and by meeting with providers to discuss weaknesses and to explore ideas for possible improvements. The Commission will continue to monitor the quality of professional responsibility education on a course-by-course basis when an issue is brought to our attention.

Professional Responsibility CLE Applications

As required by Rule 799, the Commission reviews and approves the content of courses and activities offered to fulfill the professional responsibility CLE requirement under Rule 794(d)(1). The Commission receives applications for professional responsibility CLE credit from two sources: CLE providers delivering courses and activities; and individual attorneys for their participation in non-traditional and out-of-state courses and activities.

Until the end of 2007, substantive review and approval of professional responsibility course applications was handled by a staff member examining extensive materials, agendas, and faculty biographies submitted via email. This labor-intensive approach was re-vamped by the Commission's Education Director in consultation with experts in the area of database design and technology. In 2008, the Commission executed an online application system, which included a database information collection process. Even though the volume of applications increased in 2008, the increased

Professional Responsibility Education

efficiencies of the online system resulted in the processing time for provider applications to significantly decrease from eight weeks to approximately one week. Additionally, the online application process supports a more efficient administrative function of tracking and reporting course determinations to the MCLE Board.

PROVIDER CLE APPLICATIONS

During 2008, a total of 2,508 applications from CLE Providers were processed for professional responsibility credit. A minority of the 2,508 applications came from in-state providers (42%). A majority of the applications were submitted by out-of-state providers (58%), which distributed across 40 different states. However, this number is incomplete because in order to reduce the backlog of applications under the initial course material review system, the Commission previously had extended presumptive approval to six MCLE Board Accredited CLE Providers. This approval expired on December 31, 2008. Consequently, the number of CLE applications is expected to increase in subsequent years because every MCLE Board Accredited CLE Provider must apply to the Commission for substantive approval of their courses as required by Rule 799(d)(6)(ii).

The application submitted to the Commission for professional responsibility approval asks providers to describe the content of their courses with reference to each of the five substantive areas of the professional responsibility rule, Rule 794(d), (i.e. professionalism, diversity, mental illness and addiction issues, civility, and legal ethics.) As Figure 1 illustrates, the content distribution for all 2008 professional responsibility course applications submitted by CLE providers shows 57.5% of the courses offered were categorized as Legal Ethics, 31% Professionalism, 6% Diversity, 2% Civility, and 3.5% Mental Illness and Addiction Issues.

The vast majority of courses submitted by out of state providers were substantively described as consisting of legal ethics. In contrast, Illinois providers offered a more balanced menu of professional responsibility courses. As Figures 2 & 3 illustrate,

FIGURE 1
Courses from In-State & Out-of-State CLE Providers

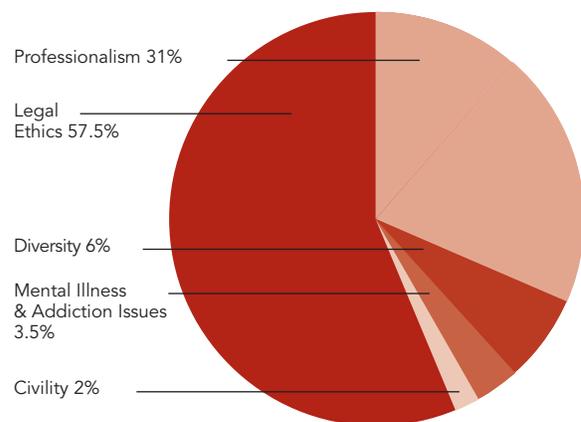
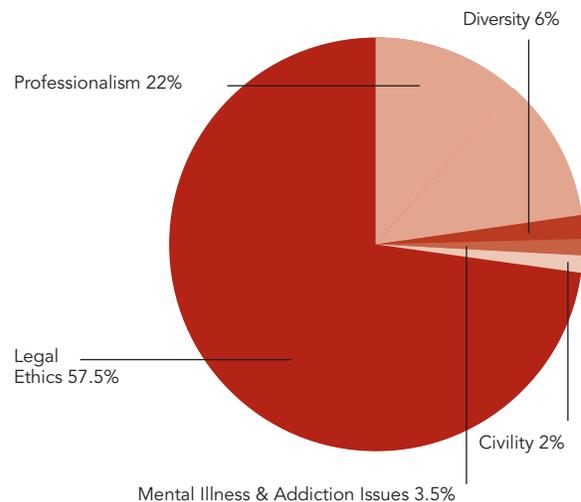


FIGURE 2
Courses from Out-of-State CLE Providers



Professional Responsibility Education

the distribution of course offerings by out of state providers was: 74% Legal Ethics, 22% Professionalism, 2% Diversity, 1% Civility, and 1% Mental Illness and Addiction Issues. The distribution of courses offered by Illinois providers was: 41% Legal Ethics, 40% Professionalism, 10% Diversity, 3% Civility, and 6% Mental Illness and Addiction Issues. Possible explanations for the difference include the more active involvement of the Commission in discourse with Illinois CLE providers.

The Commission's on-line application also requires providers to identify the delivery methods of the course. As Figure 4 highlights, most of the professional responsibility courses are delivered through lectures. In addition, many of the courses delivered by lecture are also videotaped and provided to participants through DVDs, podcast, or other distance teaching method.

Research into adult learning shows that the lecture method of delivery yields a retention rate of less than 15%, whereas active learning experiences drive the retention rate above 70%. (Christison, R.B., *Adult Learning for Lawyers*, Professional Development Quarterly, May 2004) The higher retention rate of active learning is essential to effectuate changed behavior in future circumstances, i.e., a higher synthesis and application of learning. The language of our application is designed to encourage providers to consider delivery methods other than lecture.

ATTORNEY CLE APPLICATIONS

The Commission also approves professional responsibility courses and activities submitted by attorneys. The volume of applications from attorneys is considerably smaller than provider applications and generally falls into two categories: non-traditional courses or activities; and out of state courses.

Applications for professional responsibility credit for non-traditional courses or activities under Rule 795(d), including law school courses, bar association meetings, part-time teaching of law courses, and legal scholarship, are received by the Commission through a designated form on our website. They are processed first considering the information

contained in the application; frequently, staff asks for electronic transmission of additional materials to facilitate the substantive review. In 2008, the Commission approved 55 non-traditional applications for professional responsibility credit. Twelve applications were denied, primarily on the basis that the subject matter was not professional responsibility but, rather, was more properly characterized as substantive law.

The Commission approves the individual out-of-state attorney applications for attorneys who wish to claim professional responsibility credit. After the MCLE Board has approved the course as complying with its accreditation standards, applicants complete and submit a designated form describing the professional responsibility aspects of the course for which they wish to receive credit. In 2008, the Commission approved 217 applications for professional responsibility under this category.

SUMMARY OF CLE APPLICATION APPROVAL

In 2008, the Commission approved a total of 2,780 courses or activities applications from both providers and attorneys. Less than 1% of the applications were denied. Commission staff has spent considerable time assisting providers in supplementing course offerings to meet the minimal qualifications for approval and in developing better courses. These efforts over time result in an increased availability of quality programming and lower denial rate. The Commission anticipates that the approval process will continue to be modified to reflect higher criteria for the courses or activities that will receive Commission approval.

Assisting CLE Providers in Course Development

Unlike substantive general CLE, which is devoted primarily to the transfer of information, or black letter law, professional responsibility CLE often involves topics best approached by tapping into wisdom, judgment, creativity, and integrity to inspire behavior reflecting the highest aspirations of our profession. Research shows that adults retain much more of what they experience in education courses when they are involved in the program as active learners. Active

Professional Responsibility Education

learners share with other participants and with the facilitator their wisdom, perspectives and analysis. This approach is particularly appropriate in the area of professional responsibility, which heavily relies upon experience and judgment (as opposed to mere knowledge superiority) as the touchstone of appropriate behavior.

Active learning is not necessarily accomplished by merely providing an opportunity for participants to ask questions. The reality is, in traditional CLE settings, especially in large groups, most participants do not ask questions and do not actively engage. For course participants to be actively engaged, the course should be delivered by a method more interactive than traditional lecture and by instructors who possess facilitation skills. Facilitation requires attorneys to leave their comfort zones and engage in actively learning from one another and share their perspectives and experiences.

These principles were researched and applied, in collaboration with the CLE Advisory Group, and culminated in the development of a Model CLE Course (a case simulation presenting diversity and professionalism issues) and a Facilitation Workshop (facilitation training for presenters of professional responsibility CLE). The Model CLE Course and Facilitation Workshop are designed to change the continuing legal education paradigm for professional responsibility CLE from the common lecture format, which statically delivers information, to a facilitated active learning process. Facilitated by Commission staff and experienced presenters, the Course and Workshop has been offered by various Accredited CLE Providers. Both the Course and Workshop are described in detail below.

MODEL CLE COURSE

The Model CLE Course is designed to provide a hands-on, interactive experience in which participant attorneys attempt to address professionalism and diversity issues through a case simulation, followed by a facilitated discussion about participants' experiences. Following the success of the initial Model CLE Course, four case simulations were developed to

FIGURE 3
Courses from Illinois
CLE Providers

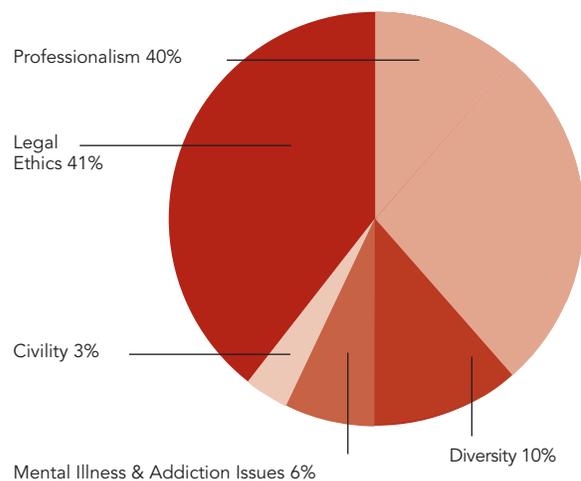
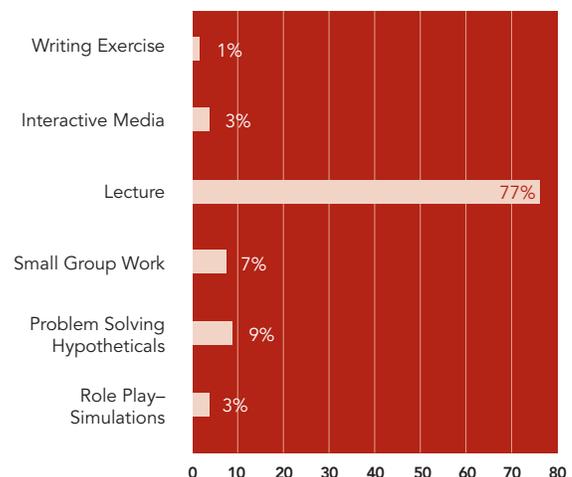


FIGURE 4
Delivery Methods



Professional Responsibility Education

address similar learning objectives in the contexts of various legal settings.

1. LaSalle & Madison (large law firm setting; professionalism and diversity issues)
2. Smith & Jefferson (mid-sized law firm setting; professionalism and diversity issues)
3. Robert Wilkins & Associates (small law firm setting; diversity, generational, and professionalism issues)
4. Employment law version (mid-size law firm setting; additional general counsel role)

The Model CLE Course was delivered for five organization sponsors in 2008 with a total of 318 participants. The sponsors include:

- Northwest Suburban Bar Association
- Chapman and Cutler LLP
- Hinshaw & Culbertson LLP
- Chicago Bar Association
- Practising Law Institute

Commission staff and collaborators solicited and incorporated feedback from participants to improve the Model CLE Course design and materials. Participant feedback for the Model CLE Course has been overwhelmingly and consistently positive. Since the Commission began delivering and sharing the Model CLE Course materials, there has been growing interest among attorneys and CLE providers within and outside of Illinois. The Model CLE Course has been used by three out-of-state law firms in their new associate programs and in an Ohio training including over 150 staff attorneys in the Midwest Office of Medicare Hearings and Appeals.

FACILITATION WORKSHOP

At the request of CLE providers who reported that most of their CLE programming is delivered by attorneys who may not possess the facilitation skills for optimum delivery of the Model CLE Course, Commission staff worked with skilled

trainers and CLE providers to design a Facilitation Workshop. In order to maintain quality control, the Commission currently shares the Model CLE Course materials only with individuals who have received training by attending a Facilitation Workshop.

The Facilitation Workshop gives participants the opportunity to first experience the Model CLE Course as participants, learn the basics of facilitation, and then practice facilitating a group discussion of professional responsibility issues raised in the Model CLE Course case simulation. The following two Facilitation Workshops presented in 2008 included a total of 23 participants:

- **Sponsor:** Chicago Bar Association, Chicago
Participants: Commission's CLE Advisory Group
- **Sponsor:** Winston & Strawn, Chicago
Participants: Professional Development Consortium

Representatives from the following 17 organizations participated in the 2008 Facilitation Workshops:

- Attorney Registration & Disciplinary Commission
- Baker & McKenzie LLP
- Center for Conflict Resolution
- Chicago Bar Association
- Cook County State's Attorney's Office
- Cook County Public Defenders' Office
- Cook County Public Guardian's Office
- Foley & Lardner LLP
- Hinshaw & Culbertson LLP
- Illinois Attorney General's Office
- Illinois Institute of Continuing Legal Education
- Illinois State Bar Association
- Neal, Gerber & Eisenberg LLP
- Sidley Austin LLP
- Stone & Loevy, LLC
- Vedder Price P.C.
- Winston & Strawn LLP

Participant feedback for the Facilitation Workshop is consistently positive. Additional Facilitation Workshops, including an advanced workshop, are planned for 2009.

Other CLE Provider Assistance

Course application data indicates that Illinois lawyers receive continuing legal education programs sponsored by providers from across the nation. In order to impact the quality of this programming, the Commission strives to develop methods to influence, and to get feedback from, providers on a national scale. In 2008, Illinois was the only state with a Commission on Professionalism charged with the responsibility to approve course content and to collaborate in the development of quality professional responsibility programming. To leverage our efforts with both out-of-state providers as well as in-state providers, the Commission continues to engage in dialogue through regular meetings of the CLE Advisory Group, through our periodic E-news, and by telephone calls and meetings with individuals and providers.

The Commission's database application process allows us to send electronic newsletters to every provider that has applied for approval of a professional responsibility CLE course. The Commission's periodic E-news is sent to over 420 CLE providers regularly via email. The E-news topics are designed to support providers in delivering professional responsibility education, to generate an exchange of ideas regarding course possibilities, and to engage providers in the effort to improve the quality of the professional responsibility learning experience. The 2008 topics included: solicitation of feedback on a participant evaluation form and a course audit form; education about the five different substantive areas of the Illinois professional responsibility rule and the need for programming in some of the under-utilized areas such as civility, diversity and substance abuse and mental illness (wellness); the new ILSCCP website application process; and the delivery method of facilitation.

E-news Sent July 2008: Courses Needed in Areas of Civility, Diversity & Wellness

Dear CLE Provider:

Here in Illinois, there is a dearth of professional responsibility programs in the areas of civility, diversity, and wellness issues for lawyers. Our Commissioners have been discussing the data concerning professionalism programs and their disappointment that there are not currently more program offerings in these areas. This is an alert that translates into a real opportunity for CLE Providers.

The Commission on Professionalism's database shows that in 2007, over 368 providers from 41 states submitted professional responsibility programs for the substantive approval of the Commission. Our database also shows that the vast majority of courses were in the traditional area of legal ethics, whereas only 4% of the courses were in the area of civility, 2% in the area of diversity, and 2% of the courses considered mental illness and addiction issues (or, more positively speaking, wellness issues).

By way of background, civility (or the lack thereof) in the legal profession was the primary concern that moved the Court to establish a committee to study civility across the State of Illinois. The work of the committee expanded, eventually leading to the Supreme Court Rules changes establishing the MCLE Board and the Professionalism Commission. One of the first tasks of the Commission was to sponsor a statewide survey on professionalism, now available on our website, showing widespread unprofessional behavior, often employed for strategic advantage and despite acknowledged consequences and costs. Incivility is also related to the profession's lack of diversity and mental health issues (topics to be covered in later e-newsletters).

For now, please consider developing CLE addressing the issue of incivility. You can help Illinois attorneys and your position in the marketplace.

Jayne R. Reardon, Deputy Director

EXHIBIT A: Professional Responsibility CLE Guidelines

The Commission provides CLE providers the following guidance concerning the Court's expectations regarding professional responsibility education. In adopting these guidelines, the Commission intends that CLE providers, educators and facilitators, be clear as to the goals of the Illinois professional responsibility CLE requirement and the desired results from professional responsibility educational experiences.

Desired Results

Rather than merely conveying static information, CLE, in the area of professional responsibility, seeks to turn professionalism into a constant awareness for every Illinois lawyer. Successful professional responsibility education will acquaint lawyers with the realities of applying the core values and ethical responsibilities of our profession in increasingly dynamic and sophisticated settings. Successful professional responsibility CLE courses will also encourage lawyers to engage in dialogue, bringing the wisdom and experience of disparate individuals to bear on new situations and applications. They should expand the horizons of participants with respect to the richness and variety of the profession and the range of interests compatible with practice in the profession. Successful professional responsibility education will encourage the habit of reflection, thereby fostering more thoughtful responses to daily events. Such courses will also sharpen awareness of nuance professional situations and can provide a sense of personal control in the context of individual professional careers. Finally, quality-learning experiences can stimulate the imagination about the potential ramifications of leading a professional life.

Scope of Professional Responsibility

The scope of what may be considered professional responsibility CLE is broad, defined by Supreme Court Rule 794 (d) as the areas of "professionalism, diversity issues, mental illness and addiction issues, civility, or legal ethics." The Commission recognizes that there may be significant overlap between these substantive areas and that a successful professional responsibility CLE course will entail more than one area. Nonetheless, each of these areas is discussed separately below to provide guidance for course development.

Professionalism

Defining professionalism in words is not as important as pursuing professionalism in our work. Thinking about professionalism and discussing the values it encompasses can provide guidance in the day-to-day practice of law. Professionalism calls us to be mindful of the lawyer's roles as officer of the court, advocate, counselor, negotiator, and problem solver. Professionalism asks us to commit to improvement of the law, the legal system, and access to that system. These are the values that make this a profession enlisted in service not only to the client, but to the administration of justice, and to the public good as well. While none of us achieves perfection in serving these values, it is the consistent aspiration toward them that defines a professional. The Commission encourages thought not only about the lawyer-client relationship central to the practice of law, but also about how the legal profession can shape us as a professional culture and a society. Examples of the types of issues and topics that can be the subject of professionalism CLE include:

- effective client communication and client relations;
- effective techniques to address the misuse and abuse of discovery and litigation;
- the lawyer's responsibility to perceive and protect the image of the profession;
- the responsibility of the lawyer to the public generally and to public service;
- the duty of the lawyer to be informed about all forms of dispute resolution (e.g., negotiation, settlement, mediation, arbitration, early neutral evaluation), to counsel clients accordingly, and to represent clients effectively in all forms of dispute resolution;
- effective persuasive advocacy techniques for trial, appellate, and other representation contexts;
- billable hours and responsible fee structures;
- managing client concerns and expectations;
- commercial pressures on the legal practice;
- mentoring;
- public interest;
- responsibility for performing community, public and pro bono service;
- and restoring and sustaining public confidence in the legal system, including courts, lawyers, and the systems of justice.

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EXHIBIT A: Professional Responsibility CLE Guidelines *(continued from page 18)***Diversity**

The lack of diversity in our profession and the impact it has on the efficacy of our legal system and the administration of justice is a source of concern for the Court and to the Commission. Through CLE, the Commission encourages our legal community to explore prejudices and biases, both personal and institutional, and to develop strategies for changing behavior. Many issues of professionalism may also be characterized as issues or topics of diversity. However, other examples of issues and topics that can be the subject of diversity CLE include:

- ethnic, gender, racial, socioeconomic status;
- access to justice;
- institutional support for prejudice and bias in the education, employment and retention of lawyers and judges;
- responsibility for improving the administration of justice;
- responsibility to ensure access to the legal system;
- and providing attorneys with opportunities to attempt to effectively address issues of diversity in their daily practice.

Mental Illness and Addiction

Lawyers and judges suffer from mental illness and addiction at a significantly higher rate than does the general population. The Court and Commission are concerned about this reality and encourage through CLE an exploration of ways to increase the health and well-being of our professionals. Many of the topics and issues discussed under the category of professionalism could also bear on the mental and emotional health of our legal professionals. In addition, examples of topics and issues that may be the subject of this category of CLE include:

- balancing personal and professional priorities;
- transitions into a legal career and into different practice settings;
- maintaining emotional and mental health;
- stress management;
- alcohol and other substance abuse;
- addictive behaviors;
- recognizing signs and symptoms of mental illness or substance abuse;
- and strategies for dealing with mental illness or substance abuse.

Civility

The overly aggressive and uncivil nature of attorney interactions animated the Court's decision to establish a Committee on Civility, the Committee that preceded (and that eventually recommended the creation of) the Commission on Professionalism. The lack of civility that has crept into the profession is fueled by many professionalism issues, including the failure of the public and even lawyers, to acknowledge that lawyers owe a duty beyond acting as the "hired gun" of a client. If a lawyer acts with a single-minded aggression to do a client's bidding, s/he often may fail to fulfill the simultaneous duties lawyers owe to the court, to the rule of law, to the administration of justice, and to the public good. Many of the topics and issues discussed above under the category of professionalism could also bear on the issue of civility. Other topics could include:

- methods to recognize and avoid incivility;
- strategies to effectively manage/engage in difficult conversations;
- and tactics for diffusing highly charged situations.

Legal Ethics

Laws and the Rules of Professional Conduct establish minimal standards of consensus impropriety; they do not define the criteria for ethical behavior. In the traditional sense, persons are not "ethical" simply because they act lawfully or even within the bounds of an official code of ethics. People can be dishonest, unprincipled, untrustworthy, unfair, and uncaring without breaking the

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EXHIBIT A: Professional Responsibility CLE Guidelines *(continued from page 19)*

law or the code. In contrast, truly ethical people measure their conduct not by rules but by basic moral principles such as honesty, integrity and fairness.

The policies that underlie the various rules may, under certain circumstances, be in some tension with each other. Wherever feasible, the rules themselves seek to resolve such conflicts with clear statements of duty. To reach correct ethical decisions, lawyers must be sensitive to the duties imposed by these rules and, whenever practical, should discuss particularly difficult issues with their peers. Some examples of the issues and topics that may be considered legal ethics CLE include:

- the conflict between duty to client and duty to the system of justice or to the public good;
- the conflict in the duty to the client versus the duty to the opposing lawyer;
- the lawyer's responsibilities as an officer of the court;
- other duties and responsibilities articulated in the Rules of Professional Conduct;
- and spotting and avoiding malpractice.

EXHIBIT B: Course Development Checklist

The following checklist may serve as a starting point for discussion between the providers and individual course instructors, and all other individuals interested in developing quality CLE programming in the area of professional responsibility.

1. Every professional responsibility course or activity (just as every substantive course or activity) must have significant intellectual, educational, or practical content with a primary objective to increase each participant's competence as an attorney. Rule 795 (a)(1).
2. The substance of the course is professional responsibility because it falls under one or more the following categories of the professional responsibility rule (Rule 794(d)(1)):
 - professionalism
 - diversity
 - mental illness and addiction issues (wellness)
 - civility
 - legal ethics
3. In determining the course content, consider NOT what material ought to "be covered." Continuing legal education is not focused on the acquisition of knowledge for knowledge's sake but the acquisition of knowledge to equip participants to be able to act in a certain way. Identify learning objectives from the perspective of the participants by answering the following question: "As a result of this course, participants will be able to..."
4. Describe why the course is being offered at this time, i.e., how the learning objectives of the course relate to one or more of the five categories of the professional responsibility CLE rule. For example: Participants will be able to understand situations that present and act to avoid conflicts of interest by considering the nuances of Rule 1.7 in the context of representing corporate clients.
5. Participants will be able to perform an activity in furtherance of the learning objective. For example: discuss case simulations presenting conflicts.

EXHIBIT C: Participant Evaluation Form

Course Provider:

Course Date:

Course Name:

Course Facilitator(s):

Credit Hours:

Assessment: Circle the extent to which you agree or disagree with each statement.

1 = Strongly disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly agree

Learning objectives for professional responsibility were clearly stated by instructor.	1	2	3	4	5
Course methods (hypotheticals, simulations, media, lecture, exercises, or discussion) involved me in learning.	1	2	3	4	5
Significant learning occurred from the sharing of responses by and among the participants.	1	2	3	4	5
During this course I was actively thinking about difficult dilemmas and exploring highly professional/ethical options to address these dilemmas.	1	2	3	4	5
I found this course intellectually engaging and challenging.	1	2	3	4	5
My knowledge in one or more areas of professional responsibility (professionalism, ethics, civility, diversity, or mental health) has expanded as a result of this course.	1	2	3	4	5
I am equipped with valuable strategies for addressing professional and ethical challenges as a result of this course.	1	2	3	4	5

Comments:

EXHIBIT D: Course Audit Form

Provider: _____ Course Audit Date: _____
 Course Name: _____ Course Auditor Name: _____
 Course Facilitator(s): _____ Course Auditor Organization: _____
 Professional Responsibility Credit Hours: _____

What percentage of time was devoted to the following course formats?

Case Simulations (____%)
 Problem-solving hypothetical (____%)
 Small group work & discussions (____%)
 Lecture (____%)
 Interactive Media (____%)
 Writing exercise (____%)
 Other: _____ (____%)

What percentage of time was devoted to the following areas of Professional Responsibility?

Professionalism (____%)
 Diversity Issues (____%)
 Mental Illness & Addiction Issues (____%)
 Civility (____%)
 Legal Ethics (____%)

Course Delivery:

Participant in classroom Online Audio only DVD

Assessment: Circle the extent to which you agree or disagree with each statement.

1 = Strongly disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly agree

Learning objectives for professional responsibility were clearly stated by instructor. 1 2 3 4 5

Comments:

Course content and delivery was effective to professional responsibility learning. 1 2 3 4 5

Comments:

Lawyers will promote a professional culture in which they embody the ideals of the profession as a result of this course. 1 2 3 4 5

Comments:

Lawyers are equipped with effective strategies for addressing professional and ethical challenges as a result of this course. 1 2 3 4 5

Comments:

Lawyers are actively engaged in thinking about difficult dilemmas and exploring highly professional/ethical options to address these dilemmas. 1 2 3 4 5

Comments:

Course materials and handouts helped participants achieve learning objectives. 1 2 3 4 5

Comments:

continued on page 23

EXHIBIT D: Course Audit Form (continued from page 22)

Course is intellectually engaging and challenging. 1 2 3 4 5
 Comments:

Course demonstrates the highest aspirations of the legal profession. 1 2 3 4 5
 Comments:

Brochures and/or online description of this course were accurate. 1 2 3 4 5
 Comments:

Instructor's ability to facilitate discussion and challenge thinking was excellent. 1 2 3 4 5
 Comments:

Lawyers utilizing the private viewing of video-DVD and audio-CD of this course will be actively engaged in complex and reflective thinking in regard to professional responsibility. 1 2 3 4 5
 Comments:

Select from the following recommendations:

- This course meets the Commission's standard for a high-quality Professional Responsibility course.
- With a few minor changes as noted above, this course would meet the Commission's standard for a high-quality Professional Responsibility course.
- This course presents a few major issues of concern as described above. Commission staff should contact this provider to discuss how the course should be modified to maintain its approved course status.
- This course presents several major issues of concern as described above. Commission staff should contact the provider immediately to request that advertising for future courses be discontinued pending a final review and decision by the Commission.

Suggestions for Improvement:

Auditor Signature: _____ Date: _____



Finance and Audit

The Commission is funded by an allocation from the annual registration fees as provided in Rule 756. Rule 756 provides that the Attorney Registration and Disciplinary Commission of the Illinois Supreme Court remit ten dollars from the annual registration fee collected from each attorney to the Illinois Supreme Court Commission on Professionalism to fund its operations and programs.

Legacy Professionals LLP, Certified Public Accountants, in accordance with auditing standards generally accepted in the United States of America, conducted an annual independent audit of the Commission. Legacy Professionals LLP reported the financial position of the Commission on Professionalism as of December 31, 2008 was in conformity with accounting principles and reported no material deficiencies.

At the end of 2008, the Commission contracted with Marilyn Crossman, who had retired after 23 years of rendering accountancy services to the ARDC, to administer the financial and bookkeeping functions of the Commission. The Commission looks forward to her contributions in 2009 and beyond.

“Professionalism requires adherence to the highest ethical standards of conduct and willingness to subordinate narrow self-interest in pursuit of the more fundamental goal of public service. Because of the tremendous power they wield in our system, lawyers must never forget that their duty to serve their clients fairly and skillfully takes priority over the personal accumulation of wealth. At the same time, lawyers must temper bold advocacy for their clients with a sense of responsibility to the larger legal system which strives, however imperfectly, to provide justice for all.”

– JUSTICE SANDRA DAY O’CONNOR



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Commission on Professionalism

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