



**Legal Education in Crisis?
Bringing Researchers and
Resources Together to Generate
New Scientific Insights**

**March 3-4, 2017
Chicago, Illinois**

ABF American Bar Foundation
EXPANDING KNOWLEDGE • ADVANCING JUSTICE

 National Science Foundation
WHERE DISCOVERIES BEGIN

Overview of Conference

As the new millennium began to take shape, U.S. law schools suddenly came under intense criticism and increasing economic pressure. By the end of the first decade, news of the breakdown of U.S. legal education was blaring from legal blogs and high-profile news outlets. For example, an editorial in the New York Times from November of 2011 announced that:

American legal education is in crisis. The economic downturn has left many recent law graduates with crushing student loans and bleak job prospects. The law schools have been targets of lawsuits by students and scrutiny from the United States Senate for alleged false advertising about potential jobs. Yet, at the same time, more and more Americans find that they cannot afford any kind of legal help.

Interestingly, this widely-noted coverage of the situation linked the growing disaster to “an outdated instructional and business model,” relying on a 2007 Carnegie Foundation report that had recommended changes in U.S. law school pedagogy. But in searching the Carnegie Report for any mention of “crisis,” we find only discussions of a “crisis of professionalism” that “is manifest in a decline of civility and an increase in adversarialism, a decline in the role of the counselor and in lawyers’ competence, including ethical competence, and a new sense of the law as a business.” The Carnegie Report recommended improved training in practical skills (their “second apprenticeship”) and in legal ethics (their “third apprenticeship”). Building in part from linguistic empirical work on legal education, the Report viewed the traditional “signature pedagogy” of law schools (the Socratic Method) as a somewhat mixed blessing, but certainly not as the root of any impending crisis.

From the outset, public discourse surrounding the law school crisis has encouraged the proliferation of unexamined generalizations and ideas -- often without much clarity. Thus as we’ve seen, in some accounts the crisis was linked with an outdated Socratic pedagogy. But calls for increased practical training had been endemic to debates over law school since the time of the Legal Realists in the U.S. in the early twentieth century, if not before (see, e.g., Frank 1933). Decades later, the MacCrate Report and another ABA-sponsored report in 1996 were still calling for similar reforms. While the economic downturn came close in time to the Carnegie Report, linking the two is far from obvious – but this became common in reporting and advocacy surrounding legal reform. This is just one example of uncritical leaps and links in the evolving tale of U.S. law school crises.

The public narrative, fueled also by some law professors’ writings, went on to generate more ideas and outright speculations about the source of the crisis. While some commentators pointed to the effects of an economic recession and declining numbers of jobs in law, others blamed law professors and law schools. According to these characterizations, law professors were indolent and uncaring, gaming the system to retain high-paying jobs while working little and giving scant attention to their students’ needs. (Ironically, one leading critic in this vein began by “outing” himself as just such a professor – attracting a great deal of media attention despite some other professors’ protests that his own self-critique could hardly be taken as evidence of a general trend.) Some thoughtful accounts asked about the overall structure of legal education, expressing concern about destructive competitive forces focused more on winning rankings battles than on delivering sound and cost-effective training. Other commentators warned that the combined effects of these battles and a shrinking market for higher paying law jobs would leave law

graduates with astronomical loan debt that they would have no chance of paying off (especially given the lower-paying jobs in which they would now land). Missing from much of the debate were broader considerations such as trends in educational institutions beyond just the law schools; the longer history of large law firm “tournaments” and concomitant pressures; the larger picture of legal employment beyond the large law firms; the fact that law schools and their graduates are not all alike; the effects of rising numbers of law students coming to the U.S. from abroad; and more. Thus this is an important juncture for coordination of scientific efforts so that we can develop a systematic picture of what is happening in legal education.

This workshop seeks to further and consolidate existing research in the area, by bringing scholars who are guided by social scientific theories and methods into conversation with each other, from across the social sciences. Through this shared interdisciplinary conversation, researchers will be able to use their differing disciplinary perspectives to shed light on the complex interplay of economic, cultural, social structural, political, institutional, and other factors shaping legal education today. The workshop will also provide foundations for an ongoing research network.

Planning Committee:

Elizabeth Mertz (Chair)

Meera Deo

Bryant Garth

Victor Quintanilla

Carole Silver

Ann Southworth

Conference Schedule

Day One: Friday, March 3, 2017
Location: American Bar Foundation
750 N. Lake Shore Drive
4th Floor, Woods Conference Room

12:00 pm- Lunch at the ABF

1:00 pm - WELCOME: Elizabeth Mertz (ABF, UW Madison)

1:15 pm- INTRODUCTION OF MS. BASS: Ajay Mehrotra (Executive Director, ABF)

1:20 pm - OPENING REMARKS: Hilarie Bass (President- Elect, American Bar Association)

1:30-3:00 pm PANEL 1: Before Law School

This panel summarizes and presents available research on the processes that shape who enters law school, why they come, and what their relative situations are as they embark on legal careers. What sorts of changes are happening in law school applications, and in the economics of law school admissions? How are these responsive to the publicity and politics surrounding law schools at the current time? How do these dynamics differ across differently situated law schools?

Moderator: Ann Southworth (UC Irvine)

Panelists:

Steven Boucher (UMass Amherst), Anna Raup-Kounovsky (UC Irvine), and Carroll Seron (UC Irvine)

Nothing to Fear but Debt Itself: Understanding the Dynamics of Indebtedness Among Law Students

Stephen Daniels (ABF)

The Perennial (and Stubborn) Challenges of Affordability, Cost, and Access in Legal Education

Wendy Espeland (Northwestern) and Michael Sauder (University of Iowa)

Ranking Talk and Ranking Thought in Law School Admissions

Aaron Taylor (LSSSE & St. Louis University School of Law)

Law School Scholarship Policies: Engines of Inequity

3:00-3:15 pm- Coffee Break

3:15-4:45 pm PANEL 2: Law Schools as Institutions – U.S. Perspectives

Law schools are institutions with shared and distinctive structures and cultures. They are also necessarily responding to external contexts. This panel explores external and internal aspects of law schools as institutions with structures and cultures of their own.

Moderator: Jennifer Robbennolt (University of Illinois College of Law)

Panelists:

Albert Yoon (University of Toronto)

Scholarship and Tenure in Legal Academia

Meera Deo (Thomas Jefferson School of Law)

Intersectional Barriers to Tenure

Mindie Lazarus-Black (Temple University)

The Education of Ming, Chen, Aberto, and Natalia: Teaching (International) Lawyers

How to Think, Speak, and Act like (U.S.) Lawyers

Elizabeth Mertz (ABF and University of Wisconsin Law School)

Law School Professors at the Edge of Change

5:30-7:00 pm Working Conference Dinner at the W Hotel (6th Floor)

6:15-7:00 pm Group Discussion- Coordinating Resources and Research on Legal

Education: Drawing on resources from which they have worked, discussion leaders share ideas on sharing promising pathways for coordinating research on legal education.

Audience participation encouraged.

Discussion Leaders: Judith Areen (AALS) and Meera Deo (Thomas Jefferson School of Law)

8:15-8:45 am- Breakfast

8:45-10:30 am PANEL 3: During Law School

What happens to students during the process of legal education and why? How does law school impact students' aspirations, values, emotional health, and ways of understanding the world? What is the relationship between the shifts that law students experience and (a) law school cultures; (b) law school institutional structures; (c) the economics of the job market; (d) changes in broader cultural, political, and social attitudes; and (e) particular aspects of the students' or their law schools' situations? In general, what are the effects of current changes on differently situated students' access to legal education?

Moderator: Gabriele Plickert (California State Polytechnic University in Pomona)

Panelists:

John Bliss (Harvard University)

Becoming Lawyers: Mapping Professional Identity Formation in the U.S. and China

Marjorie Shultz (UC Berkeley Law School) and Sheldon Zedeck (UC Berkeley-Psychology)

Lawyer Effectiveness Before, During and After Law School

Riaz Tejani (U.Illinois-Springfield)

Market Creep: "Product" Talk in Legal Education

Victor Quintanilla and Dorainne Jodi-Ann Levy (Indiana University)

Designing Interventions to Promote Ethical-Social Development and Diversity in Legal Education

Catherine Albiston (UC Berkeley) and Scott Cummings (UCLA)

In It for Good: Preliminary Findings from a Study of California Law School Graduates' Public Interest Careers

10:30-10:40 am- Brief Break

10:40-12:30 pm PANEL 4: Comparative Perspectives on Legal Education

As law and legal education in the U.S. develops increasing global connections, it becomes more and more important for U.S. legal educational reform to take account of the situation of law schools around the world. What changes are happening in legal education around the world? What, if any, connection is there among different countries' legal educational systems?

Moderator: Silvina Pezzetta (CONICET)

PANEL 4 Panelists:

Rachel Vanneuville (Triangle - ENS de Lyon)

Legal Training as Socialization to State Power: An Ethnography of Law Classes for French High Civil Servants

David Sandomierski (University of Toronto)

Theory and Practice, Together At Last: A Heretical, Empirical Account of Canadian Legal Education

Sida Liu (University of Toronto)

Internationalizing Chinese Legal Education in the Early 21st Century

Carole Silver (Northwestern) and Swethaa Ballakrishnen (NYU Abu Dhabi)

The Importance of Being International?

Paul Maharg (ANU College of Law)

The Simulated Client Initiative: A Portrait of the Outsider as Teacher

12:30- 2:00 pm PANEL 5: Roundtable -- Research Groups on Legal Education (Working lunch session)

1. Association of American Law Schools (Jeff Allum, Pablo Molina)
2. The Harvard Law School Center on the Legal Profession (John Bliss)
3. AccessLex (Tiffane Cochran)
4. Nottingham Law School Centre for Legal Education (Jane Ching)

2:15-3:45 pm PANEL 6: Crossing Topics -- Small Group Discussions

There are a number of ways that researchers in this area could combine perspectives and strengths. During this time, and in response to the developing conversation throughout the workshop, we will organize smaller subgroups to meet with each other. This will be an opportunity for scholars at earlier stages of their research to discuss emerging questions and dilemmas in more informal settings. Researchers who have assembled data bases that could be shared will be encouraged to meet and talk over ways of sharing these data and making them public. Scholars who would like to explore future collaborations – whether in doing research together or in planning for ongoing networking and conferences – can also use this time to meet.

4:00-5:30 pm CONCLUDING SESSION

During this final time period, the group as a whole will reconvene to brainstorm, share results of small group discussions, and plan for the future. One issue to be considered is how available research could be summarized and/or made available for people actively involved in legal educational reform. Once the baseline of an empirical research network has been established, researchers within the network can begin to plan ways of translating their work and reaching out beyond an academic audience. (How and when and whether to do this itself raises a set of issues that the network will be better able to address once a collaborative discussion is further underway.)

Moderators: Bryant Garth (U.C. Irvine and ABF “emeritus”) and Elizabeth Mertz

In addition to the participants listed, we also welcome Atinuke (Tinu) Adediran, Scott Barclay, John Hagan, Emily Kile, Michele Leering, Carlo Pedrioli, Jothie Rajah, Nayoung Rim, and J.H. (Rip) Verkerke.

DAY THREE: Sunday, March 5, 2017
Location: American Bar Foundation

8:45-11:00 am Planning Group Meeting at the American Bar Foundation (Woods Conference Room, 4th Floor)

Biographical Statements for Attendees

Atinuke (Tinu) Adediran is a Ph.D. Candidate in Sociology at Northwestern University and a Ford Foundation Fellow. Tinu holds a J.D. degree from Columbia University School of Law and a M.A. degree in sociology from Northwestern University. Her research areas encompass organizations, inequality and the legal profession. She also studies issues of race and gender in the legal profession. She has published research on the impact of the Great Recession on lawyers' careers. Her current research examines how the status of pro bono is managed, deployed and changes over time at large law firms, and how this process influences the provision of free legal services to poor individuals and groups.

Before graduate school, Tinu practiced as a corporate commercial litigator for three years at a large law firm in New York City where she focused her practice on securities, contractual disputes and Alternative Dispute Resolution. She represented a range of clients including investment banks, investment advisors and public pension funds. She also had an active and successful pro-bono practice representing clients in immigration and family law matters, and received several awards recognizing her achievements.

Catherine Albiston joined the Berkeley Law faculty in 2003; she also holds affiliate appointments in Sociology and in Gender and Women's Studies at UC Berkeley. At the law school, Professor Albiston teaches in the J.D. program and in the Ph.D. program in Jurisprudence and Social Policy. Professor Albiston's research addresses the relationship between law and social change through a variety of empirical projects including studies that examine institutional factors that influence law students' commitment to public interest careers, bias against workers based on race, gender, and caretaker status, and gender and racial disparities in STEM faculty hiring as well as the institutional factors that mitigate these disparities. She has received several prestigious research grants from the National Science Foundation, as well as grants from the American Bar Foundation and the Law School Admissions Council. Albiston's publications appear in peer review journals such as *Law & Society Review*, *Law & Social Inquiry*, the *American Journal of Sociology*, and the *Annual Review of Law & Social Science*, as well as several law reviews. In 2010, Cambridge University Press published her book, *Institutional Inequality and the Mobilization of the Family and Medical Leave Act: Rights on Leave*. Her work won multiple prizes, including the Law & Society Association Article Prize, the Law & Society Association Dissertation Prize, and Honorable Mention for the W. Richard Scott Award for Distinguished Scholarship from the Organizations, Occupations, and Work Section of the American Sociological Association. Albiston is a graduate of Stanford University, where she received both her B.A. (psychology) and M.A. (sociology), and was a Fellow at the Center on Conflict and Negotiation at Stanford Law School. She is also a graduate of University of California, Berkeley, where she received both her J.D. and Ph.D., and was a Fellow at the Center for Working Families.

Jeff Allum is Project Director for *Before the JD*, a national study being conducted by the Association of American Law Schools (AALS) to understand the factors contributing to the intention/decision to pursue a JD or not, and shed light on what types of information prospective law school students use to inform their decisions. His research and management experience is concentrated on education, work, and careers issues, and includes projects in the domains of

business-education partnerships, career and technical education, community colleges, legal education, and graduate education. Most recently, Dr. Allum was the Assistant Vice President of Research and Policy Analysis at the Council of Graduate Schools (CGS) where he oversaw the annual *CGS/GRE Survey of Graduate Enrollment & Degrees* and the *CGS International Graduate Admissions Survey*. He also conducted research on completion and attrition among master's and PhD students, and PhD career pathways. Prior to his role at CGS, Dr. Allum led education and workforce research at the American Chemical Society, and served as Director of Implementation for the National Skill Standards Board, a presidentially-appointed board of directors charged with designing a national system of occupational skill standards and certifications for front-line, entry-level workers. His work has been covered by numerous media outlets, including *Bloomberg Business Week*, *China Daily*, *The Chronicle of Higher Education*, *Diverse Issues in Higher Education*, *Fortune*, *Inside Higher Ed*, *The New York Times*, *Politico*, *The Wall Street Journal*, and *The Washington Post*. He holds an undergraduate degree in human resources management from the Eli Broad College of Business at Michigan State University, and an EdD in education policy from The George Washington University.

Judith Areen is the Executive Director of the Association of American Law Schools, an association of 179 member law schools, a position she has held since 2014. Its members include most of the nation's law schools and produce the majority of the country's lawyers and judges. Professor Areen is also Professor Emeritus of Law at Georgetown University Law Center. Between 1989 and 2004, she served as Executive Vice President for Law Affairs of Georgetown University and Dean of the Law Center. Professor Areen's areas of academic expertise include higher education law and family law. The second edition of her casebook on Higher Education and the Law was published by Foundation Press in 2014 (with Peter Lake). Her recent legal articles include *Accreditation Reconsidered*, 96 IOWA L. REV. 1471 (2012); *Government as Educator: A New Understanding of First Amendment Protection of Academic Freedom and Governance*, 97 GEO. L. J. 945 (2009), and *Governing Board Accountability: Competition, Regulation, and Accreditation*, 36 J. COL. & UNIV. LAW 691 (2010). A graduate of Cornell University (1966) and the Yale Law School (1969), she has worked in the private sector and in government at the local and federal levels. Professor Areen is the Chair of the Visiting Committee for Harvard Law School, a member of the bar of the District of Columbia, and a member of the American Law Institute. She has served as President of the Association of American Law Schools (2006), on the Board of Trustees of Cornell University (1997-2001), and as a governor of the District of Columbia Bar (1979-1981).

Scott Barclay is a Program Director for the Law and Social Science (LSS) Program of the National Science Foundation (NSF). He previously spent two years (2009-2011) in this same position. The LSS Program processes proposals related to over 250 research projects a year (including Regular, CAREER, RAPID, EAGER, Workshop, and Doctoral Dissertation proposals) as submitted by political scientists, sociologists, anthropologists, public policy scholars, social psychologists, and law professors. It has a budget approaching \$6 million per fiscal year. In recent years, the LSS Program has been a major representative in the NSF-NIJ initiative, the White House Legal Access Interagency Research activities, and the interagency Forensics Research initiatives. Scott is also the SBE Directorate's representative on the NSF's CAREER Coordinating Committee.

Hilarie Bass is currently President-Elect of the American Bar Association, the world's largest voluntary professional organization with more than 400,000 members. As Co-President of international law firm Greenberg Traurig and a prolific trial attorney with a highly successful 30-plus year career, Hilarie is one of the most recognized women attorneys in the United States. At

Greenberg Traurig, she helps chart the course for the multi- practice firm with approximately 2,000 attorneys across 38 offices worldwide. She currently serves on the firm's Executive Committee and previously served an eight-year term as national chair of its 600-member litigation department. Hilarie is also the founder and former chair of Greenberg Traurig's Women's Initiative.

Hilarie has successfully represented high-profile corporate clients in jury and non-jury trials involving hundreds of millions of dollars in controversy. She has worked and settled more than 100 cases, tried more than 20 cases to conclusion, and argued numerous appeals. In recognition of that success, she was inducted into The American College of Trial Lawyers. Hilarie is widely recognized for her pro bono work on behalf of two foster children that led to the elimination and declaration as unconstitutional Florida's 20-year- old ban on gay adoption. Mentoring others in the legal field and giving back to the community has always been a top priority for Hilarie. She has led top legal and community organizations and received numerous prestigious awards for her achievements. She has dedicated herself to supporting the mission of the ABA for more than 30 years, beginning as a young lawyer and now serving a one-year term as President-Elect before becoming ABA President in August 2017.

John Bliss is a Resident Fellow at Harvard Law School's Center on the Legal Profession. He holds a JD from Berkeley Law (2010) and recently completed his PhD in UC Berkeley's Jurisprudence and Social Policy Program. His dissertation, *The Dynamics of the Professional Self: Findings from Law School and Early Law Careers*, examines law school socialization through interviews, ethnography, and identity mapping. At the Center on the Legal Profession his work focuses on lawyer role distancing (forthcoming in *Law and Social Inquiry*), pro bono rationales and case selection in AmLaw firms, and professional identity formation among Chinese lawyers.

Steven Boutcher is an Assistant Professor of Sociology and Public Policy at the University of Massachusetts, Amherst. His research lies at the intersection of law, organizations, and social change, with a particular interest in issues of access to justice and pro bono. Professor Boutcher has written several articles examining the institutionalization of pro bono practice within large law firms and its connection to public interest advocacy. In addition to his work on pro bono, Professor Boutcher's research also focuses on issues related to social movements, gender and sexuality, and globalization. His work has been published in *American Sociological Review*, *Law & Social Inquiry*, *Mobilization*, *Studies in Law, Politics and Society*, as well as other outlets.

Jane Ching is Professor of Professional Legal Education at Nottingham Law School, Nottingham Trent University in the UK. She is also director of the school's Centre for Legal Education (<http://www.nlscl.org.uk/>). Jane and her colleagues research how legal education can be improved, how we can better understand its history and relations with other disciplines, and how it can be better regulated. They aim to transform legal education, working with others to understand what works in legal education and why, and to analyze the shape and future of the legal professions.

Jane's research and development work has led her far afield. She led a project for the Solicitors Regulation Authority enabling paralegals to qualify by demonstrating competence in the workplace. She was also a key member of the research team sponsored by the Bar Standards Board, Solicitors Regulation Authority and ILEX Professional Standards – the first such review since 1971 –which, in 2013, made substantial recommendations for changes to the qualification

structures in England and Wales (<http://letr.org.uk/>). She has worked with professional bodies and academic colleagues on research and review of professional qualifications in Canada, Hong Kong, Mauritius, and, currently, in the CARICOM region, as well as in the UK.

Tiffane Cochran serves as Director of Research for AccessLex (formerly, Access Group). In this role, she manages and leads a portfolio of research projects to illuminate the latest data and evidence on the most critical issues facing legal education today: improved access for diverse and underrepresented students; increased affordability; and, the lasting value of law degree. Tiffane also oversees commissioned research on broader issues affecting graduate and professional students to help advance AccessLex's policy goals.

Tiffane previously served as a research analyst at AccessLex before assuming her current position. Prior to joining the company, she worked as a research and policy analyst in the Office of Institutional Research, Planning, and Assessment at the University of Maryland, College Park. Tiffane earned a Bachelor of Arts degree in economics from Northwestern University and a Master of Arts in education leadership and policy studies with a concentration in higher education from the University of Maryland, College Park.

Scott Cummings is Robert Henigson Professor of Legal Ethics and Professor of Law at UCLA School of Law, where he teaches and writes about the legal profession, public interest law, and community economic development. He is the faculty director of a new program, Legal Ethics and the Profession (LEAP), which promotes research and programming on the challenges facing the contemporary legal profession. He is also a long-time member of the UCLA David J. Epstein Program in Public Interest Law and Policy, a specialization training students to become public interest lawyers. Professor Cummings is co-author of the first public interest law textbook, *Public Interest Lawyering: A Contemporary Perspective* (with Alan Chen) (Wolters Kluwer, 2012), and co-editor of a leading legal profession casebook, *Legal Ethics* (with Deborah Rhode, David Luban, and Nora Engstrom) (7th ed. Foundation Press, 2016). Professor Cummings is currently co-Principal Investigator of a National Science Foundation funded study (with Richard Abel and Catherine Albiston), which examines the factors causing law students to enter and persevere in public interest careers. He is also writing a book on the role of lawyers in the labor movement's challenge to low-wage work in Los Angeles, under contract with Oxford University Press.

Stephen Daniels is a Senior Research Professor at the American Bar Foundation. He holds a Ph.D. in political science from the University of Wisconsin-Madison. His research focuses on law and public policy, legal education, and the various aspects of the American civil justice system. He has written on law school curriculum and financing, trial courts, juries, plaintiffs' lawyers, and the politics of civil justice reform – including the areas of medical malpractice, products liability, and punitive damages. He is co-author (with Joanne Martin) of *Tort Reform, Plaintiffs' Lawyers, and Access to Justice*. (University Press of Kansas: 2015). He has testified before congressional and state legislative committees on the subject of civil justice reform, and served as an expert in cases dealing with large jury awards and/or constitutional challenges to civil justice reform. Daniels also maintains a long-standing interest in teaching courses related to law and policy and especially courses on the Supreme Court and constitutional law.

Daniels is now working on two projects. The first examines questions surrounding the financing of legal education. Supported by a grant from the Access Group, this research builds on his work as the reporter/consultant to 2014-15 American Bar Association Task Force on the Financing of

Legal Education. The second examines questions surrounding the increasing interest in licensed legal professionals as means of promoting greater access to justice.

Meera E Deo, JD, PhD, is currently a Visiting Scholar at UC Irvine School of Law (on research leave from Thomas Jefferson School of Law). Her scholarship, which utilizes empirical methods to interrogate institutional diversity and affirmative action, has been published in leading law journals and cited in numerous amicus briefs filed in the U.S. Supreme Court. Professor Deo is currently writing a book drawing from her landmark Diversity in Legal Academia project, a study that examines how the intersectionality of race and gender affect tenure and promotion, work/life balance, institutional support, and other aspects of the personal and professional lives of American law faculty. While a law student at the University of Michigan, she was an Intervening-Defendant and member of the legal team supporting integration/affirmative action in *Grutter v. Bollinger*. She later practiced civil rights law with the ACLU National Legal Department in New York City and the California Women's Law Center in Los Angeles. The National Science Foundation (NSF), the Paul & Daisy Soros Fellowship, and numerous internal grants and awards supported her at UCLA, where she earned her doctorate in Sociology. Professor Deo serves on the Executive Committee for the AALS Section on Law and the Social Sciences and is an appointee to the California Commission on Access to Justice. She also is an empirical research consultant to the South Asian Network (SAN) and the ACLU of Southern California.

Wendy Espeland is Professor of Sociology at Northwestern University. Professor Espeland works in the areas of organizations, culture, and law. Her book, *The Struggle for Water: Politics, Rationality and Identity in the American Southwest*, was awarded the Best Book Prize by the Culture Section of the American Sociological Association, the Rachel Carson Award from the Society for the Social Studies of Science, and the Louis Brownlow Book Award from the National Academy of Public Administration. She is also the co-author (with Michael Sauder) of *Engines of Anxiety: Academic Rankings, Reputation, and Accountability* (published by Russell Sage), a nationally recognized study of the effect of rankings on U.S. law schools.

Professor Espeland is currently writing a book about the effects of commensuration, the process of translating qualities into quantities. In it she investigates how media rankings have influenced higher education, how efforts to measure homosexuality have shaped gay and lesbian politics, and the commensurative practices necessary in order to transform air pollution into a commodity that is traded on futures markets.

Bryant Garth is Chancellor's Professor at the University California, Irvine School of Law, where he has been since 2012. He served as Dean of Southwestern Law School from 2005 until 2012. Before coming to Southwestern, Professor Garth was Dean of the Indiana University-Bloomington School of Law (1986-90) and Director of the American Bar Foundation (1990-2004). His scholarship focuses on the legal profession, the sociology of law, and globalization. Two of his books co-authored with Yves Dezalay, *Dealing in Virtue* (1996) and *Asian Legal Revivals* (2010), were given the Herbert Jacobs Award from the Law and Society Association as the best books in the field of Law and Society published that year. A third, *The Internationalization of Palace Wars* (2002), was translated and published also in French, Korean, and Spanish. He served as co-editor of the *Journal of Legal Education* from 2011-14. Professor Garth is on the Executive Coordinating Committee of the "After the J.D." project, the first longitudinal study of the legal profession, and chairs the advisory committee of the Law School Survey of Student Engagement (LSSSE).

John Hagan is John D. MacArthur Professor of Sociology and Law at Northwestern University and Co-Director of the Center on Law & Globalization at the American Bar Foundation. He is the author of the 2012 Princeton University Press book, *Who Are the Criminals? The Politics of Crime Policy from the Age of Roosevelt to the Age of Reagan* and the 2015 Cambridge University Press book, *Iraq and the Crimes of Aggressive War*, and with Fiona Kay the Oxford University Press book, *Gender in Practice: A Study of Lawyers' Lives*. Hagan received the 2009 Stockholm Prize in Criminology, the 2012 Harry Kalven Prize from the Law & Society Association, and the 2015 Cesare Beccaria Gold Medal from the German Society of Criminology.

Emily A. Kile is a third-year law student at Indiana University Bloomington – Maurer School of Law. She is currently the Senior Managing Editor of the *Indiana Law Journal*. She co-developed and co-designed an access-to-justice service-learning program intervention for first-year law students with Professor Victor Quintanilla. Emily and Professor Quintanilla are currently preparing a manuscript that traces the arc of human-centered design across multiple disciplines and into the field of law. After graduating from law school in May 2017, Emily will spend a year clerking for Judge Kenneth Ripple of the United States Court of Appeals for the Seventh Circuit.

Mindie Lazarus-Black received her M.A. degree in Anthropology from New School University and her Ph.D. in Anthropology from the University of Chicago. She is currently Professor of Anthropology at Temple University. Previously she served as Professor of Criminology, Law, and Justice, and Affiliate Professor of Anthropology, at the University of Illinois at Chicago. Professor Lazarus-Black's scholarship focuses on anthropology and law, domestic violence, and the history and ethnography of class, kinship, gender and the state in the English-speaking Caribbean. She has conducted fieldwork in Antigua and Barbuda, Trinidad and Tobago, and in the U. S. to understand how and why law operates as a discourse and practice of rights and repression. Her past ethnographic projects have included a study of sexual assault in the U.S., an investigation of family life and family law in the English-speaking Caribbean, and a cross-cultural examination of the making and implementation of domestic violence law. Currently she is working on "Lawyers Beyond Borders," a study that explores the internationalization of legal education. Her research examines the experiences of lawyers who have come to the U.S. to pursue a LL.M. degree, the faculty who teach them, and the administrators who admit and advise the students during their studies.

Michele Leering is a second-year doctoral candidate in the Faculty of Law at Queen's University in Kingston, Ontario. She earned her law degree from the University of Western Ontario, as well as a Master of Adult Education from St. Francis Xavier University in Antigonish, Nova Scotia. She is a lawyer and the long-time Executive Director of a non-profit community-based legal clinic. Her research interests include reflective practice in legal education and the profession, and topics related to access to justice. She has undertaken qualitative and action research projects over the past twenty years on topics relevant to her research interests.

Her dissertation research project is entitled "Legal Educators and Reflective Practice in Canada and Australia: Legal Education Reimagined". Her research methodology includes interviews with legal educators who are thought leaders in the area of reflective practice in legal education in Australia, as well as a multiple-case study of exemplary legal educators encouraging reflective practice in Canada and Australia. Her Master's research project led to her first article "Conceptualizing Reflective Practice for Legal Professionals" (2014, *Journal of Law & Social*

Policy). Additional articles include “Reflective Practice & Reflective Inquiry: A Critical Imperative for Enhancing Law Student Learning and Legal Professionalism” (forthcoming, *Canadian Bar Review*) and “Enhancing the Capacity for Innovation in Legal Professionals: The Promise of Reflective Practice and Action Research for Fostering Access to Justice” (forthcoming, *Windsor Yearbook of Access to Justice*). She has presented her research at conferences organized by the Global Alliance for Justice Education, Canadian Association of Law Teachers, Association of Canadian Clinical Legal Educators, *International Journal of Clinical Legal Education*, and the Nottingham Law School Centre for Legal Education.

She is a member of the Canadian Bar Association’s Access to Justice Committee and chairs its Legal Education subcommittee. She is also a member of the International Legal Aid group, and has worked on legal empowerment and access to justice projects with the Open Society Justice Initiative.

Dorainne Jodi-Ann Levy is a Postdoctoral Fellow at the Center for Research on Race and Ethnicity in Society and a Visiting Assistant Professor in the Department of Psychological and Brain Sciences at Indiana University. She received her PhD in 2016 from the Department of Psychology at Northwestern University. Professor Levy’s research primarily explores how discrimination shapes affective, cognitive, behavioral, and physiological outcomes that, in turn, have implications for racial/ethnic disparities in many life domains. In this line of research, Professor Levy is focused on the identification of strategies that can help stigmatized individuals manage the challenges of navigating diverse spaces, including those with the potential to expose them to discrimination.

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