



Center on the Legal Profession
HARVARD LAW SCHOOL



**Widening the Lens of Justice:
A 20th Anniversary New Legal Realism Conference on
Inclusion, “Bleached Out” Identity, and Ethics in Legal Education**

**ABF-Harvard Law School Center on the Legal Profession NLR Conference
October 18-19, 2024**

Co-Sponsored by the American Bar Foundation

In a time when racial inclusion in US law schools is under debate and attack, this conference poses fundamental, empirically based challenges to law teaching. Many years ago, NLR co-founder David Wilkins critiqued the standard legal approach to “bleached-out professionalism” for Black lawyers. We draw from that work, as well as from relevant social science research and theory, from Critical Race Theory, from research outside of mainstream Global North traditions, and from other perspectives that shake up taken-for-granted “truths” undergirding traditional U.S. legal education. Furthermore, conference participants will bring new paradigms developed within the legal academy to bear on assumptions that have guided traditional Western social science itself. In opening up this truly interdisciplinary space for conversation, the conference will encourage the development of expansive research and teaching frameworks for the legal academy – frameworks containing possibilities for real change.

New Legal Realism (NLR) is a movement that began in the early 2000s, aimed at producing and translating excellent empirical research on law and legal institutions for legal professionals. With deep roots in the law-and-society tradition, NLR has worked to build bridges between social science and the legal academy and has always highlighted research on legal education. NLR scholars have published cutting-edge articles on how to integrate social science into legal training, working between theory, empirical research, and the practices involved in law teaching. As those scholars have repeatedly demonstrated, there are very important links between legal education and the ethical orientations of the legal profession. Those ethics depend importantly on perspectives that take the social reality of law seriously, as well on inclusive visions for the profession as a whole in a democratic state. From its first conference in 2004, NLR has engaged deeply with race, gender, and global approaches to law as foundational parts of research on law in books and law in action.

AGENDA

**Friday, October 18, 2024
Milstein East Conference Center
Wasserstein Hall
Harvard Law School Campus**

For full details: <https://clp.law.harvard.edu/widening-the-lens-of-justice/>

All times eastern

2:00 pm – Registration

- Milstein East Conference Center, Wasserstein Hall, Harvard Law School

2:45-3:15 pm – Welcome

- David B. Wilkins
- Elizabeth Mertz

3:15-3:30 pm – New Legal Realism and Legal Education

- Shauhin Talesh

3:45 -5:15 pm – New Legal Realism and Aspirational Law Training: Intersectional Insights, Colonialism and the States of Legal Education

As innovators seek to shift law training to meet a new era, there is growing awareness of the way law schools have been affected by history and social context. Those contexts include colonial legacies and their continuing impacts on race, gender and intersectional inclusion, as well as global power relations. This panel sets the scene for the rest of the conference, drawing on New Legal Realist interdisciplinary approaches to analyze the current states and possible future directions of legal education.

- Moderator: Meghan Dawe
- Speakers: Rachel Moran, Foluke Adebisi, Brian Calliou, Bennett Capers
- Commentators: Riaz Tejani, Sindiso Mnisi Weeks

5:15-5:45 pm – General Discussion

5:45-8:00 pm – Reception and Conference Dinner

- Milstein West Conference Center

Saturday, October 19, 2024
Milstein East Conference Center
Wasserstein Hall
Harvard Law School

8:30 am – Light breakfast available

- Milstein East Conference Center, Wasserstein Hall

9:00 -10:30 am: New Legal Realism & Legal Education I: Empirical and Theoretical Perspectives on Law School Inclusion and Teaching Justice

Democratic goals like serving justice and creating fair, inclusive law schools have long featured in public statements by law schools and official organizations like the ABA and AALS. However, these statements often ignore how settler colonialism and slavery shaped the earliest law schools, building race- and gender-based exclusion into the core of nascent U.S. legal education. Those early law schools, precisely because of their longstanding history, exerted an outsize influence on paradigms of legal education and accreditation requirements. As a result, all law schools have struggled to overcome structural inequities despite perennial criticism and calls for reform. Recent empirical research confirms that this persistent problem may result from “features not bugs” in the system. Panelists also discuss possible avenues for change, drawing on empirical research and their own interventions.

- Moderator: David Sandomierski
- Speakers: Victor Quintanilla, Meera Deo, Thomas Mitchell, Elizabeth Mertz
- Commentators: Christopher Mathis, Emily Taylor Poppe
- Invited guests: Stephen Cody, Patricia Williams, Portia Xiong

10:30 – 10:45 – Break

10:45- 12:15—NLR & Legal Education II: Pluralizing Professional Identities and Purposes

As the hidden historical and cultural sources of exclusionary structures in formal legal educational institutions become clearer, there is an opportunity to expand in new directions. This panel explores the promising possibilities that open up for legal education when professional identity is conceptualized outside of a monocultural and individual-centered vision. As NLR has long contemplated, better understandings of people in context can sharpen policy aimed at improving institutional or organizational structures. When we pluralize professional identities and purposes, we can shake loose sedimented assumptions about ethical horizons and how legal training and the legal profession “should” operate.

- Moderator: Shauhin Talesh

- Speakers: Eduardo Capulong, Jane Ching, John Bliss, Elizabeth Bodamer
- Commentators: Russell Pearce, Susan Sturm

12:30-1:30 Lunch and Keynote

- Martha Minow in conversation with David B. Wilkins

1:45-3:15 pm – Roundtable on Innovative Approaches to Inequality and Teaching: Integrating Social Reality and Empirical Research on Legal Education into Law Training

This Roundtable features law faculty who have followed the early Realist call to integrate practical training and social science research on law. Because interdisciplinary research more closely follows “law in action” than does doctrinal research, interdisciplinary training can usefully combine with other law teaching to steep law students in the realities of law and law practice. When law training confronts social reality, the inequalities of law on the ground become more centrally a part of the puzzle law students are challenged to solve.

- Moderator and Commentator: Darrell Mottley
- Panelists: Swethaa Ballakrishnen: Teaching Professional Identity at Irvine
 - Richard Wilson: Making 303.c Walk on the Ground: The UConn Example
 - David Wilkins: Teaching the Legal Profession Course—Integrating Race and Empirics
 - Margaret Hahn-Dupont: Interdisciplinary Hands-On Law Training at Northeastern

3:30-5:00 pm – Invisible Pieces of the Preparation for Law Practice: NLR Perspectives on Clinical, Legal Writing, Doctrinal, Ethics and Interdisciplinary Pedagogy

Discussions of law school reform typically occur in silos, in which training for practice is segmented from doctrinal classroom training, technical legal writing can be segmented off from other parts of legal education, and U.S. law schools turn in on themselves so that they reinforce hierarchies that push professors from traditionally underrepresented to the margins. NLR asks what happens when we breach these traditional silos, bringing the many “ground-levels” of law teaching into conversation with each other – and with pertinent social science.

- Moderator: Michele Leering
- Speakers: Teri McMurtry-Chubb, Lucie White, Lisa Alexander, Marsha Griggs
- Commentators: Jeffrey Omari, Pablo Rueda-Saiz

5:00-5:30 pm Closing Remarks

- Shauhin Talesh
- David B. Wilkins

Conference Presenters and Attendees

Foluke I. Adebisi

Foluke Ifejola Adebisi (she/her) is a Professor at the Law School, University of Bristol. Her scholarly work is concerned with what happens at the intersection of legal education, law, society, and a history of changing ideas of what it means to be human. Thus, her current scholarship focuses mainly on the relationship between theories of decolonisation and how they do and can interact with legal knowledge. She has written widely in this area. For example, she edited a special issue for the Law Teacher journal on decolonisation in 2019. She found and runs Forever Africa Conference and Events (FACE), a Pan-African interdisciplinary conference. She blogs about her scholarship and pedagogy on her website 'Foluke's African Skies' at <https://FolukeAfrica.com>. In 2024, she was one of 5 finalists for Oxford University Press' Law Teacher of the Year Award. Her monograph "Decolonisation and Legal Knowledge: Reflections on Power and Possibility" was published by Bristol University Press in of March 2023 and won the Society of Legal Scholars' Margaret Brazier book prize for Outstanding Mid-Career scholarship in 2024.

Lisa Alexander

Lisa Alexander is a Professor and Faculty Fellow at Boston College Law School. She also serves as Faculty Director for the [Housing and Property Rights Programs of Boston College Law School's Initiative on Land, Housing & Property Rights](#). Her scholarship focuses on U.S. housing law and policy and the law's role in making housing markets more efficient and more equitable. She has conducted extensive research in legal and extra-legal rights to property, housing, and urban space, including tiny houses. Her scholarship and teaching provide insights to scholars, lawyers, and policymakers on how to reimagine housing options and property rights for today's world. She teaches corporations, housing law and policy, and local government law. Alexander received her B.A. from Wesleyan University and her J.D. from Columbia University. She was previously a University of Wisconsin Law School professor before moving to Texas A&M University School of Law, where she held a joint appointment as a professor in the Department of Landscape Architecture and Urban Planning. She was also Co-Founder and Co-Director of Texas A&M's Program in Real Estate and Community Development Law. Her fellowships and awards include being named a 2018 Texas A&M University Presidential Impact Fellow, the first person in the history of the School of Law selected for the honor.

Swethaa Ballakrishnen

Professor Swethaa S. Ballakrishnen (they/them) is a professor of law and (by courtesy) Sociology, Asian American studies, and Criminology, Law and Society at the University of California, Irvine. They are also the co-director of the UCI Center for Empirical Research on the Legal Profession and the UCI Center in Law, Society and Culture. Primarily oriented within a socio-legal praxis, Ballakrishnen writes and teaches about law's connection to actors, institutions, and relationships at the periphery, broadly defined. Their work has appeared in, among other journals, the *Law and Society Review*, *Law and Social Inquiry*, *Law, Culture and the Humanities*, and *South Asia*. Their

muti award-winning first book, [Accidental Feminism](#) (PUP 2021) explored gender parity in the Indian legal profession as a site to deliberate on unintentional social movements. Other book projects focus on [legal globalization](#) and [gendered jurisprudence](#), and they are currently working on two books - one on nonbinary legalities, and the other on decolonial queer prefigurations. These strains of research have received a range of honors and awards, including from the [National Science Foundation](#), the [American Sociological Association](#), and the [Law and Society Association](#); and in 2022, Ballakrishnen was awarded the campus-wide UCI Distinguished Early-Career Award for Research.

Elizabeth Bodamer

Elizabeth Bodamer (she/her/ella) has a PhD in Sociology from Indiana University Bloomington and a JD from Indiana University Maurer School of Law. She was the 2019-2020 American Bar Foundation/AccessLex Doctoral Fellow in Legal Education & Higher Education, and her dissertation focused on exclusionary experiences and sense of belonging in U.S. law schools. As a PhD student at Indiana, Bodamer was also the director of student affairs at Indiana University Maurer School of Law. At LSAC she was the diversity, equity, and inclusion policy & research analyst and senior program manager before becoming the director of research. A 2008 LSAC PLUS alumna, today, Bodamer leads the applied research agenda and strategic research team focused on equity in admission, innovation, and programmatic impact.

Brian Calliou

Brian (he/him) received his BA (1991), LLB (1995), and LLM (2000) from the University of Alberta. Brian practiced law in Edmonton then Calgary for eight years before taking on a fulltime position as the Director of Indigenous Leadership training programs at the Banff Centre for Arts and Creativity (2003 – 2020), which helped build leadership, management and governance competencies of Indigenous leaders. He has published on Indigenous issues such as treaties, economic development, leadership, governance and management. He co-edited a book intitled Restorying Indigenous Leadership: Wise Practices in Community Development, which explored Indigenous leadership and community economic development. He is currently a PhD student in law and society at the University of Victoria researching Indigenous lawyers in the Canadian legal profession and is teaching law at the University of Calgary Faculty of Law as an Assistant Professor. Brian is Cree and a member of the Sucker Creek First Nation in north central Alberta, in Treaty 8 territory. For his community work, Brian received a traditional Blackfoot name from a Siksika Elder – Apahto' Kii which means Pine as in pine tree.

Bennett Capers

Bennett Capers (he, him) is the Stanley D. and Nikki Waxberg Professor of Law at Fordham Law School, where he teaches Evidence, Criminal Law, and Criminal Procedure, and is also the Director of the Center on Race, Law, and Justice, and the Associate Dean of Research. A former federal prosecutor, his academic interests include the relationship between race, gender, technology, and criminal justice, and he is a prolific writer on these topics. His articles and essays have been published or are forthcoming in the *California Law Review*, *Columbia Law Review*, *Cornell Law*

Review, *Harvard Law Review*, *Michigan Law Review*, *Minnesota Law Review*, *New York University Law Review*, *UCLA Law Review*, and *Yale Law Journal*, among others. In addition to co-editing *Critical Race Judgments: Rewritten U.S. Court Opinions on Race and Law* (Cambridge University Press) (with Devon Carbado, Robin Lenhardt, and Angela Onwuachi-Willig), *Feminist Judgments: Rewritten Criminal Law Opinions* (Cambridge University Press) (with Corey Rayburn Yung and Sarah Deer), and *Criminal Law: A Critical Approach* (Foundation Press) (with Roger Fairfax and Eric Miller), he also has a forthcoming book about prosecutors, *The Prosecutor's Turn* (Metropolitan Books). His commentary and op-eds have appeared in the *New York Times*, the *Washington Post*, and other media. He has been a visiting professor University of Texas Law School, Boston University Law School, and Yale Law School. In spring 2025 he will be visiting at Columbia Law School.

Eduardo Capulong

Eduardo R.C. Capulong is a Professor of Law and Director of Experiential Learning at the University of Hawai'i at Manoa William S. Richardson School of Law. Prior to joining the University of Hawai'i, he was a professor, Lawyering Program director, and interim dean at the CUNY School of Law; professor and clinic dean at the University of Montana Alexander Blewett III School of Law; Lawyering Program professor at the NYU School of Law; and public interest director and lecturer at Stanford Law School. He was also a visiting professor at the Universidad de Granada Facultad de Derecho and University of the Philippines College of Law. Prior to joining the academy, Eduardo worked for various nonprofits as a litigator, policy analyst, and organizer, including the ACLU as Karpatkin Fellow, Center for Constitutional Rights, Community Service Society, and the Northern California Coalition for Immigrant Rights. His current interests are in clinical pedagogy and professional identity formation. Eduardo received his BA from NYU and JD from CUNY Law.

Jane Ching

Jane Ching MA (Cantab), PhD, PFHEA is a solicitor (non-practicing) and Professor of Professional Legal Education at Nottingham Law School, Nottingham Trent University, UK. Jane's PhD was on the learning of early career litigation solicitors. Her particular interests are in the formal regulation of legal education for legal practitioners, experiential learning in the workplace, novices and experts, variation theory, diversity in the legal profession and reflection. She has worked on projects for legal and educational regulators and professional bodies in, to date, more than 20 different countries. This includes the influential Legal Education and Training Review in 2011-2013, the most comprehensive review of legal education in England and Wales since 1971. She is currently working with colleagues on projects about bias against advocates with regional accents; the motivations and experiences of international law students in the UK and on regulatory interventions to address unmet legal need. She has presented at conferences in Australia, Hong Kong, Italy and Turkey as well as in the USA and UK. For further information and publications: <https://www.ntu.ac.uk/staff-profiles/law/jane-ching>

Stephen Cody

Stephen Cody is a law and society scholar who writes about ocean governance and international criminal law. His research combines legal analysis and empirical methodologies—including computer-based coding, population-based surveys, semi-structured interviews, and statistical analysis. His interest in New Legal Realism stems from a commitment to relational sociology and engagement with the work of French sociologist Pierre Bourdieu and American pragmatist John Dewey. Stephen is an associate professor of law at Suffolk Law School.

Meghan Dawe

Meghan Dawe is a postdoctoral fellow at The Baldy Center for Law and Social Policy and Research Social Scientist at the American Bar Foundation. Prior to joining the Baldy Center this fall she was a Resident Research Fellow at the Harvard Center on the Legal Profession. Her research examines law and inequality through the lens of legal education, the legal profession, and lawyers' careers.

Meera Deo

Meera E Deo, JD, PhD (she/her), is The Honorable Vaino Spencer Professor of Law at Southwestern Law School, Director of the Law School Survey of Student Engagement (LSSSE), and Affiliated Faculty at the American Bar Foundation where she was recently the Neukom Fellows Research Chair in Diversity and Law. Her research merges jurisprudence with empirical methods to interrogate hierarchies in legal education. Professor Deo's book, *Unequal Profession: Race and Gender in Legal Academia* (Stanford University Press, 2019) examines the intersection of raceXgender with law faculty experiences. Building on the book, another empirical study investigated pandemic-era inequities in legal education, especially for women faculty and students of color. One current project explores methods to improve student belonging (and thereby retention), while another promotes wellness in legal education and the legal profession. The National Science Foundation, Paul & Daisy Soros Fellowship, AccessLex Institute, and Wolters Kluwer have supported her research. Professor Deo has served as a Senate-appointed member of the California Commission on Access to Justice, a consultant to the ACLU of Southern California and the Law School Admission Council (LSAC), and Chair of the AALS Section on Law and the Social Sciences. In 2020, she was elected to the American Law Institute.

Marsha Griggs

Professor Griggs (she/her) is Associate Professor of Law at Saint Louis University School of Law. She holds a JD from the University of Notre Dame Law School and MPP from the University of Texas-Dallas. In 2021, she received the Trailblazer Award from the AALS Section on Academic Support. A leading thinker in efforts to improve legal education and entry to the legal profession, she chaired the AASE Bar Advocacy Committee that introduced Best Practices for Online Bar Exam Administration in response to student needs during the pandemic. She is co-author of an important white paper on this subject. She has also published multiple law review articles on her research into how standard approaches to the bar exam fall short, including in terms of racial impact.

Margaret Hahn-Dupont

Professor Hahn-DuPont serves as the director of the Legal Skills in Social Context program at Northeastern University School of Law, a 1L course in which students utilize their analytical research and writing skills to work on social justice projects in partnership with community-based and public interest organizations. The projects cover a wide array of legal areas, including civil rights, criminal law, education, gun control, housing, immigration, reproductive rights, voting, and workers' rights. The first-year students engage in interdisciplinary research; interview advocates, activists, and experts; and speak with members of affected service populations, to create research white papers, model legislation, practice guides, Know Your Rights materials, sample litigation documents, and training manuals for judges and attorneys. She is a graduate of the University of Pennsylvania and Georgetown University Law Center.

Michele Leering

I am a Visiting Scholar at Queen's University Faculty of Law. I have conceptualized *integrative reflective practice* for legal professionals, culminating in [a doctoral dissertation \(2023\)](#). The capacity for reflection, reflective professionalism, and the discipline of reflective practice are essential for transforming legal education, supporting EDI objectives, and developing people-centred justice. I interviewed 50+ law professors who are thought leaders on reflective practice in Canada and Australia, and reviewed literature capturing how it evolved in the United Kingdom and USA, and in other disciplines including medicine and teaching. I published about [introducing in law school, perils and pitfalls to avoid](#), and how it [supports access to justice innovation](#). I am a former lawyer and Executive Director of a non-profit community-based legal clinic. My passion for encouraging reflective practice arose from my struggles – as a young lawyer committed to social justice, as a supervisor, with the reality of the “law as lived,” and the need for responsive, holistic and innovative legal services. These were challenges not anticipated by my legal education. Fostering access to justice consciousness and a legal professional culture of reflective inquiry and generative dialogue, and increasing our commitment to equal justice have been motivators for my research.

Christopher Mathis

Christopher Mathis (he/him/his) is an assistant professor at the University of Maryland Francis King Carey School of Law, focusing on critical race theory, access, and equity within higher education. His research explores the framework and incentive structures in higher education to identify factors contributing to inequality in colleges and universities. This work spans various legal fields, including constitutional law, tort law, education law and policy, and ethics, employing an empirical design with critical lenses, statistical analysis, and qualitative methodologies. Dr. Mathis has received accolades from organizations such as the American Bar Foundation and the Association for the Study of Higher Education. His scholarship has been published in several law review and peer-reviewed journals, including the Washington and Lee Law Review, University of Colorado Law Review, and Journal of College Student Development. Before joining Maryland Carey Law, he taught at the University of Iowa College of Law and the University of Virginia. His teaching areas include torts, administrative law, education law, and race and the law. Dr. Mathis earned his undergraduate degree with honors from

Oakwood University, his JD from the University of South Carolina School of Law, and his PhD from the University of Virginia, where he was an American Bar Doctoral Fellow.

Teri A. McMurtry-Chubb

Teri A. McMurtry-Chubb (she/her) is the Director of the Critical Race & Gender Studies JD Concentration & Professor of Law at the University of Illinois Chicago School of Law. She researches, teaches, and writes in the areas of critical rhetoric, discourse and genre analysis, critical race feminism, and legal history. McMurtry-Chubb is a leader in designing curricula to facilitate antiracism. She is the author of numerous publications, including the books *Race Unequals: Overseer Contracts, White Masculinities, and the Formation of Managerial Identity in the Plantation Economy* (2021); *Strategies and Techniques for Integrating Diversity, Equity, and Inclusion into the Core Law Curriculum* (2021); and *Critical and Comparative Rhetoric: Unmasking Privilege and Power in Law and Legal Advocacy to Achieve Truth, Justice, and Equity* (2023, co-authored). In 2019, Teri was awarded the 2018 Teresa Godwin Phelps Award for Scholarship in Legal Communication. She is the recipient of the 2021 Thomas F. Blackwell Memorial Award for Outstanding Achievement in the Field of Legal Writing – the first person of color and first Black woman to achieve this honor, and the 2023 UIC Faculty Diversity, Equity, and Inclusion Award. Teri presently serves as the Lead PI for the Humanizing Critical Race Theory Project, which is funded through a grant to UIC by the Mellon Foundation.

Elizabeth Mertz

Elizabeth Mertz (she/her) is John and Rylla Bosshard Professor Emerit at the University of Wisconsin Law School and a Research Professor at the American Bar Foundation, where she has conducted empirical research on legal education. She is a legal anthropologist and a pioneer in the field of law and language. She uses this background to study legal language in the United States, with a special focus on law school education. Her research also examines the problems involved in translating between law and social science. She has been a leader in the New Legal Realism movement, which encourages high quality interdisciplinary communication. The results of that research have appeared in numerous journals and edited collections. Her book, *The Language of Law School: Learning to “Think Like a Lawyer”* (Oxford University Press) was 2008 co-winner of the Herbert Jacob Book Prize, awarded by the Law & Society Association. That study drew national attention from scholars interested in reforming the current system of legal education in the U.S. In 2022, LSA awarded Mertz both the Wheeler mentorship prize and the Kalven career prize for “empirical scholarship that has contributed most effectively to the advancement of research in law and society.” Her current research focuses on U.S. law professors.

Thomas Mitchell

Thomas W. Mitchell holds the Robert F. Drinan, S.J. Endowed Chair at BC Law and serves as the Director of the Initiative on Land, Housing & Property Rights, which seeks to help disadvantaged people and communities acquire and secure important property rights. In 2017-2018, he served as interim Dean of Texas A&M School of Law. Professor

Mitchell is a national expert on property issues facing disadvantaged families and communities, and has published leading scholarly works addressing these matters in academic journals, government publications, and publications for associations such as the American Bar Association. He has engaged in extensive law reform and policy work, most prominently serving as the principal drafter of a widely adopted uniform real property act named the [Uniform Partition of Heirs Property Act](#) (UPHPA), which substantially enhances the ability of disadvantaged families to maintain ownership of their property and their property-related generational wealth. The UHPA has been enacted into law in 21 states, the District of Columbia, and the U.S. Virgin Islands. In 2020, Professor Mitchell was named one of 21 recipients of the MacArthur Fellowship and in 2021, he was awarded the Howard University Award for Distinguished Postgraduate Achievement. In 2022, Professor Mitchell received the American Bar Association's Jefferson B. Fordham Advocacy Award.

Sindiso MnisiWeeks

Sindiso MnisiWeeks is Associate Professor in Legal Studies at the University of Massachusetts Amherst and Adjunct Associate Professor in Public Law at the University of Cape Town. She is the author of *Access to Justice and Human Security: Cultural Contradictions in Rural South Africa* (Routledge, 2018), co-author of *African Customary Law in South Africa: Post-Apartheid and Living Law Perspectives 2ed* (OUPSA, 2023), and author of *Alter-Native Constitutionalism: Common-ing 'Common' Law, Transforming Property in South Africa* (Cambridge University Press, forthcoming 2024). Dr. MnisiWeeks is Director of the Law and Policy Justice experiential cohort program at UMass Amherst's Mount Ida Campus.

Rachel Moran

Rachel F. Moran is Professor of Law at Texas A&M University. Previously, she was Distinguished and Chancellor's Professor of Law at UC Irvine, Michael J. Connell Distinguished Professor of Law and Dean Emerita at UCLA, and Robert D. and Leslie-Kay Raven Professor of Law at UC Berkeley. She helped to found the law school at UC Irvine in 2008. Moran has written over 100 articles, book chapters, and short commentaries exploring such topics as bilingual education, desegregation, and affirmative action. In addition, she is co-author (with Mark Yudof, Betsy Levin, James Ryan, and Kristine Bowman) of *Educational Policy and the Law*, one of the most widely adopted casebooks in the field. She co-edited (with Devon Carbado) a leading anthology on *Race Law Stories*, and she published a pathbreaking book on *Interracial Intimacy: The Regulation of Race and Romance*. As the inaugural Neukom Fellows Research Chair in Diversity and Law, she collaborated with Director Emeritus Robert L. Nelson to launch an initiative on "The Future of Latinos in the United States: Law, Opportunity, and Mobility." The project has commissioned white papers and hosted roundtables around the country. In 2011, President Obama appointed her to the Permanent Committee for the Oliver Wendell Holmes Devise.

Darrell G. Mottley

Darrell G. Mottley is an Assistant Clinical Professor of Law and Faculty Director of the Intellectual Property and Entrepreneurship Clinic at Suffolk University Law School.

Professor Mottley’s scholarship explores the intersection of intellectual property law between design patents, trade dress, copyright, and utility patent law, including Web 3.0 cryptographic and AI environments. Prior to joining Suffolk’s faculty, Professor Mottley served as an Adjunct Professor of Law at the Howard University School of Law, where he founded and directed the IP and Patent Law Clinic and taught a new AI Law seminar. Professor Mottley also served as a Professorial Lecturer in Law at The George Washington University Law School he co-taught Design Law. Professor Mottley was honored to serve as the American Bar Foundation Fellows Chair (2022-23) and is an ABF Life Fellow.

Martha Minow

Martha Minow holds the 300th Anniversary University Professorship at Harvard University. She has taught at Harvard Law School since 1981 and served as dean for eight years (2009-2017). An expert in constitutional law and human rights, her work has focused on issues confronting historically marginalized individuals and groups, legal responses to social, political, and religious conflict, and legal treatments of digital communications and technologies. Currently the co-chair of the Access to Justice Project of the American Academy of Arts and Sciences, Minow also chairs the Board of Trustees of the MacArthur Foundation and serves on the boards of other nonprofit organizations. She is the recipient of 10 honorary degrees.

Jeffrey Omari

Jeffrey Omari, JD, PhD (Omari) is a legal anthropologist and Assistant Professor at Gonzaga University School of Law. His research—which merges ethnographic fieldwork and anthropological theory with doctrinal analysis—sits at the intersection of law, technology, and social science. In addition to his work on internet governance in Brazil, Omari’s research also explores digital rights in our current age of misinformation.

Russell Pearce

Russell G. Pearce (he/him) is the Edward & Marilyn Bellet Chair in Legal Ethics, Morality & Religion at Fordham University School of Law. He has written extensively on the interplay of identity and role in the work of lawyers and in legal education. His publications include *White Lawyering: Rethinking Race, Lawyer Identity, and Rule of Law*, 73 Fordham L. Rev. 2081 (2005); *Difference Blindness v. Bias Awareness: Why Law Firms with the Best of Intentions Have Failed to Create Diverse Partnerships*, 83 Fordham L. Rev. 2407 (2015) (co-authors Eli Wald and Swethaa S. Ballakrishnen); and *Subversive Legal Education: Reformist Steps Toward Abolitionist Visions*, 90 Fordham L. Rev. 2089 (2022) (co-authors Christina John, Aundray Jermaine Archer, Sarah Medina Camiscoli, Aron Pines, Maryam Salmanova, and Vira Tarnavska).

Victor Quintanilla

Victor D. Quintanilla is a Professor of Law at the IU Maurer School of Law, an affiliated professor at the IU Department of Psychological and Brain Sciences, and a research affiliate of the Equity Accelerator. Quintanilla’s research investigates challenges faced within legal education by drawing on theory and methods within the field of social psychology, including research on social identity threat. He is advancing research lines

that seek to design scalable psychological interventions that enhance well-being and performance across the pipeline into the legal profession. These psychologically attuned interventions promote psychological well-being, including growth mindsets, stress mindsets, and social belonging. Quintanilla's secondary line of research centers on mapping psychological experiences of trust and social identity threat among unrepresented litigants in the civil justice system. He served as a Fellow of the Center for Advanced Study in the Behavioral Sciences at Stanford University (2015-2016).

Pablo Rueda- Sáiz

Pablo Rueda-Sáiz is an associate professor at the University of Miami School of Law. He received his law degree from the Universidad de Los Andes in Bogotá, Colombia, and his M.A. and Ph.D. degrees from the University of California, Berkeley. His academic interests revolve around international and comparative law, primarily in topics such as the laws of war, and the interplay between local and corporate actors in Latin America. His research utilizes the tools of sociology and anthropology to approach the analysis of law. He has published his work in both Spanish and English, in peer-reviewed journals, book chapters, and law reviews.

David Sandomierski

David Sandomierski is an Associate Professor in the Faculty of Law at the University of Toronto. During the 2024-25 academic year, he is also a Visiting Scholar at the Faculty of Law at the University of Toronto, and a Western Massey Fellow at Massey College. His research investigates the potential of legal education to cultivate critical and versatile citizens. His previous work has focused on the implicit messages about law, legal professionalism, and legal knowledge in law school curricula and pedagogy. His current work asks these questions of the Architecture of Law School. He holds degrees in civil and common law from McGill University, a SJD from the University of Toronto, and has previously served as Editor-in-Chief of the McGill Law Journal and as law clerk to the Chief Justice of Canada.

Susan Sturm

Susan Sturm (she/her) is George M. Jaffin Professor of Law and Social Responsibility at Columbia Law School. Her work focuses on inequality, discrimination, remedying racial and gender bias, criminal justice reform, lawyer-leadership, and the role education can play in creating social change and a more inclusive world. She is a co-chair and architect of Columbia Law School's Davis Polk Leadership Initiative, a cross-disciplinary effort to prepare students to succeed as leaders in a wide range of sectors. She received Columbia University's Presidential Teaching Award in 2007. At the Center for Institutional and Social Change, which she founded in 2007, Sturm leads collaborative action research projects with institutional and community leaders in the areas of education, criminal justice, and community development. She collaborates with a wide variety of higher education, government, and community-based organizations. Sturm is the principal investigator for a grant from the Commonwealth of Massachusetts and has developed a curriculum for building leadership capacity to address race and bias in the Massachusetts Trial Courts. She has served as the principal investigator on two Ford Foundation grants

for projects designed to increase access to postsecondary education for immigrants, veterans, and communities affected by incarceration.

Emily Taylor Poppe

Prof. Emily Taylor Poppe is Professor of Law and (by courtesy) Sociology at the University of California, Irvine School of Law where she also serves as Faculty Director of the UCI Law Initiative for Inclusive Civil Justice. Professor Taylor Poppe is an interdisciplinary empirical scholar whose research is focused on inequalities in access to civil justice. Her scholarship has investigated the use and effect of legal counsel, the potential for legal professional regulation, legal technology, and institutional design to enhance access to justice, and the ways in which the laws of succession perpetuate social and economic inequality. From 2020-2024 she served as Co-Chair of the Law & Society Association's New Legal Realism Collaborative Research Network. She holds a Ph.D. in Sociology from Cornell University, a J.D. from Northwestern Pritzker School of Law, and A.B. degrees in Public Policy and Spanish from Duke University.

Shauhin Talesh

Shauhin Talesh is Professor of Law and Sociology and Criminology, Law & Society at UC Irvine. Talesh is an interdisciplinary scholar whose work spans law, sociology, and political science. His research interests include the empirical study of law and business organizations, dispute resolution, consumer protection, insurance, and the relationship between law and social inequality. Professor Talesh is considered one of the leading scholars on organizational responses to law and compliance and the relationship between insurance, regulation and inequality. Talesh's empirical research addresses the intersection between organizations, risk, and consumer protection laws, focusing on private organizations' responses to and constructions of laws designed to regulate them, consumers' mobilization of their legal rights and the legal cultures of private organizations. His most recent research focuses on how cyber insurance and insurance companies shape cybersecurity and privacy law compliance among private organizations. Since 2014, he has served as Director of the Law & Graduate Studies Program. He is currently co-editor of *Law & Society Review*. Talesh's scholarship has appeared in multiple law and peer-reviewed social science journals including *Law and Society Review*, *Law & Social Inquiry*, and *Law & Policy*, and has won multiple awards in Sociology, Political Science and Law & Society.

Riaz Tejani

Riaz Tejani (he/him/his) is Professor in the School of Business and Society at the University of Redlands, where he teaches courses in law, ethics, and society. His current ethnographic project examines ethics differentials across the Law & Economics movement. Riaz is the author of three books: *Law Mart: Justice, Access, and For-Profit Law Schools* (Stanford, 2017), *Law and Society Today* (University of California, 2019), and *Law and Economics: New Trajectories in Law* (Routledge 2023). He is Co-director of the Law and Society Association's CRN 28 on New Legal Realism and a board member for the Law and Humanities Interdisciplinary Workshop and *Political and Legal Anthropology Review*. Riaz' recent articles are forthcoming or have appeared in *Law and*

Society Review, Alabama Law Review, Georgetown Journal of Legal Ethics, and American Ethnologist. He holds a PhD in social anthropology from Princeton University and a JD from the USC Gould School of Law, where he was a Fellow at the Center for Law, History, and Culture. Riaz has served on corporate and non-profit boards and remains a public Arbitrator for the Financial Industries Regulatory Authority (FINRA).

Lucie White

Lucie White is the Louis A. Horvitz Professor of Law. She is an expert on economic and social rights and poverty alleviation, particularly in relation to race-injustice and colonial-histories. She has over thirty years of experience doing scholarly and advocacy work on these issues in the US and West Africa, partnering with low-income communities in Cambridge on economic justice and founding the Harvard Law School Ghana Project in 2003. She works on innovative approaches to economic development and social provision, from the local to the global, which are attentive to distributional and climate justice. Her publications address justice strategies in domains ranging from social movement lawyering to systemic inequality. She has engaged in several multi-year collaborations, notably a consortium to compare innovations in constitutional design in South Africa and Ghana, a multi-year project to promote environmental justice and fiscal equity in Ghana's petroleum industry, and a collaboration to document creative economic rights advocacy by sub-Saharan activists which produced Perelman, J., and White, L, eds., *Stones of Hope: How African Activists Reclaim Human Rights to Challenge Global Poverty* (Stanford UP, 2010). She graduated from Radcliffe College, and Harvard Law School in 1981, and is a member of the D.C., N.C., and C.A. Bars.

David Wilkins

David B. Wilkins is the Lester Kissel Professor of Law, Vice Dean for the Global Initiative on the Legal Profession, and Faculty Director of the Center on the Legal Profession at Harvard Law School. He is also a Senior Research Fellow of the American Bar Foundation and a Fellow of the Harvard University Edmond J. Safra Foundation Center for Ethics. Professor Wilkins has written numerous articles on the legal profession in leading scholarly journals and the popular press, and is the co-author or editor of five books, including one of the leading casebooks in the field. He is a co-PI on *After the JD: A Ten Year Longitudinal Study of Lawyers Careers*. Professor Wilkins has given over 50 endowed lectures at universities around the world. He holds honorary degrees from Roger Williams University (2017) and Stockholm University in Sweden (2012), and is the recipient of numerous awards, including the Harvard Law School Alumni Award, (2016), the Aptissimi Award for Academic Excellence from ESADE UNIVERSITY in Spain (2014), the Distinguished Visiting Mentor Award from Australia National University (2012), the American Bar Foundation Scholar of the Year Award (2010), the J. Clay Smith Award from Howard University School of Law (2009), and the Order of the Coif Distinguished Scholar Award (2008). Professor Wilkins has been elected to the American Academy of Arts and Sciences and to the Spanish Royal Academy of Doctors.

Patricia Williams

Patricia Williams is University Distinguished Professor of Law and Humanities at Northeastern University, and Director of Law, Technology and Ethics Initiatives. A pioneer of both the law and literature and critical race theory movements in American legal theory, she has published widely in the areas of bias, language, and law. Her interrogations raise core questions of individual autonomy and identity in the context of legal and ethical debates on science and technology. A MacArthur Fellowship recipient, she is a frequent columnist for *The Nation Magazine*.

Richard Wilson

Dr. Richard Ashby Wilson is a Board of Trustees Professor of Law and Anthropology and the University of Connecticut School of Law. He has authored or edited 11 books on transitional justice, truth and reconciliation commissions, and international criminal tribunals. His latest book is *Incitement on Trial: Prosecuting International Speech Crimes*. He serves on the Hate Crimes Advisory Council of Connecticut, and he is currently working on a book about the challenge of investigating and prosecuting bias-motivated crimes in the United States titled, “United Against Hate? The Nonenforcement of Hate Crime Laws”.

Portia Jin Xiong

Portia Jin Xiong (she/her) is a J.D./Ph.D. candidate at Northwestern University in the Department of Anthropology. Her research interests include the anthropology of law, gender, race, class, and higher education. Xiong’s dissertation, “Admitted but Not Advanced: Diversity, Minor Feelings, Asian and Asian American Law Students in the United States,” investigates the structural barriers for Asians and Asian Americans to get equal opportunity and full inclusion in legal education and the legal profession. The backdrop for her dissertation is the paradoxical double stereotypes depicting Asians as both the successfully assimilated “model minority” and the unassimilable “perpetual foreigner” amid the rise in anti-Asian violence in the United States during the COVID-19 pandemic. Xiong received her B.A. in Chinese Language and Literature from Beijing Foreign Studies University and her M.A. in Gender Studies from the Chinese University of Hong Kong.