

Introducing Leadership Development into the Law School Curriculum

AALS Group Discussion

Thursday, January 5, 2017

8:30 – 10:15 a.m.

Union Square 1 & 2 on the 4th Floor Hilton Hotel

Group discussion was led by Deborah Rhode and Leah Teague. Official group participants and additional attendees are attached.

Leah and Deborah welcomed the group and provided opening remarks as outlined below to introduce the need for integrating leadership development into our law school curricula.

- Lawyers as leaders have historically been critical in our society
 - Represent small segment of the population, but influential and effective
 - Keepers of the Rule of Law
 - Strong advocates for those without a voice
- Lawyers serve to influence people's actions and outcomes
 - Provide principled counseling to "guide" our clients
 - Duty that is central to the calling of all of us as lawyers
- Innovation occurring in the marketplace as "disruptive innovators" creating pressures
 - Law is accessible in a way it has never been before. Lawyers are no longer the gatekeepers of the law. To be valued in modern society, lawyers must be more than gatekeepers.
 - Because of innovation through artificial intelligence, laypersons - with the assistance of technology - are now able to create routine documents and take legal action on their own. As disruption is transforming the legal profession and "law jobs," lawyers must build on technological advances and artificial intelligence capabilities.
 - Because of the perception of significant costs of legal services today even the middle class in America is less likely to turn to a lawyer for help.
 - Through social media, individuals and groups have a platform for advocacy without the need for a lawyer.
- From the MacCrate in 1992 and Carnegie Foundation Report in 2007 to the ABA Task Force in 2012 and the most recent report in 2016, the Foundations for Practice from the Institute for the Advancement of the American Legal System, reports indicate "soft skills" are more important than ever, but need to use a different term other than "soft skills."
- Law school must be seen as the training ground for future leaders
 - Leadership Development is key to helping students develop professional competencies in addition to their legal skills.

- Leadership is about the power of a law degree, and this message can be very important for recruiting the “best and the brightest” students who seek the education, training and mentorships that produce the next generations of successful citizens and difference makers.
 - Connect legal training and leadership opportunities to law student aspirations
 - Aspirations include not only legal practice but contributions through other organizations, example as board member or executive director of a non-profit advocating for a cause they believe in
- Future law schools must provide more than legal training, they must provide leadership development training
- Leadership is often in the mission statement of law schools, but infrequently in the curriculum
- Leadership is a \$45B industry, but not discussed in many law schools
 - Deborah Rhode has a revised edition of a textbook coming out in the spring, Leadership for Lawyers, that can serve as a foundation for a leadership development course.
 - Stanford Law Review is hosting a symposium on lawyers as leaders February 10-11, 2017. She distributed the attached description.

Attendees shared thoughts about leadership development and their work:

- A challenge to creating and incorporating leadership development:
 - Some lawyers and law students resist instruction in in “soft skills”. The use of the term adds to the problem. For many lawyers the soft stuff is the hard stuff.
 - doctrinal law faculty (who have not been in formal leadership roles) feel uncomfortable transitioning into leadership development teachers
 - Possible solutions:
 - tell students it is a journey we are all on
 - provide nuts and bolts training for them and even provide curricula
 - bring in those with practical experience in formal leadership roles as guest speakers (CEOs, Exec. Dirs., Priests, etc.)
 - partner with business school, contemplative practice groups, experiential learning group
- Others have not found a credibility problem with students (students were receptive to doctrinal law faculty teaching these courses without extensive formal leadership experience)
- Pushback from other University academic units (business school, school of social work, etc.)?
 - many law school professors have included faculty from outside the law school in creating the courses

- business school case studies are often effective (e.g. Harvard Business School materials)
 - partnering with business school faculty can be helpful
 - How to scale up to insure all students exposed to leadership development in a meaningful way
- Need to help students see the value in praising others for good work
- Recognize that law students are already leaders
 - Leadership occurs all the time
- Faculty are leaders too → Leadership goes on every day, in every classroom
 - Get faculty to be part of the effort, model leadership, and influence students to be leaders
 - How do we get the rest of the faculty on board? AALS Section is a start
 - Faculty are teaching leadership, just not doing it intentionally
- Diversity
 - Law lags behind other professions in diversity
 - Bar Associations have valuable resources on diversity
 - “Just Lead” program in Washington State
- Need to re-frame the Leadership Development Discussion
 - Think about how to frame the issue → many law students are not interested in “Leadership Development,” but are interested in making a difference
 - Ask students why they signed up for a leadership development course
- The new learning outcome requirement may be an opportunity to pursue creation and integration of leadership development. Neil Hamilton shared his work on Learning Outcomes and willing to work with others.
- Ethics in Leadership is critical

The group discussed effective ways to further its work. There was universal support for starting with the creation of a Leadership Development section within AALS. Identified benefits of creating a section include the following:

- Annual meeting at the AALS annual meeting for purpose of sharing syllabus, research, etc. Ideas:
 - Roundtable: bring LD syllabi and research
 - Ability of others to see syllabi would be very helpful in creating a course
 - Rhode’s “Lawyers as Leaders” – published by Oxford Press – can be a guide. Her new edition of Leadership for Lawyers – published by Aspen, Wolters Kluwer in time for fall 2017-- is a casebook with excerpts, materials, media suggestions and a teachers manual
 - Help with assessment of students’ work
 - Have students write reflective papers

- Have students comment on each others' papers
 - Share Innovative Extracurricular Opportunities
 - Leadership Lecture Series at law school mentioned as a way to bring in alumni for lunch sessions with students
 - Baylor Law's LEAD Counsel and the "Making a Difference" Conference
 - Scholarship Workshops
- Meetings of law firm professionals, law teachers, leadership professionals, etc.
- LD work in non-traditional law teaching (pro bono programs, experiential learning, clinical, etc.)
 - De-siloing of law school sectors (bring all sectors of the law school together to talk about learning outcomes, and LD is critical)
- Section could provide support for faculty seeking to build this area in their law school, and to build support in the Academy as a whole

Next Steps

- Create Section. Leah agreed to work with Deborah to:
 - draft bylaws
 - Get a petition signed by 50 people from 25 different law schools as required by AALS. Leah has an Excel worksheet with names of contact information for more than enough individuals to easily meet the requirement.
- Reach out to other AALS sections to make them aware of the creating of our new section and to explore opportunities to partner with them on programs at the annual meeting. Sections identified included Career Services, Professional Development, Pro Bono, Externships, Student Recruitment, Legal Writing, Student Affairs, Balance in Legal Education. The Dean's Group was also identified.
- Investigate whether AALS has a mechanism for storing and sharing documents (such as syllabi, articles, etc) and other information among the group. If not, Leah will create a box for purposes of storing documents and such to be shared.
- Create an Email List Serve, which should happen through AALS once approved as a section
- Section Newsletter
 - Share ideas through articles
 - Share programs through articles
 - Terrill Pollman and David Gibbs volunteered to help
- AALS Annual Meeting Program
 - Share ideas for the program through the list serv
 - Partner with another AALS Section for a presentation?
 - Pro Bono and Public Service Section mentioned as a possibility

- Deans Section mentioned as a possibility
 - Student Affairs Professionals Section mentioned as a possibility
 - Get colleagues to help recruit speakers (Dean Martha Minnow at Harvard Law School for example)
- Scholarship Workshops

Long-term Strategies

- Involve the practicing bar and academics outside of the law school worlds
- Get hiring partners to value these leadership skills in their hiring process. If there is a perception of the demand, law students will be interested in it.
- Provide support to faculty who want to teach and write in the area