

“Who, Me? I’m Not Racist!”: Addressing Implicit Bias in Legal Education

SEALS 2020: Panelist Bios & Bibliography

Panelist Bios:

Sara Berman, AccessLex Institute, Panelist

Sara Berman, a graduate of the UCLA School of Law, is a pioneer in online legal education, and serves as an ABA fact finder for hybrid JD programs. Berman has been a law professor since 1998 and currently serves as the Director of Academic and Bar Success Programs at the nonprofit AccessLex Institute’s Center for Legal Education Excellence in Washington, D.C., where she directs research initiatives and grant funding programs for law schools in student success, academic success, and bar success.

Prior to this position, Berman served as the Director of Critical Skills and Academic Support at Nova Southeastern’s Shepard Broad School of Law in Fort Lauderdale, Florida, and before that in faculty and senior administration positions in law schools in California.

Berman recently authored, *Bar Exam Success: A Comprehensive Guide*. In 2017, she authored, *Bar Exam MPT Preparation & Experiential Learning for Law Students: Interactive Performance Test Training*.

Berman lectured for bar reviews for more than two decades, preparing students for the substantive and skills portions of bar exams nationwide, and authored several books and articles on bar exam and student success, including a widely recognized piece on the use of performance testing in law schools. With UCLA Law Professor Paul Bergman, Berman co-authored, *The Criminal Law Handbook: Know Your Rights, Survive the System*, and *Represent Yourself in Court: How to Prepare and Try a Winning Case*. These primers on the civil and criminal justice systems, written initially for lay people, help law students develop practical skills necessary for employment readiness and for success on the performance test portion of the bar exam.

Sofia Chapman, Texas Tech University, Panelist

Dr. Sofia Chapman has over eighteen years of educational experience in various roles from the elementary education arena to the higher education arena. Most recently, Dr. Chapman was the Managing Director of the Office of Student Conduct at Texas Tech University in which she oversaw campus discipline. Dr. Chapman has served in various administrative roles dealing with issues related to admissions and recruitment, judicial/conduct affairs, Greek life, leadership programs, volunteer programming, financial aid, new student orientation, alcohol education, managing distressed students, multicultural affairs, as well as oversight of auxiliary areas such as Student Union facilities. Dr. Chapman graduated in 2012 with her Ph.D. in Higher Education from Texas Tech University in which her research consisted of assessing the success of Latinas who completed the terminal degree process. Dr. Chapman also serves as an adjunct faculty member in the Higher Education program.

Iva Ferrell, Widener University (Delaware Law School), Panelist

Iva Johnson Ferrell is an Associate Professor of Legal Methods at Widener University Delaware Law School and serves as Co-Director of the Trial Admissions Program. Professor Ferrell previously served as the Chief Diversity Officer of Widener University from 2016-2018. Professor Ferrell received a B.A. in Economics from the University of Delaware in 1991; a Master of Business Administration in Marketing from Rutgers Graduate School of Management in 1994; and a J.D. from the University of Pittsburgh School of Law in 1997. After graduating law school Professor Ferrell was employed as associate attorney at Pepper Hamilton LLP in Philadelphia, Pennsylvania, where she focused on software licensing, intellectual property, and commercial litigation. As an associate attorney at Morgan, Lewis & Bockius LLC in Philadelphia, Pennsylvania, Professor Ferrell's practice area focused on contract drafting, including licensing, co-branding, and other business agreements. Most recently, prior to joining Widener in Fall 2003, Professor Ferrell was employed as associate counsel for QVC, Inc. in West Chester, Pennsylvania. ^[1]_{SEP}

Professor Ferrell's research interests include: legal writing pedagogy; active teaching/learning pedagogy; experiential learning; issues related to first-generation law students and historically underrepresented groups within the legal profession; access to legal education; and contract drafting.

Professor Ferrell is a member of the Legal Writing Institute. She also served as the Chair of that organization's Diversity Initiatives Committee. Professor Ferrell has presented at the 14th, 15th, and 16th Biennial Conference of the Legal Writing Institute. She has also presented for other audiences, including Region III of the National Bar Association and LWI One Day Workshop at George Washington University School of Law. In 2014, she co-presented a then work in progress entitled: "No At Risk Law Student Left Behind: The Convergence of Academic Support Pedagogy and Experiential Education." That article has since been published.

Professor Ferrell is admitted to practice in New Jersey and is a member of the American Bar Association and the Delaware State Bar Association.

Shailini George, Suffolk University Law School, Panelist

Professor Shailini J. George teaches legal writing at Suffolk University Law School. After graduating from Boston College Law School, Professor George clerked for the Justices of the Superior Court of Massachusetts, and then practiced for over 10 years before joining the Suffolk faculty. Professor George's research and scholarship focuses on the cognitive science of learning, mindfulness in learning and teaching, including mindful teaching to create a welcoming and inclusive classroom environment. Most recently, Professor George has been working on the issue of improving student wellbeing to improve learning and success. Professor George has presented on these topics at numerous local, regional, and national conferences, and is also highly involved in the national legal writing community. She is currently a member of the Board of Directors of the Association of Legal Writing Directors (ALWD), the Executive Committee of the AALS Legal Writing, Research and Reasoning section, and co-chairs the Legal Writing Institute's Diversity Committee.

Allison Martin, Indiana University R.H. McKinney School of Law, Moderator

Professor Martin has been teaching for 23 years, spending her last 17 years at Indiana University Robert H. McKinney School of Law. She teaches Legal Writing, Pre-Trial Litigation Drafting, an undergraduate asynchronous Legal Research & Writing course, Employment Law, and Professional Responsibility. Before her teaching career, she clerked for an Illinois Supreme Court justice, and practiced civil litigation with a private Chicago law firm and at the Illinois Attorney General's office.

Professor Martin has written articles and presented extensively in the areas of legal education, teaching, legal writing, and online education. Her work has been recognized by national publications, including *The National Law Journal*, *The ABA Journal*, *The American Lawyer*, *The Huffington Post*, and *The National Jurist*. She has been named a Dean's Fellow, has received Indiana University's Trustee's Teaching Award in recognition of teaching excellence, and has received the law school's Online Innovator Award.

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 - o Aaron N. Taylor, *The Marginalization of Black Aspiring Lawyers*, 13 FIU L. REV. 489 (2019).

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 - o Meera Deo, UNEQUAL PROFESSION: RACE & GENDER IN LEGAL ACADEMIA (2019).
 - o Jonathan Feingold and Doug Souza, *Measuring the Racial Unevenness of Law School*, 15 BERKELEY J. AFR.-AM. L. & POL'Y (2013).
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 - o Louis M. Rocconi, et al., *Beyond the Numbers: An Examination of Diverse Interactions in Law School*, 12 J. DIVERSITY HIGHER EDUC. 27 (2019).
 - o Kellye Y. Testy, *Best Practices for Hiring and Retaining a Diverse Law Faculty*, 96 IOWA L. REV. 1707 (2010).

- Licensure and Practice
 - o Timothy T. Clydesdale, *A Forked River Runs Through Law School: Toward*

- Understanding Race, Gender, Age, and Related Gaps in Law School Performance and Bar Passage*, 29 L. SOC. INQUIRY 711 (2004).
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 - o Allison E. Laffey and Allison Ng, Diversity and Inclusion in the Law: Challenges and Initiatives, ABA JUDICIAL INTERN OPPORTUNITY PROGRAM (May 2, 2018).
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 - o State Bar of California, FINAL REPORT ON THE 2017 CALIFORNIA BAR EXAM STUDIES (2017).

Additional References & Actionable Resources

- ABA Commission on Women in the Profession:
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- ABA, *From Visible Invisibility to Visibly Successful: Success Strategies for Law Firms and Women of Color in Law Firms*:
 - o americanbar.org/content/dam/aba/migrated/women/woc/VisiblySuccessful.pdf
- ABA Diversity and Inclusion Resources:
 - o americanbar.org/groups/diversity/resources
- ABA Mental Health Toolkit:
 - o abaforlawstudents.com/events/initiatives-and-awards/mental-health-resources
- AccessLex Diversity Pipeline Program Directory:
 - o accesslex.org/accesslex-diversity-pipeline-program-directory
- AccessLex, *Priming the Pump: How Pipeline Programs Seek to Enhance Legal Education Diversity*:
 - o accesslex.org/resources/how-pipeline-programs-seek-to-enhance-legal-education-diversity
- AccessLex, *Raising the Bar*:
 - o accesslex.org/raising-the-bar
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 - o arc.accesslex.org
- AccessLex, *Roadmap to Enrolling Diverse Law School Classes—Volume 1 (of 5): Five Tactics for Increasing Racial, Ethnic, and Socioeconomic Diversity*:
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- Verna Myers, *Moving Diversity Forward: How to Go from Well-Meaning to Well-Doing* (2012).
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- Paul Taylor & Pew Research Ctr., *The Next America: Boomers, Millennials, and The Looming Generational Showdown* (2016).