

National Institute for Teaching Ethics & Professionalism
The Outcomes Project November 14-16, 2014
Inn at Serenbe – Palmetto, Georgia

Participant Biographies

Muriel Bebeau is Professor in the School of Dentistry, Faculty Affiliate in the Center for Bioethics, and Adjunct Professor in the Department of Educational Psychology at the University of Minnesota where she also, until 2008, directed the Center for the Study of Ethical Development. Joining the faculty in the School of Dentistry in 1979, she brought the research and practice of educational psychology to design and validate ethics curriculum for dental education and practice. With the collegueship of James Rest, she pioneered an interdisciplinary evidence-based approach to teaching ethics in dentistry. In 1989 she received the Kuhmerker Life-time Achievement Award from the Association for Moral Education for her contributions to moral development theory and practice. In 2003, she received a Civilian Meritorious Service Award for curriculum work on character and leadership development as Visiting Scholar and Professor of Character Development at the W.E. Simon Center for Professional Military Ethics at the United States Military Academy. Her work (with James Rule) on professional identity formation—which she expanded for West Point—is summarized in *Dentists Who Care: Inspiring Stories of Professional Commitment* (2005). In 2007 she was named to the Daniel Laskin Lectureship in Professional Ethics at Indiana University, and in recognition for her “exceptional scientific and scholarly contributions to education research and practice” she was named an American Educational Research Association Fellow in 2011.

Clark D. Cunningham is the Director of the National Institute for Teaching Ethics and Professionalism, the co-editor of the International Forum on Teaching Legal Ethics & Professionalism, and holds the W. Lee Burge Chair in Law & Ethics at the Georgia State University College of Law, where he teaches Professional Responsibility: Heroes & Villains and Fundamentals of Law Practice. His scholarship emphasizes the use of interdisciplinary and comparative approaches to such varied topics as statutory interpretation, constitutional law, and legal education reform and has appeared in such publications as the *Yale Law Journal*, *Harvard Law Review*, *Michigan Law Review*, *Georgetown Law Journal*, *Cornell Law Review*, *The Law Teacher: the International Journal of Legal Education* and the *Clinical Law Review* as well as in a number of book chapters. His multi-year research collaboration with Paul Maharg has produced an empirically validated method for assessing effective lawyer-client communication which has been adopted for use in Scotland, England, the United States, Australia, Japan, and Hong Kong. In 2006, in recognition of his work on developing empirical methods for assessing competence for legal practice, he became the second American to be admitted to membership in the Society of Writers to Her Majesty's Signet, the world's oldest bar association, which is charged with keeping the royal seal of the British monarchy. He was appointed by the Australian Learning & Teaching Council (ALTC) to serve as the international member of the Expert Advisory Group for the *Learning and Teaching Standards Project-Law*, which prepared new threshold learning outcomes for legal education in Australia that have since been adopted by the Council of Australian Law Deans. He also was an international member of the Project Reference Group for another project supported by the ALTC, *Curriculum Renewal in Legal Education: Articulating Final Year Curriculum Design Principles and Designing a Transferable Final Year Program*. He served as an advisor to the American Bar Association Standing Committee on Professionalism in its

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successful efforts to strengthen requirements for teaching ethics and developing professional judgment in the new ABA standards for law school accreditation adopted in 2014. He has been a member of the Georgia's Chief Justice's Commission on Professionalism since 2002. He served a two year term as Convener of the Global Alliance for Justice Education, an organization of over 700 law teachers, lawyers, and leaders of nongovernmental organizations from more than 50 countries. He is the Vice-Chair (Research) of the Academic and Professional Development Committee of the International Bar Association. He previously was a law professor at Washington University in St. Louis (1989-2002) and the University of Michigan (1987-89).

William D. Henderson serves as Professor at the Indiana University Maurer School of Law, where he teaches Corporations, Business Planning, and The Law Firm as a Business Organizations, which focuses on the economics and sociology of lawyers working in private practice. In conjunction with other Indiana law faculty, Henderson developed *The Legal Profession*, a 4-credit first year course that explores traditional legal ethics and professionalism through the lens of specific practice settings. The course innovations include a rigorous competency model, team-based projects, peer feedback, and various assessment tools to help students identify and develop several non-analytical competencies critical for success as a lawyer. His scholarship focuses on the empirical analysis of legal labor markets (spanning both law school and law firms) and, more narrowly, the development of human capital for legal service providers. In the law firm context, current and past projects examine a wide variety of market trends, including patterns of lawyer mobility, the relationship between profitability and associate satisfaction, the economic geography of large law firms, and attrition rates of female and minority attorneys. His recent legal-education work has explored the relationship between labor markets and the annual U.S. News & World Report law school rankings. He serves as director of Center on the Global Legal Profession at Indiana University, director of the Law Firms Working Group, a joint initiative of the Indiana Law and the American Bar Foundation, and as a research associate for the Law School Survey of Student Engagement. He is Principal Researcher for the Outcomes Assessment Project sponsored by the Northeastern University School of Law.

Michael Holdsworth is a Research Fellow at the Jubilee Centre for Character and Values in the School of Education at the University of Birmingham (UK). He is a member of the Jubilee Centre's research team and brings an expertise in law and legal ethics, particularly to the *Virtues, Values and Decision-Making in Three Professions in the UK in the 21st Century* research project. This project focuses on teachers, medical and law students at the beginning of their degree, those completing the vocational stage of their training, and established professionals. It seeks to investigate their understanding of professional ethics and its relationship with character and virtue. He previously led the LL.M course and taught on the Legal Practice Course at Oxford Brookes University, and has experience working in private practice as well. He is currently a doctoral student undertaking comparative research into the relationship between constitutional law and religion in three European countries.

National Institute for Teaching Ethics & Professionalism
The Outcomes Project November 14-16, 2014
Inn at Serenbe – Palmetto, Georgia

Nicole Iannarone is Assistant Clinical Professor at the Georgia State University College of Law and oversees the Investor Advocacy Clinic, where she helps provide students with an opportunity to represent small investors with claims against their brokers before the Financial Industry Regulatory Authority and to help educate potential investors. She was a partner at Bondurant Mixson & Elmore LLP, in Atlanta, where she practiced for nearly a decade representing plaintiffs and defendants in complex commercial litigation. Prior to joining GSU she served as a visiting assistant professor at Mercer Law School, where she taught Civil Lawsuits and the Law of Lawyering. She is a member of the State Bar of Georgia's Disciplinary Rules and Procedures Committee as well as the Professionalism Committee and is the vice-chair of the Atlanta Bar Association's Reputation and Public Trust Committee. She has been named "Local Litigation Star" by *Benchmark Plaintiff* and was named a Rising Star attorney by *Atlanta Law and Politics Magazine*. She has received the Kerry Harike Joedecke Atlanta Young Lawyer of the Year Award and the Brenau Women's College Young Alumnae Award. In addition to the Investor Advocacy Clinic, she teaches Professional Responsibility and Complex Litigation.

Steven J. Kaminshine was appointed Dean of the Georgia State University College of Law in 2005, after serving as interim dean in 2004. Prior to becoming dean, he served for many years as associate dean for academic affairs. He has been a member of the GSU law faculty since 1985 and teaches courses in Civil Procedure, Labor Law and Employment Discrimination Law. His scholarship focuses on labor and employment issues, and he frequently speaks on labor and employment law topics. When the Carnegie Report was published in 2007, he bought copies for every member of the faculty to be discussed in small group meetings throughout that year. In 2014 he led the College of Law through a comprehensive strategic planning process that ultimately identified as the school's first goal: "Be a national leader in preparing students for success in rapidly changing professional environments by infusing our law program with innovative pedagogy, experiential learning, and professional development." He has established a system of teaching innovation grants that has supported the incorporation of experiential teaching methods into both existing and new courses. Before joining the GSU faculty, he was a partner in a labor and employment law practice in New York City and spent three years at the National Labor Relations Board in Washington D.C.

Kendall Kerew is assistant clinical professor, Georgia State University College of Law, where she has served since 2010 as co-director of the Externship Program; she also heads the Academic Success Program. She previously taught Research, Writing & Advocacy at GSU from 2005-10. She is currently developing a seminar component for the externship program that will focus on the formation of professional identity. She will be contributing a chapter to *Learning from Practice: a Professional Development Text for Legal Externs* (3d ed.) and has made numerous conference presentations including: *Educating Money (and Other Motivators): Teaching Social Justice and Life Balance to Future For-Profit Attorneys*; *Partnerships with Purpose: Seizing on the Opportunities and Challenges of the Field Supervisor Relationship in the New Era of Law School*; and *Giving Feedback*. She spent her first two years of practice as an associate with King & Spalding focusing on employment law. For the subsequent five years, she served as an assistant attorney

National Institute for Teaching Ethics & Professionalism
The Outcomes Project November 14-16, 2014
Inn at Serenbe – Palmetto, Georgia

general with the Georgia Attorney General's Office representing the state in the areas of education, elections, local government, and employment law.

Patrick Longan holds the William Augustus Bootle Chair in Professionalism and Ethics at Mercer University's Walter F. George School of Law. Among other positions he holds, he is a member of the Georgia Chief Justice's Commission on Professionalism, the Advisory Board for the National Institute for Teaching Ethics and Professionalism, and the Formal Advisory Opinion Board of the State Bar of Georgia. He teaches Mercer's first year course on professionalism, the upper-level Law of Lawyering course, Judicial Field Placement, and Law & Economics. He received the 2005 National Award for Innovation and Excellence in Teaching Professionalism from the Conference of Chief Justices, the ABA Standing Committee on Professional Responsibility and the Burge Endowment for Legal Ethics. In his academic career, he has also taught at Stetson University, the University of Florida, Southern Methodist University, the Charleston School of Law, John Marshall Law School, and Georgia State University. Before entering law teaching, he served as a law clerk to Senior United States District Judge Bernard M. Decker in Chicago and practiced law with the firm of Andrews & Kurt in Dallas, Texas.

Jerome Organ joined the University of St. Thomas School of Law in Minneapolis as a founding faculty member in 2001 and served as Associate Dean for Academic Affairs from 2005-2009. At St. Thomas, he has taught Property, Land Use Controls, Client Interviewing and Counseling, Environmental Law Seminar, Foundations of Justice and Mentor Externship. Prior to joining the St. Thomas faculty, he taught at the University of Missouri-Columbia School of Law for ten years after practicing environmental law for several years at Foley and Lardner in Milwaukee. His early scholarship focused primarily on environmental law and, in particular, on developing more efficient means of resolving environmental disputes. His scholarship also addresses environmental federalism – that is the balance of authority in environmental matters as between the federal government and state governments. More recently he has begun to write about the culture of law schools, with an emphasis on fostering a more integrated and holistic approach to legal education. This is reflected in the *PROPERTY AND LAWYERING* casebook that he coauthored. He presently is working on articles about the impact of student scholarship programs on law school culture, the extent to which law school missions provide a foundation for outcomes assessment in law schools and the professionalism issues associated with abuse of performance enhancing drugs in law schools.

George Pullman is the Co-Director of the Center for Instructional Innovation, Georgia State University, and holds joint faculty appointments in English and Communication with a focus in Rhetoric and Composition. As the founding director of the Center he has been helping GSU develop effective instructional technology practices while encouraging faculty to think outside the classroom—replacing lecturing with other forms of information delivery and making more effective use of class time for discussion, analysis, and debate. He has a secondary interest in the design and implementation of online learning environments. His publications include: *Content Management: Bridging the Gap between Theory and Practice*, *Designing Web-Based Applications for the 21st Century Writing Classroom*, *Persuasion: History, Theory, and Practice* and *A*

National Institute for Teaching Ethics & Professionalism
The Outcomes Project November 14-16, 2014
Inn at Serenbe – Palmetto, Georgia

Rulebook For Decision Making (forthcoming). He is currently writing *Writing Online: A Rhetoric for the Digital Age*.

Tiffany Roberts is the Deputy Director of the National Institute for Teaching Ethics and Professionalism (NIFTEP) and Adjunct Professor of Law at the Georgia State University College of Law. In 2008 she presented at the International Conference on the Future of Legal Education on her research in Durban, South Africa on the value of mandatory clinical experience to law students. Also in 2008 she published a student note in the *Tennessee Journal of Law and Policy* based on her research abroad funded by the Study Space Fellowship at the Georgia State University Center for the Comparative Study of Metropolitan Growth, "The Ties That Bind: Capitalizing on the Existing Social Fabric in Public Housing to Revitalize Neighborhoods and Avoid Displacement in Panama City, Panama." In 2010 she was appointed by Mayor Kasim Reed to sit on a community panel for the selection of the Atlanta's next police chief. Her appointment was based on her leadership role in a local community safety organization focusing on police accountability. She presently volunteers with several organizations that promote justice, fairness and equity in the criminal justice system. In 2011 Roberts opened a solo law practice after over two years of practicing felony indigent defense at the Office of the Public Defender, Atlanta Judicial Circuit. She also co-teaches *Fundamentals of Law Practice* with Clark Cunningham. Roberts has an interest in clinical legal education and legal ethics and professionalism, particularly as applied in the criminal justice setting.

Hilary Sommerlad is Professor of Law and Director of Research, Centre for Professional Legal Education and Research at University of Birmingham Law School (UK). She has been researching the relationship between the changing structure of the legal profession and law work and the participation of women and black and minority ethnic lawyers for over two decades. She is the co-author of the first full length study of women solicitors in England and Wales: *Gender, Choice and Commitment: Women Solicitors and the Struggle for Equal Status* (1998) and has written numerous papers and chapters on gender, ethnicity and class in the legal profession. Most recently she was commissioned by the UK Legal Services Board to lead a study on diversity in the profession: *Diversity in the Legal Profession in England and Wales: a Qualitative Study of Barriers and Individual Choices*. She has done extensive work on legal aid and access to justice, and has conducted funded projects for the Law Society of England & Wales, the Nuffield Foundation and the UK Ministry of Justice. She is a member of the International Legal Aid Group and the Equal Justices Initiative, and is articles editor for *Legal Ethics*. She also serves on the editorial boards of the *Journal of Law and Society*, the *International Journal of the Legal Profession* and *The British Journal of Interdisciplinary Studies*. Before joining Birmingham in 2013, she held Chairs at the University of Leicester and Leeds Metropolitan University, where she established and directed a Centre for Diversity in the Professions.

Joyce Sterling is Professor of Legal Ethics and Legal Profession and Associate Dean of Faculty Scholarship at the Sturm College of Law, University of Denver. Since 1997, she has been one of the co-principal investigators on the "After the JD" study, the first national, longitudinal study of careers of lawyers in the U.S. She has been Visiting Scholar at Stanford Law School, Visiting

National Institute for Teaching Ethics & Professionalism
The Outcomes Project November 14-16, 2014
Inn at Serenbe – Palmetto, Georgia

Professor at the University of Cincinnati Law School, Visiting Research Fellow at the American Bar Foundation, and Visiting Professor at Southwestern Law School. Her recent research has focused on the problems facing women in legal careers compared to their male counterparts and includes articles in *The Journal of Legal Education*, "Buyers' Remorse? An Empirical Assessment of the Desirability of a Lawyer Career"; *Florida International Law Review*, "Navigating the Gap: Reflections on Two Decades of Studying Gender Disparity in Law"; and *Indiana Journal of Global Legal Studies*, "Parenthood Status and Compensation in Law Practice."

Steven Vaughan is Lecturer in Law and Director of Education, Centre for Professional Legal Education and Research, University of Birmingham Law School (UK). He researches the legal profession, corporate finance and environmental law. He spent almost a decade as a solicitor in the City of London advising multinational companies, governments, the UN and the World Bank. As an academic he has given advice to the European Parliament and worked with the British Standards Institute to develop the world's first publicly accredited standard for companies on the regulation of nanotechnologies. He is currently an Economic and Social Research Council Future Research Leader, working on a funded 3 year project that explores the nature and extent of advice provided by corporate lawyers.