



American Law School Dean Study



Association of American
Law Schools

 **NORC** at the
University of
Chicago

American Law School Dean Study

Jeff Allum | Katie Kempner | Judith Areen



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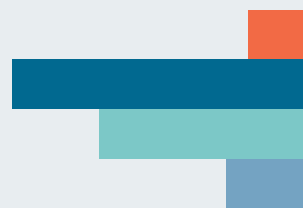
Association of American Law Schools

1614 20th St., NW
Washington, D.C. 20009
aals@aals.org

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Presidential Foreword



In 2013, I expressed my concerns for the American legal profession in an op-ed for U.S. News & World Report. I wrote that our profession “is facing challenges unlike any we have witnessed before. The average debt load of law school students continues to increase, major law firms have slashed the number of entry-level associates they hire, and observers do not expect a return to the days when graduates could expect to earn six-figure salaries despite little training in the day-to-day practice of law. Add in the extraordinary worldwide economic uncertainty, and one begins to wonder what type of future exists for new lawyers. Under the circumstances, does it even make sense to go to law school?”

Fast forward eight years, add a global pandemic, racial reckoning, and resurgent economic disquietude, and the question lingers. Yet, we have recently seen an increase in optimism about the future of the legal profession over the last few years—no doubt due to some of the very challenges I just mentioned. It appears that interest in a legal education has become more robust and applications to law school continue to rebound from the deep declines we witnessed five to ten years ago.

As a former law school dean, newly inaugurated college president, and attorney, I remain bullish on the legal profession and American law schools. But, as I suggested nearly a decade ago, only if law schools continue to thoughtfully and vigorously embrace change.

I am delighted that AALS has engaged NORC to conduct a survey of current and former law school deans to uncover how and why these leaders pursue these leadership roles. This data-informed introspection will allow us to inculcate the kind of change we all seek by identifying vocational pathways; uncovering hidden biases and impediments to career advancement; and examining our shared successes, threats, and opportunities.

When this project was conceived in 2019, nobody could have imagined the leadership challenges to come in 2020 and beyond. The pandemic has heightened our concerns about declining enrollment and mounting student debt, while illuminating new hazards. Has remote learning opened corridors or further limited options for students who work, or care for children or aging parents? Will the lingering effects of the pandemic inhibit international student enrollment? How do we prepare graduates to practice law in virtual environments, or gain experience from mentors with whom they interact primarily on laptops?

The AALS serves two distinct missions: It serves law schools and their deans as their institutional membership organization, and individual law school faculty and administrators as their learned society. As we emerge from the pandemic and begin to address the social,

economic, and political turmoil left in its wake, this is the right time to explore leadership in our profession and prepare our deans for the uncertain, yet promising, future that awaits.

We know that law schools must continue to offer strong academic and theoretical content, increased experiential learning opportunities, and more robust partnerships with employers to transition recent law graduates into practice.

But today's law schools should also empower lawyers to find their own passion within the law and contribute toward the greater good in whatever way they feel is most important. Lawyers wield significant power, and that power must be balanced by a strong sense of responsibility and ethics. As leaders, we must empower our graduates to use their education to improve the world.

To do this, law schools and the legal profession have a responsibility to think rigorously about what we owe one another in the pursuit of a just society. Our law schools will need leaders from a wide range of backgrounds and experiences who can offer a range of perspectives on how to educate and train new generations of legal professionals suited to this challenge across all areas of legal practice, as well as in business, the nonprofit sector, and public service.

The law is our best tool for reclaiming our country as a place where all people can participate in shaping our common life. Within our law schools, and higher education at large, this means creating opportunities for law school leaders who reflect the face of our changing nation, cultivating an ability to listen to how others experience the world, and educating students who respect and promote the rule of law with an openness to voices and perspectives that differ from their own.

American legal education is at a critical moment, and those of us who run, have run, or will run law schools have important choices to make. If we are nimble and strategic and uncover the pathways through which our finest leaders emerge, we can be certain that American law schools are prepared for whatever challenges may come, and we will remain at the forefront of providing one of the most rigorous, sought-after, and rewarding experiences in higher education.

Vincent Rougeau

President, Association of American Law Schools, 2021

President, College of the Holy Cross



Executive Summary

As legal education reaches another watershed moment in its evolution, understanding the American law school deanship has become more important than ever. Many stakeholders are wondering how law schools will respond at a time when the pandemic forced law schools to put their teaching online within a few days, the nation struggled to provide equal justice under the law, and our government was coping with the aftermath of January 6, when a mob took over the U.S. Capitol on the very day Congress was to certify the results of the 2020 presidential election.

The *American Law School Dean Study* is based primarily on a survey of the 197 law school deans who were serving at AALS member and fee-paid law schools in the spring of 2021 as well as 222 former law deans who served between 2010 and 2020. The survey was conducted for AALS by NORC at the University of Chicago. In addition to the survey, individual interviews were conducted with a diverse group of twelve deans at a variety of law schools around the nation, public and private, large and small. Their insights and comments have been interspersed throughout the report to provide more personal perspectives on the report topics. The Study itself begins with this Executive Summary and is divided into seven chapters. Appendices include survey questionnaire (Appendix A), and a list of the law schools of the surveyed deans (Appendix B).

For current law deans, the Study is intended to be a useful point of reference as they navigate their own careers and responsibilities. For aspiring and prospective deans, this study may demystify key elements of the deanship. We hope the study will contribute to further diversifying the ranks of deans by education, experience, race, ethnicity, gender, and age, and thereby increase the quality of leadership in the nation's law schools.

CHAPTER 1

Contours of the Study

The *American Law School Dean Study* was designed to answer three principal research questions:

1. What are the career paths for law school deans before they are selected and after they finish their deanship?
2. What are the processes by which individuals are recruited and selected to be deans at American law schools?
3. What are the most pressing challenges facing law school deans at American law schools, and what solutions have they adopted?

Although 222 former deans were also surveyed, their responses for the most part mirrored those of sitting deans. Important differences only are included in the study. A few findings rely entirely on reports from and data about former deans. In presenting the results of the survey, three institutional frameworks are used where they illuminate findings. First, some findings are reported according to the size of the law schools' full-time faculty ranging from small (33 or fewer full-time faculty) to medium (34 to 51 faculty) to large (52 or more faculty). Second, some findings are reported according to the selectivity of student admissions as measured by the median LSAT score of the 2020 entering class, ranging from selective law schools (scores less than 157) to more selective law schools (scores of 157 to 164) to most selective law schools (165 or higher). Third, some findings are reported according to institutional control including the 106 private schools and 87 public law schools that are AALS member or fee-paid schools.

CHAPTER 2

Law School Deans and the Schools They Serve

There has been a significant increase in the demographic diversity of American law deans over the past fifteen years:

- Women deans increased from 31 in 2005 to 74 in 2020 (18% to 41%).
- Deans of color and Hispanic deans increased from 21 in 2005 to 54 in 2020 (13% to 31%).
- More than one-half of deans (55%) have at least one parent with an advanced degree, which stands in contrast to the 14 percent of citizens who are 25 or older, and 29 percent of parents of college graduates with the same level of educational attainment.

On the other hand, deans still come primarily from a small group of elite law schools. In 2020, more than one-half the deans (52%) earned their JD from one of the 29 most selective law schools. On average, law deans have been in their current position for 4.7 years. Data from former deans show that the average length of total service as a dean is 7.4 years.

Most deans (85%) report to a provost or a comparable academic officer. Another 8 percent report directly to a president or chancellor. Finally, 7 percent report directly to a board of trustees or the equivalent.

Most deans have the authority to appoint faculty to faculty committees, which are key to shared governance, with 42 percent appointing faculty to all faculty committees, and another 45 percent appointing faculty to some committees.

When it comes to budget authority, nearly one-half (45%) of all law schools set and control their own budgets. One-third (33%) of law schools are at universities where the law school's budget is largely controlled by the central university. The remaining law schools (22%) use a combination of control by the law school and the university.

Enrollment size is another way to understand the schools law deans serve. Just under one-half (48%) of deans are at schools with 500 or fewer JD students. Roughly one-third (38%) are at schools with between 501 and 800 JD students, and 15 percent are at schools with 801 or more JD students. AALS member and fee-paid law schools were roughly split in 2020 with respect to institutional control. Public law schools account for 45 percent (n=86) of all law schools and private law schools account for 55 percent (n=106) of law schools.

CHAPTER 3

Pathways to the Deanship and After the Deanship

The Study revealed many insights about the pathways to the deanship:

- Most deans come to the deanship from inside academia (81%).
- An even higher proportion of deans who were the first of their gender/race/ethnicity at their school come from inside academia (90%).
- Deans from private law schools are slightly more likely than deans from public law schools to come from inside the academy (85% vs. 78%).

Most of the deans who continue to work after the deanship (more than 80 percent of former deans who responded are still working) return to the faculty (79%). Moreover:

- Almost 16 percent go on to a university leadership position, with 8 percent serving as provosts.
- Another 8 percent become university or college presidents.

CHAPTER 4

Dean Search and Selection

The Study revealed many insights about dean searches and selection:

- Most successful dean candidacies are initiated by someone else (62%).
- Many deans are nominated without their knowledge (17%).
- Almost as many are contacted by a search firm (16%).
- Many are contacted by someone at the law school (15%).
- A smaller group are nominated by someone else, but with the knowledge of the candidate (10%).
- A much smaller group of successful candidacies are started by the candidates applying on their own (28%).

Finally, 10 percent of deans are selected without going through a full search process.

The use of search firms has increased in recent years. More than one-half (59%) of deans are selected after a search that involves a search firm. Among men, 67 percent were selected in a search that involved a search firm, while among women, less than one-half (47%) were selected in a search involving a search firm.

Most deans have an employment contract (82%). Of those with contracts, a significant majority have contracts of five or more years (73%).

CHAPTER 5

Dean Responsibilities and Allocation of Time

Two important tasks for deans are organizing their senior administrative team and building their relationship with their university leadership. Most deans (61%) have one to ten direct reports, about one-third have 11 to 15 (29%). Interestingly, 84 percent of deans indicate they would prefer to have only one to ten reports.

Most deans meet weekly with their associate deans (some have the title deputy or vice dean) (95%). Understandably deans meet less often with provosts or other senior university leaders. Most deans report meeting with provosts once or twice a month (58%), although nearly one-third meet on a weekly basis (29%).

There is an interesting range of time spent with the president or chancellor. Most law deans see them a few times a year (49%) although about one-third meet them once or twice a month (32%). A much smaller group meet weekly (7%).

Deans were asked what they consider their most important responsibilities, and what they think their university leaders and faculty think are most important. The differences are revealing.

Deans consider their five most important responsibilities to be:

- fundraising/development (69%)
- budget financial management (61%)
- strategic planning (32%)
- improving outcomes for graduates (32%)
- diversity, equity, and inclusion (28%)

By contrast, deans think the university considers the top five responsibilities to be:

- budget financial management (73%)
- fundraising/development (38%)
- strategic planning (32%)
- improving outcomes for graduates (26%)
- crisis management (24%)

And deans believe faculty think the top five are:

- faculty recruitment and retention (47%)
- budget financial management (42%)
- faculty governance (43%)
- fundraising/development (39%)
- improving outcomes for graduates (22%)

COVID-19 and protests over racial injustice have clearly changed the way deans allocated their time immediately before the pandemic and through the end of 2020.

Task	2019	2020
Crisis Management	11%	88%
Diversity, Equity, and Inclusion	16%	79%
Budget/Financial Management	49%	74%
Marketing, Communications, and Media Relations	33%	44%
Student Life/Conduct Issues	8%	44%
Improving Outcomes for Graduates	36%	42%
Fundraising	61%	42%
Alumni Relations	51%	21%

Finally, despite the challenge of serving during a pandemic, most deans (79%) are satisfied with their position.

CHAPTER 6

The Future of the Deanship

Most deans think that four types of innovation are likely to continue and will be part of the future of legal education:

- some online teaching
- remote work arrangements for some faculty and staff
- new and more extensive on-line access for alumni
- more opportunities for engagement with the wider legal community

CHAPTER 7

Information of Interest to Prospective Law School Deans


For those who are contemplating being a dean – and how to be a successful dean – this study offers a few insights. Deans identified four areas in which they were underprepared when they became a dean:

- fundraising and development
- budgeting and financial management
- crisis management
- marketing, communications, and media relations

Deans also shared their four most helpful preparatory experiences:

- being an associate dean
- leadership role on a law school committee
- mentored by a current or former dean
- service on a search committee for a law dean

Finally, deans selected six attributes they think are most helpful in being a successful dean:

- emotional intelligence (63%)
 - good judgment (59%)
 - being a stabilizing force during difficult times (53%)
 - ability to listen (47%)
 - integrity (43%)
 - hard work (41%)
- 



CHAPTER 1

Introduction

Never has the American legal academy faced such an intense and complicated array of challenges as it did in 2020 and 2021. Each law school dean had to manage these challenges in his or her own way. Collectively, this was a demonstration of why leadership matters.



Contours of the Study

If Americans have learned one lesson over the past several years, it is that leadership matters. One of the best modern definitions of leadership has been provided by Nannerl O. Keohane, who earlier served as president of both Wellesley College and Duke University. Leaders, according to President Keohane, “determine or clarify goals for a group of individuals and bring together the energies of members of that group to accomplish those goals.”¹ The challenge for law deans is that they must simultaneously lead several different groups including faculty, staff, students, and alumni. At the same time, they need to ensure their graduates are prepared to be future leaders in the legal profession, their communities, and the nation.

The American legal academy plays a special role in cultivating leaders because lawyers are vital to sustaining the rule of law upon which our democracy rests. American law school deans play a major role not only in producing and supporting legal scholarship, but also in educating future leaders of our nation. This includes law school deans who move on to serve in leadership roles in higher education more generally, an upward trend in recent years.² Yet relatively little is known about law school deans, their pathways to the deanship, challenges on the job, and their post-dean trajectories.

In 2019 the Association of American Law Schools (AALS), inspired by the American Council on Education’s (ACE) *American College President Study*,³ launched the *American Law School Dean Study* to address this deficit. The Study has been supported by the AccessLex Institute, the Educational Testing Service (ETS), and the Law School Admission Council (LSAC).

The study sets forth empirical details about law school deans, their career pathways, search and selection processes, deans’ duties and responsibilities, and their challenges and satisfaction in ways that no other study has done. For current law school deans, this study is intended to be a useful point of reference as they navigate their own careers and responsibilities. For aspiring and prospective deans, these findings may demystify key elements of the deanship, from the selection process through the day-to-day responsibilities of deans, to the scope and nature of challenges and opportunities they face. We hope the study will encourage more law faculty, lawyers, and judges, to consider serving as deans and thereby contribute to further diversifying the ranks of deans by education, experience, race, ethnicity, gender, and age. The goal is to increase the quality of leadership in the nation’s law schools. The study should also be useful to leaders in the higher education community as they work to recruit and retain a diverse community of outstanding law deans.

Study Description

The *American Law School Dean Study* was designed to answer three principal research questions:

1. What are the career paths for law school deans before they are selected and after they finish their deanship?
2. What are the processes by which individuals are recruited and selected to be deans at American law schools?
3. What are the most pressing challenges facing law school deans at American law schools, and what solutions have they adopted?

The backbone of the study, a survey questionnaire, was fielded electronically by the AALS research partner, NORC at the University of Chicago, between March 2, 2021, and June 22, 2021. The questionnaire was sent to 419 American law school deans at AALS member and fee-paid law schools, including all 184 sitting deans and the 13 interim deans who were serving in the spring of 2021, as well as to 222 former deans who served between 2010 and 2020. The survey generated 317 total responses from 84 percent of the sitting deans ($n=154$), 100 percent of the interim deans ($n=13$), and 68 percent of the former deans ($n=150$). This study focuses primarily on the sitting deans, who will be referred to simply as “deans” throughout the study except when it is important to differentiate them from former deans. Overall, the responses from former deans were not notably different from the responses from sitting deans. Only important differences are included in the study. Interim deans are a very small group and they are typically not recruited in the same way as sitting deans, thus they are not included in this study.

Data from deans were not weighted because the response rate was high (84%), and the respondents were sufficiently representative of all deans by gender, race/ethnicity, institutional affiliation, and student selectivity. Data from former deans also were not weighted, although their response rate was slightly lower. AALS also conducted in-depth personal interviews with twelve deans to provide context and nuance to the quantitative results of the survey.

In order to portray the survey results in ways that are meaningful for the full array of American law schools, this report uses three institutional frameworks to illuminate findings. First, some findings are reported according to the size of the full-time faculty, ranging from law schools with small faculties (33 or fewer full-time faculty per institution), to medium-size faculties (34 to 51 full-time faculty per institution), to large faculties (52 or more full-time faculty per institution).⁴ As of October 2020, the median size of American law school faculties was 41.

Table 1. Distribution of AALS member and fee-paid law schools by faculty size and institutional control

	Private ⁵	Public	Total
Small Faculty	39	26	65
Medium Faculty	31	33	64
Large Faculty	36	28	64
Total	106	87	193

Second, other noteworthy findings are reported according to the selectivity of student admissions as measured by the median LSAT score of the 2020 entering class, ranging from selective law schools (scores less than 157), to more selective law schools (scores of 157 to 164), to most selective law schools (scores of 165 or higher).⁶

Finally, some findings are reported according to institutional control by the 106 private law schools, and 87 public law schools.

Table 2. Distribution of AALS member and fee-paid law schools by selectivity, faculty size, and institutional control

	Most selective	More Selective	Selective	Total ⁷
Faculty Size				
Small	0	4	61	65
Medium	3	29	31	63
Large	26	26	12	64
Total	29	59	104	192
Institutional Control				
Private For-Profit	0	0	3	3
Private Not-For-Profit	19	25	59	103
Public	10	34	42	86
Total	29	59	104	192

In order to better understand the full spectrum of law school deans, this study also reports key findings according to a host of individual decanal characteristics, including gender and race/ethnicity. Other findings are reported according to selected professional characteristics, such as whether the dean was an internal or external candidate.

Finally, in instances where there were too few responses to a particular question, data are not reported and noted accordingly in order to protect the identities of deans who participated in the survey.

Report Structure

This report is divided into seven chapters beginning with this introduction. Chapter Two contains a more detailed description of law school deans and an overview of the schools they serve. Chapter Three looks at pathways to the deanship and after. Chapter Four focuses on the dean search and selection process, followed by Chapter Five, which describes the responsibilities of deans, and their allocation of time. Chapter Six envisions the future of the deanship, and Chapter Seven offers information of special interest to prospective law school deans.



CHAPTER 2

Law School Deans and the Schools They Serve

American law school deans are as diverse and varied as the schools that they serve. What they have in common is that they lead an important element in the American higher education community, one with direct bearing on our democracy.

The Changing Demographics of the Law School Deanship⁸

The demographic composition of the American law school deanship has been a subject of empirical investigation since as early as 1977, when Leslie W. Abramson and George W. Moss conducted a survey of sitting, associate, and assistant deans of ABA-approved law schools.⁹ The little scholarship that followed rightly lamented how few women and people of color were leading American law schools.¹⁰ Over the past decade, however, and particularly within the past several years, there has been a significant diversification of the deanship by both sex/gender¹¹ and race/ethnicity.



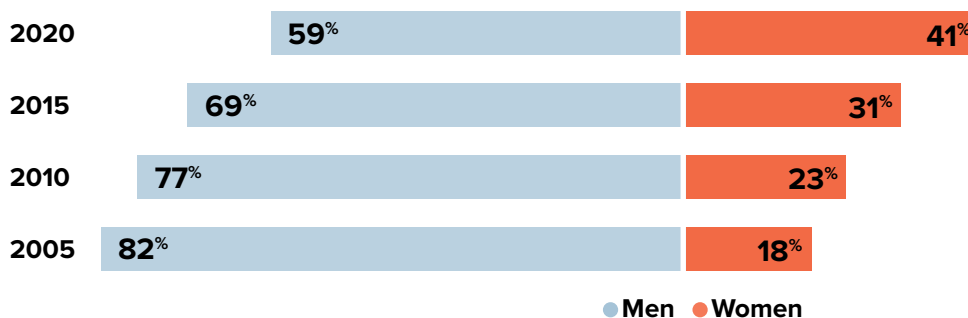
One other factor might be the increasing research that we have about the value of diversity in decision making. It's not about altruism. There are more and more empirical studies about how having a diverse group of people making decisions results in better decisions. And that's diversity however you want to define it.



Sean Scott, President and Dean of the California Western School of Law

For the past 15 years, the community of American law school deans has diversified considerably by gender. In 2005, 31 (18%) deans were women. This increased to 41 (23%) in 2010, 59 (31%) in 2015, and to 74 (41%) in fall of 2020 (See Figure 1). Conversely, the number of men decreased from 139 (82%) in 2005 to 105 (59%) in 2020.¹²

Figure 1. The proportion of deans who are women is growing



41%
of law school deans were women in 2020

The proportion of deans who were women in 2020 was even slightly higher than that of law faculty (the primary source for deans). In Fall 2020, 40 percent of full-time and non-full-time law faculty were women¹³ compared to 41 percent of deans. Ellen Spencer Mussey is credited with being the first woman law school dean in the United States when, between 1898 and 1913, she led the then-proprietary Washington College of Law.¹⁴ It was not until 1951 – nearly four decades later – that Miriam Theresa Rooney, the founding dean of Seton Hall University School of Law, became the first woman dean of an ABA-approved law school.¹⁵ For many years, only

a small number of women served as dean of an American law school at any one point in time. Scholarship on women law school deans shows that, until the late 1990s, women constituted 10 percent or less of deans at American law schools.¹⁶ One 1977 survey of ABA-approved and AALS member schools found that as many as 16 women were serving as assistant or associate deans, but only two were serving as deans.¹⁷

RECENT DIVERSIFICATION OF THE DEANSHIP

More women, more people of color, and more women of color are serving as deans in 2021 than ever before. While this diversification is not necessarily new or limited to legal education, there is something about now—this moment in history—that has made the deanship become more representative.

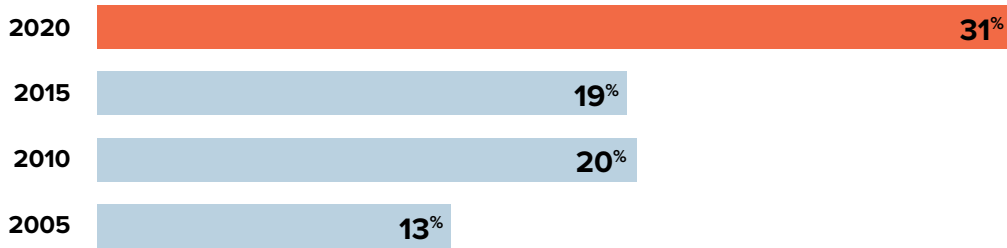
Dean Danielle Holley-Walker of Howard University School of Law explains it this way, “I think universities are just more open to the idea that their law school dean does not have to fit the previous mold—that it could be a woman, it could be a woman of color, or it could be a woman who is of color and a member of the LGBTQIA community.”

Madeleine Landrieu, Dean of the Loyola University New Orleans College of Law observed that as more women and people of color have become deans, “It opened pathways for others to come behind them ... and that people’s biases about who could and who should be able to do this job are just falling away. And that’s a really good thing for the country and for the world.” She went on to liken the transition to that of a sports team. “We’re appreciating that, as the world turns, it’s really a bad idea to leave half of your talent—or more than half of your talent—on the bench.”

Private law schools led the way in gender diversification. Of the women who served as law school deans throughout the 1960s, 1970s, and 1980s, roughly two-thirds served at private law schools.¹⁸ Continuing to 1996-97, women deans were somewhat more prevalent in private selective schools than law schools generally.¹⁹

The rapid, recent diversification of the American law school deanship has not only been a function of gender, but also of race and ethnicity. The deanship has been diversifying by race/ethnicity since 2005, with the most change taking place between 2015 and 2020 (See Figure 2).²⁰ Between 2005 and 2020, the percentage of law school deans who were White non-Hispanic decreased from 87 percent to 69 percent.

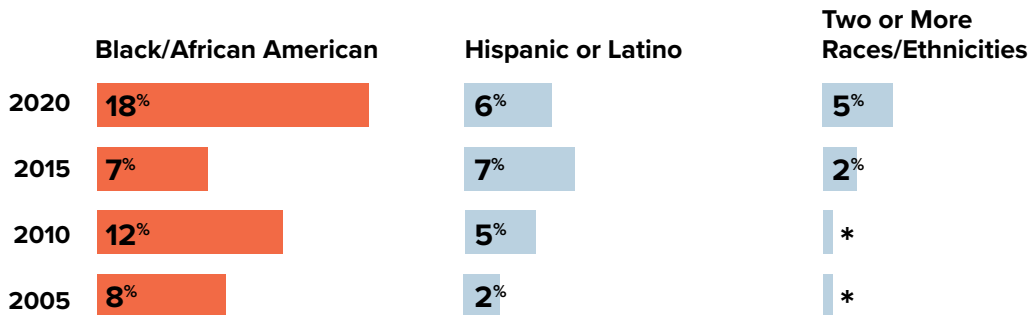
Figure 2. The proportion of deans who are deans of color or of Hispanic ethnicity is growing



In the fall of 2020, 18 percent of deans identified as Black/African American, up from 8 percent in 2005. Another 6 percent of law school deans identified as Hispanic or Latino, up from 2 percent in 2005. Other race/ethnicity categories, while making up a smaller percentage of law school deans, also saw growth (See Figure 3). While very small, the number of law school deans identifying as American Indian or Alaska Native, Asian, or Native Hawaiian; or Other Pacific Islander also are increasing.

18%
of deans identified as Black/African American in 2020, up from 8% in 2005

Figure 3. The proportion of deans who are Black/African American is growing more than deans of Hispanic ethnicity



* = Less Than 1%

Although the recent diversification of the deanship by race/ethnicity has been widely covered by the media,²¹ much less is known about the trend over the long term. Until recently, there has not been a systematic, national effort to capture the race/ethnicity data of law school deans. Even the Rosenblatt Dean Database,²² often cited for its diligent effort to capture information about deans, only began reporting race and ethnicity data about five years ago.²³ The only known investigations, all survey-based, that looked at the race and ethnicity data of American law school deans concluded that there were very few deans who were people of color or Hispanic: three in 1976 and one in 1985-86.²⁴ According to at least one survey, there were nine Black/African American and one “Spanish American” associate or assistant deans serving in 1976.²⁵

At the intersection of gender and race/ethnicity is another significant pattern in the diversification of the law school deanship: the rapid increase in the number of women deans of color. It is a trend that has been covered in the news media²⁶ and recent scholarship²⁷ and is more fully explored by this study. Current deans have different hypotheses to explain the change:

“Women and people of color take on challenges during times of crisis. There is opportunity in crisis, and women and people of color—who have always been outsiders and who have always had to take risks—see this moment as an opportunity.”

Sean Scott, President and Dean of the California Western School of Law

“In 2014, the women deans of color were mostly at HBCUs. I think what’s changed is that at schools like BU, Connecticut ... you would never have thought these schools would have a woman of color as dean. Now we are seeing deans in every sector of legal education. It helps universities and the people who are hiring to see that they’re not really taking a chance.”

Danielle Holley-Walker, Dean of the Howard University School of Law

In 2005, there were three law school deans who were women and who also identified as other than White non-Hispanic. By 2010, there were ten, and in 2015 there were nine. The next five years brought more significant change. By the fall of 2020, in the midst of the COVID-19 pandemic, there were 28 women deans who identified as other than White non-Hispanic, including 20 Black/African American women.²⁸

Many women deans of color are the first dean of their gender, race, and ethnicity (or both) to serve at their law school.²⁹ In fact, one-fifth (21%) of all deans are the first dean of their gender at their law school. Slightly fewer (17%) are the first dean of their race or ethnicity. In all, almost forty percent (38%) of today’s deans are the first dean of their gender, race, or ethnicity (or both) to serve at their current law school. Several deans (16%) are the first dean of another demographic category, such as sexual orientation or religious affiliation, to serve at their law school. In contrast, only 30 percent of former deans were the first dean of their race or ethnicity, gender, or both to serve at their law school.

LUTIE LYTLE COLLECTIVE

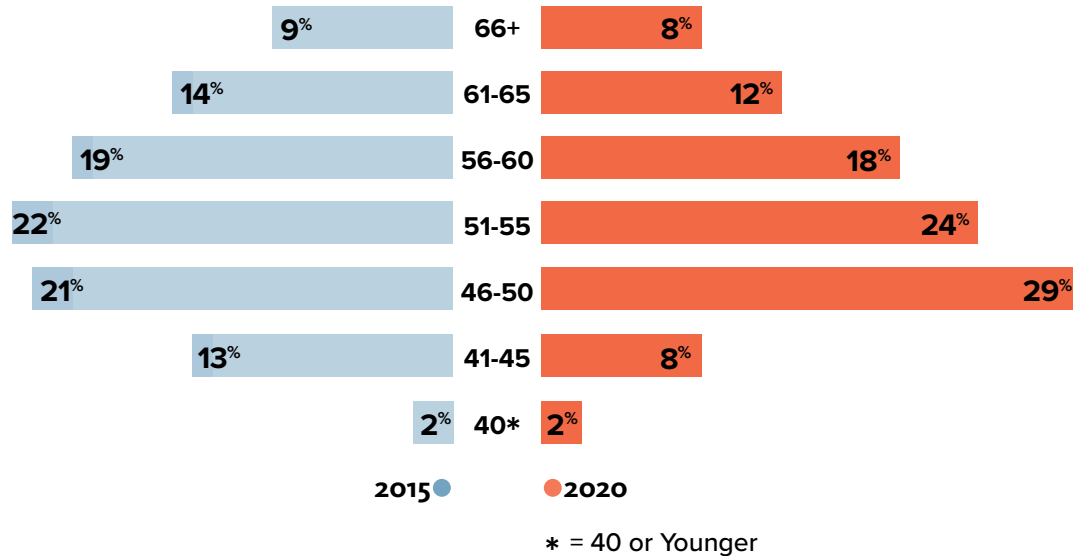
If there is such a thing as a boot camp for women of color who aspire to be law school deans, it is the Lutie Lytle Collective. In the words of Danielle Holley-Walker, dean of the Howard University School of Law, the Collective has gotten women of color to the point that their credentials and their interviewing skills are so good that it makes it difficult for the people who are hiring not to say “yes.” “For every Lutie Collective member who applies for a deanship, we vet them for their first interview, we do mock interviews for the full-day interviews, we help them with their job talks. It’s a very deliberate deans’ cultivation network,” says Holley-Walker.

But it hasn’t always been this way. The Collective is a successor to the Northeast Corridor Collective of Black Women Law Professors (NECC), the brainchild of Georgetown University Law Professor Emma Coleman Jordan. When the NECC began, in March of 1988, its role was to serve as a safe venue for the discussion of works-in-progress

and scholarship and teaching outside of the traditional approach to what law was and should be in the future. Meetings were commonly held in Professor Jordan’s home, and those of other Collective members. In the beginning, most participants were from Washington, DC-area law schools, but the NECC quickly grew as people came from as far away as California and Florida.

Later named after Lutie Lytle, the first African American woman to teach in a chartered law school, the Collective is distinctive in that it was and is a support structure for Black women in the legal academy. “The Collective was among the first, if not the first, of its kind” offers Elizabeth “Ginger” Patterson, senior counselor to the AALS. To this day, its influence is strong, to the point that, according to Dean Holley-Walker, “almost all of the Black women who are now deans are active in the Lutie network.”

In addition to gender, race, and ethnicity, it is informative to examine deans’ ages. In 2015, the average age of deans was 54.1. By 2020, this average was 53.7.³⁰ While the average age is virtually the same in 2015 and 2020, the estimated number of deans older than 51 is smaller in 2020 than 2015, and there appears to be a high concentration of deans between the ages of 46 and 50 in 2020 suggesting the possibility that the age distribution of deans might be getting younger (See Figure 4).

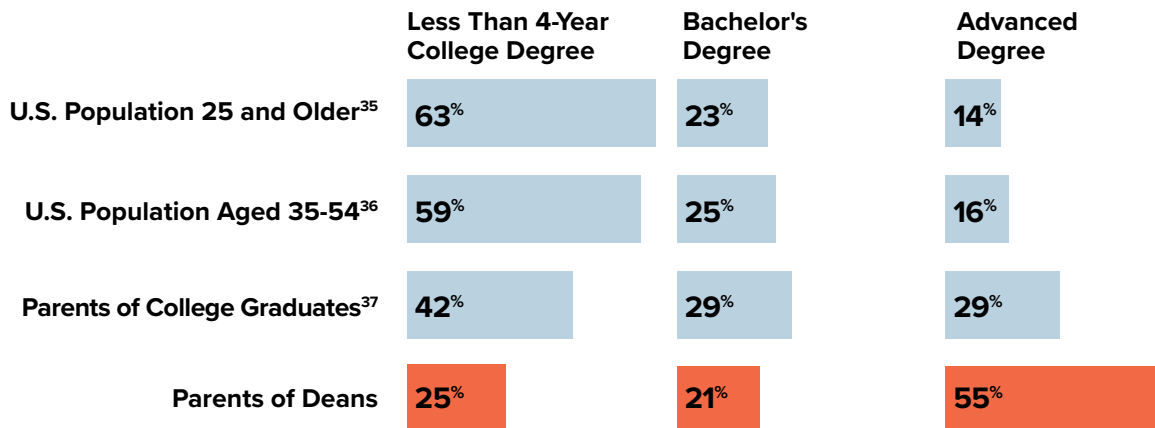
Figure 4. Increasingly, most deans are younger than 50 years old

Parental education is commonly used as a proxy for socioeconomic status. This survey is the first to have that information for deans. One-quarter (25%) of deans are first-generation four-year-college students, meaning the highest level of education completed by a parent was less than a four-year bachelor's degree. One-fifth (21%) of deans have at least one parent or guardian with a bachelor's degree. More than one-half (55%) of deans have at least one parent or guardian with an advanced degree. Specifically, more than one-third (36%) of deans have at least one parent with a non-JD advanced degree, such as a master's, doctorate, or other non-JD professional doctorate (e.g., MD, DDS, PharmD), and a smaller proportion (19%) have at least one parent or guardian with a JD or other law degree. There is virtually no difference by gender, race, or ethnicity in any of these categories.

The fact that more than one-half (55%) of law deans have at least one parent or guardian with an advanced degree stands in stark contrast to the 14 percent of U.S. citizens 25 or older who hold an advanced degree, the Census age range that best serves as a proxy for the age of deans' parents.³¹ And while it is encouraging that one-quarter (25%) of deans were first-generation four-year-college students, the proportion is still low considering that more than one-half (59%) of Americans between 35 and 54 years old, the Census age range that most closely matches the age of American law school deans, have less than a four-year college degree (See Figure 5).³² Large proportions of first-generation students leave higher education before or during college. Roughly two in five (42%) first-time bachelor's degree recipients in 2015-16, the latest data available, had a parent with less than a four-year college degree.³³

These data underscore the fact that fewer first-generation students earn graduate or professional degrees. This point is echoed by the U.S. Department of Education, which reports that first-generation college students are considerably less likely than their counterparts whose parents hold bachelor's degrees to enroll in and earn a doctoral or professional degree.³⁴

Figure 5. Deans are more likely than the general population to have parents with advanced degrees



Educational Background of Law School Deans

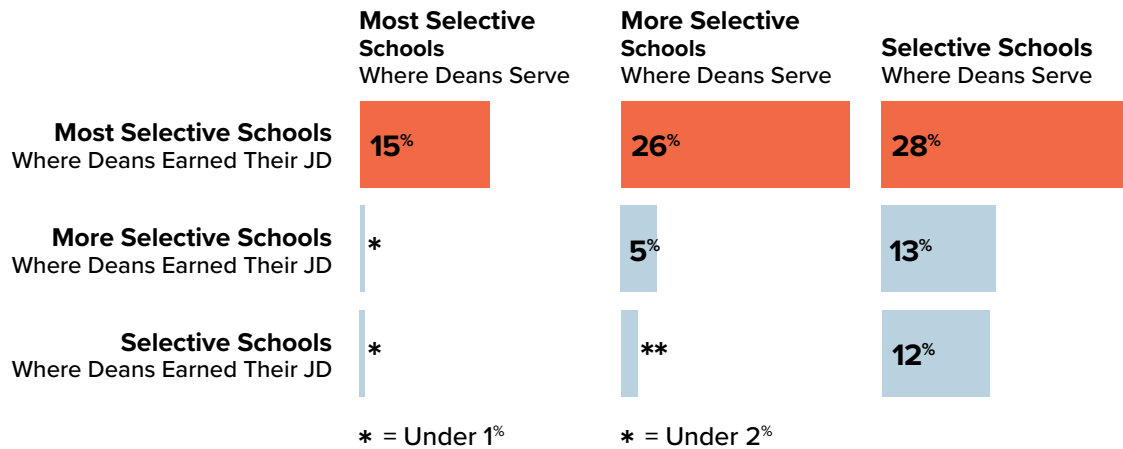
The existing literature indicates that deans tend to have had the same undergraduate majors and have mostly graduated from a small group of elite law schools.³⁸ Our survey found that a majority of deans earned their undergraduate degrees in either arts and humanities (45%) or social and behavioral sciences (36%). Only a small percentage (20%) of deans earned an undergraduate degree in any other field. These findings are consistent with the findings of the small body of literature on this topic. As far back as 1976, roughly three-quarters of law school deans earned undergraduate majors in three general areas of study: Political Science/History (52%), Economics/Business (14%), and English (11%).³⁹

All deans responding to the question about their educational attainment reported holding a JD. A smaller proportion of deans holds another graduate or professional degree. Roughly one in five (18%) deans have another, non-JD law degree. Another one in five (20%) hold a Master's or MBA degree. Finally, 11 deans (8%) hold a PhD or equivalent.

Using data from AALS records and other public sources reveals that more than two-thirds (69%) of deans earned their law degree from one of the most selective law schools. Smaller proportions earned their law degrees from one of the more selective law schools, or one of the selective law schools (17% and 14% respectively). Looking more closely at the data indicates that the majority (n=25) of deans serving at the most selective law schools earned their degrees from a most selective law school, while only a small number (n is less than 5) earned their law degrees from a selective law school. Deans serving at more selective law schools were more likely to have earned their law degrees from a most selective law schools. Deans serving at selective law schools earned their law degrees from the entire spectrum of law schools (See Figure 6).

52%
of deans earned their law degree from one of the 29 most selective schools

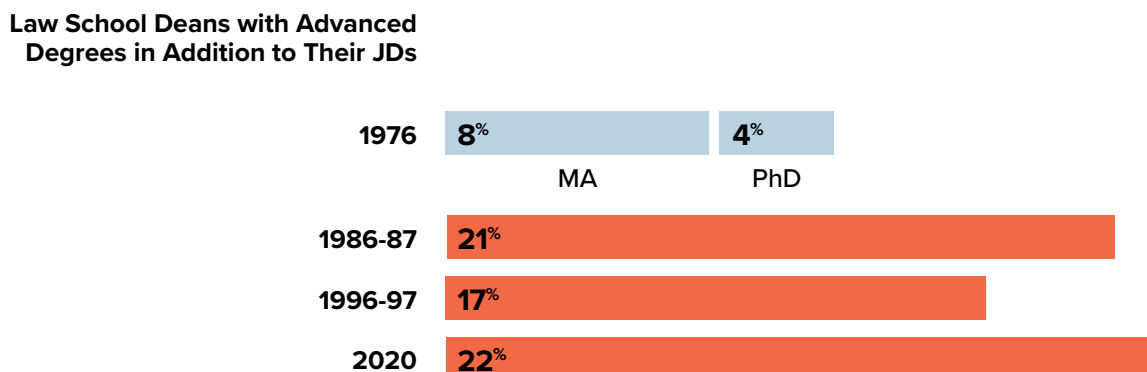
Figure 6. Despite the increased diversity in the deanship, most deans still earn their JDs from the most selective law schools



One 1985-86 study determined that “thirty-six percent of those serving as law school deans ... received their JD’s/LL.B’s from five law schools:” Harvard, Yale, Columbia, Michigan, and Northwestern.⁴⁰ Another study had essentially the same finding: For two separate time periods, 1986-87 and 1996-97, an identical 35 percent of deans at all law schools received their law degree from law schools ranked 1 through 5.⁴¹ As recently as 2005, 59 percent of law school deans earned their JDs at the most selective law schools.⁴²

Three studies suggested that, over the years, the number of law school deans holding at least one additional graduate or professional degree beyond a JD or equivalent has been generally increasing. As far back as 1976, it was reported that 4 percent of American law school deans held a PhD, and 8 percent held an M.A.⁴³ By 1986-87, roughly one in five (21%) law school deans held at least one non-law graduate or professional degree in addition to the JD, and by 1996-97 slightly fewer than one-in-five (17%) law school deans held a non-law graduate or professional degree.⁴⁴ The fact that, as of 2020, roughly one in five (22%) deans hold an advanced degree in addition to a JD suggests that additional educational attainment among deans is on the rise, and has been since 1996-97 (See Figure 7).

Figure 7. One in five of law school deans have another advanced degree



Professional Characteristics of Law School Deans

One of the primary objectives of the *American Law School Dean Study* is to better understand the career pathways of law school deans. While the topic is explored in more detail in Chapter 3, a few professional characteristics are worth noting here. Almost all (99%) deans have tenure. This means they have the protection of tenure for their job as a faculty member. It does not mean they have tenure as dean; deans can be relieved of duty at will from a deanship.

Almost two-thirds (64%) of deans have held their position for five years or less. One-third (32%) have been in their position for six to ten years, and the remainder (4%) have been deans for ten or eleven years. On average, deans have been in their current positions for 4.7 years (See Figure 8).

Data from former deans show that the average length of total service at their most recent law school as a dean is 7.4 years. The distribution of total years of service among former deans is bimodal, with larger proportions of deans serving either four to six years or ten or more years (See Figure 9). Forty percent (40%) of former deans served in their most recent dean position for five years or less compared to 64 percent of sitting deans. A slightly larger group (41%) of former deans reported that they served for six to ten years, and less than a fifth (19%) reported they served for eleven to thirty years.

Figure 8. Current deans have been serving for an average of 4.7 years

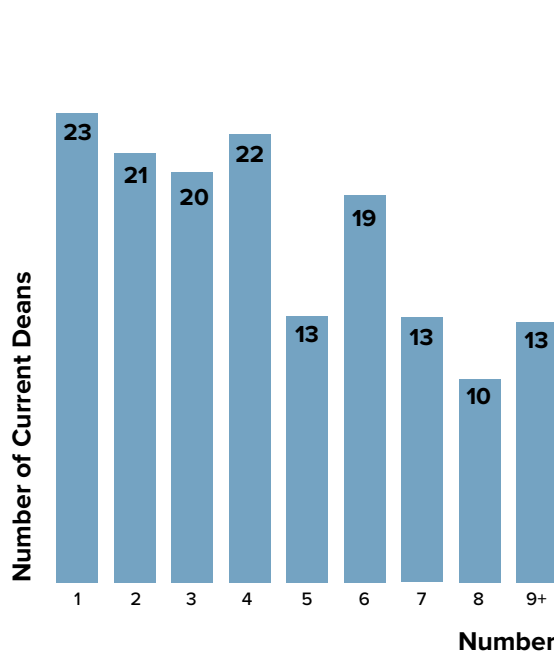
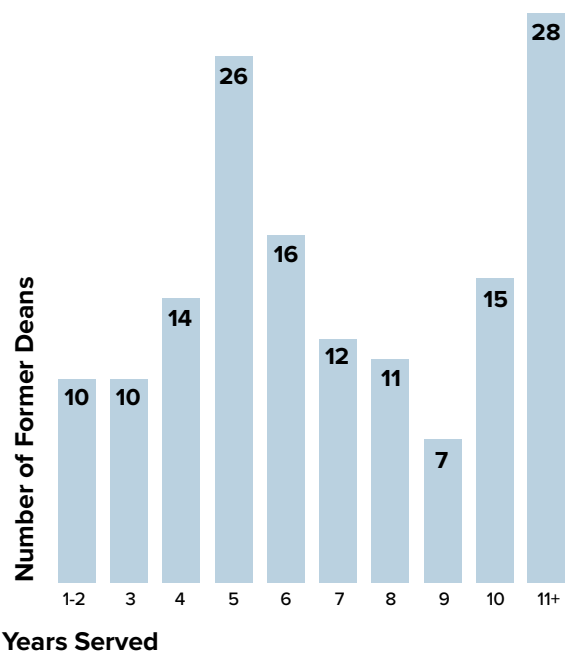


Figure 9. The length of terms served by former deans is bimodal



The Governance Environment in Which Deans Serve

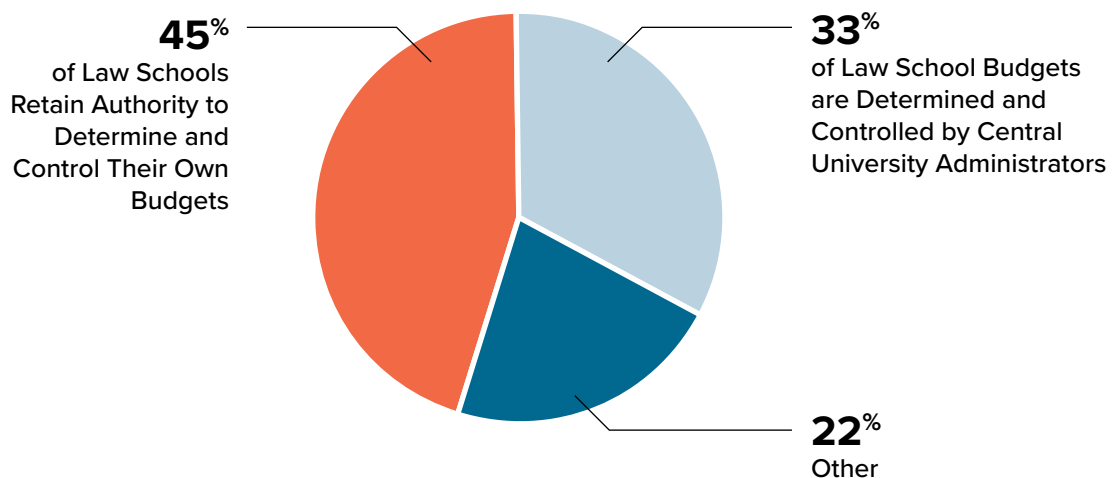
When it comes to their place in university governance, most deans (85%) report to a provost or senior academic officer. Only 8 percent report to a president or chancellor, and 7 percent report to a board of trustees or governing board. The proportion of deans reporting directly to a president or chancellor has declined in recent years, down from 19 percent of former deans.

Just over one-half of deans (51%) spend one to four hours per week in meetings or on duties addressing broader university issues. About one-third (34%) spend five to nine hours on broader university issues, and 15 percent spend 10 or more hours. Deans serving at private law schools are more likely than those at public law schools to spend one to four hours on broader university duties (59% vs. 43%). More than one-half (57%) of deans at public law schools spend five or more hours weekly on broader university duties, compared to a smaller proportion of deans at private law schools (41%).

Most deans have the authority to appoint faculty to the faculty committees that are key to shared governance, with 42 percent appointing faculty to all committees, and another 45 percent appointing faculty to some committees. Only 13 percent of deans have no authority to appoint faculty to committees without formal approval or consent of the faculty.

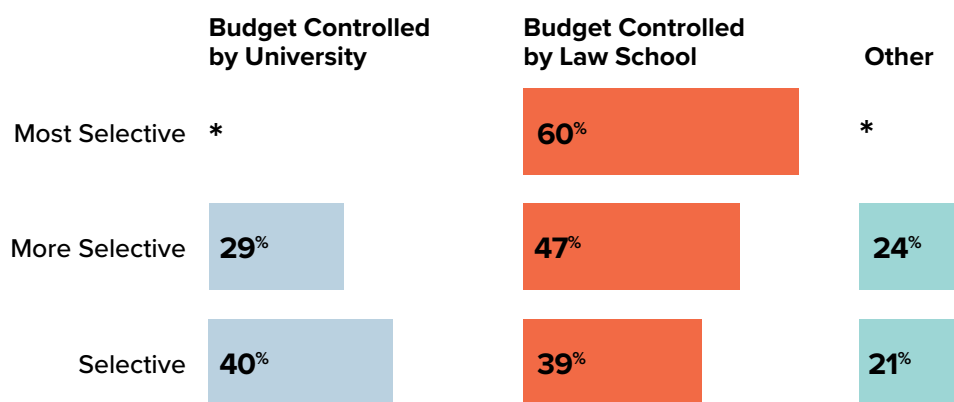
Law schools use a variety of different budget models (See Figure 10). Nearly one-half (45%) of deans are at law schools that have authority to determine and control their own budgets. One-third of deans (33%) are at schools where the school's budget is largely determined or controlled by the central university. The remaining 22 percent use other budget models that are most commonly described as being a combination of control between central administration and the law school.

Figure 10. Law school budget models vary



Deans at private law schools are more likely than those at public schools to have control over their own budgets (51% vs. 38%). Three in five (60%) from most selective law schools report that the budget is controlled by the law school compared to roughly one-half (47%) of deans at more selective law schools, and about one-third (39%) of deans at selective law schools (See Figure 11).

Figure 11. The most selective law schools were most likely to have budgetary control



* = Too Few Responses to Report

60%

of deans from the most selective law schools report that their budget is controlled by the law school

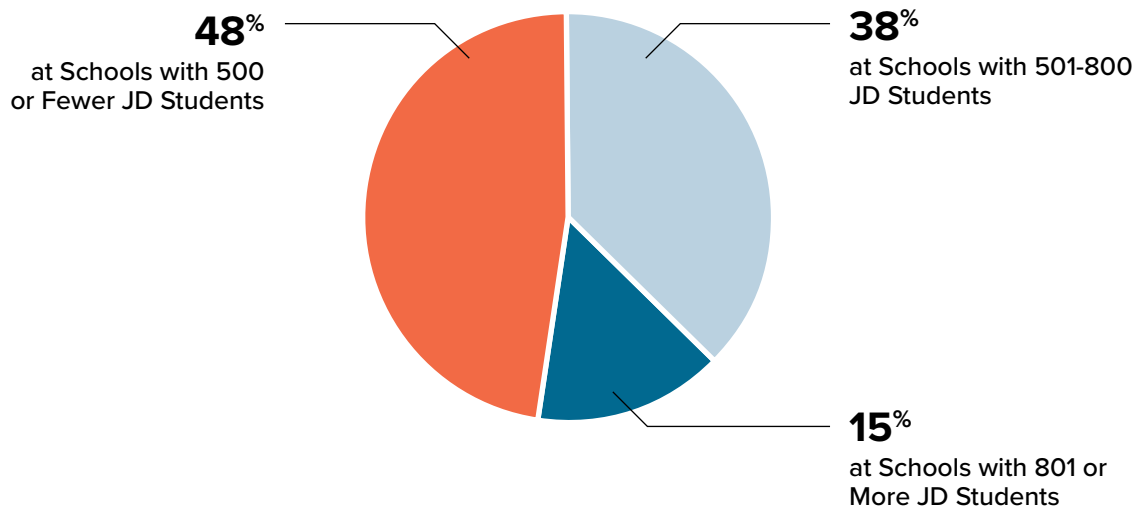
Profile of Legal Education

In order to put findings from this survey into context, it is helpful to look at some of the basic attributes of American law schools. As of the Fall of 2020 there were 200 ABA-approved law schools,⁴⁵ 193 of which were AALS member or fee-paid schools.⁴⁶ Of the 197 ABA-approved law schools not on teach-out plans because they will soon no longer be ABA approved, 88 were public (44%), 106 were private, not-for-profit (54%), and three were private, for-profit law schools (2%).

Enrollment size is another way to understand the law schools that today's deans serve. Just under one-half (48%) of deans serve at schools with 500 or fewer JD students (See Figure 12). About one-third (38%) of deans serve at schools with between 501 and 800 JD students, and 15 percent serve at schools with 801 or more JD students enrolled.

48%

of deans serve at schools with 500 or fewer JD Schools

Figure 12. Percent of deans serving at universities by enrollment size

Of the 106 private law schools in 2020, 48 have a religious affiliation. Most law schools are affiliated with a university – only 18 are free-standing. In 2020, these 197 law schools awarded more than 34,000 JD degrees, enrolled more than 114,000 JD students, and welcomed more than 38,000 first-year matriculants.⁴⁷ In total, these law schools employed over 25,000 faculty members.⁴⁸

CHAPTER WRAP-UP

This chapter has shown that the American law school deanship has diversified quite rapidly in recent years by gender, race, ethnicity, and particularly for women of color. At the same time, most deans still graduate from the most selective law schools. They also have a much higher proportion of parents with a college degree or an advanced degree than is true of most college graduates. By 2020, deans were serving an average of 4.7 years. Data from former deans reveal that the average length of total time spent as a dean is 7.4 years.



CHAPTER 3

Pathways to Deanship and After the Deanship

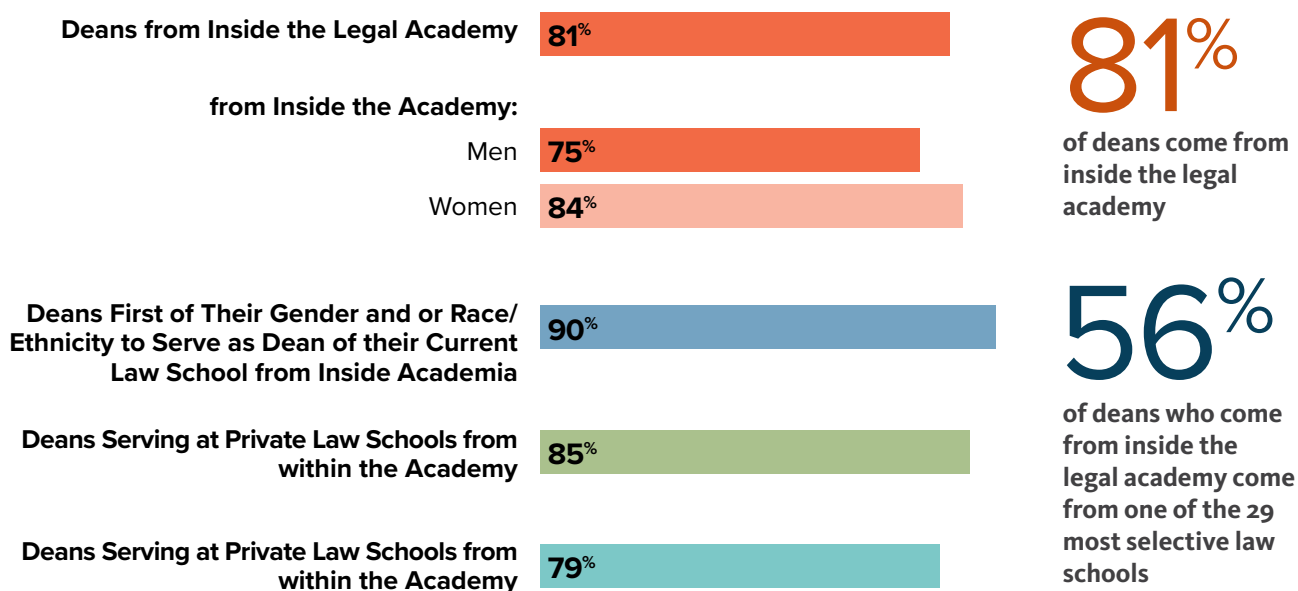
Becoming a law school dean is not commonly identified as a career objective among young professionals. Typically, the deanship emerges as a professional destination only after several years of experience in the legal academy.



Pathways to the Deanship

Until now, pathways to the deanship have been almost entirely described in terms of anecdotal accounts. The *American Law School Dean Study* offers a contemporary account of how individuals make their way to the deanship. Most deans come to the job from inside the legal academy (81%). Women deans are slightly more likely than men to come from inside the academy (84% vs. 75%). Nine in ten (90%) deans who were the first of their gender and/or race/ethnicity to serve as dean of their current law school come from within academia. More than one-half (56%) of deans who come from inside academia graduated from one of the 29 most selective law schools. Deans whose career paths are within academia make up the same proportion of deans at public and private law schools (50% and 50%).

Figure 13. More than 80% of deans come from inside the legal academy



My first dean when I started the tenure track said to me in my first year of teaching, “You’re going to make an excellent dean someday.” And I looked at her in horror, and said, “Wait, I don’t even know how to get tenure! What in the world are you saying?” But she saw that in me long before I saw it in me.



Marcilynn Burke, Dean of the University Oregon School of Law

OTHER ROUTES TO DEANSHIP

Not all law school deans were associate deans. Marcilynn Burke, dean of the University of Oregon School of Law, put it this way, “You don’t have to be an associate dean. People want to know that you have some management and leadership experience, which can come from all kinds of places. They want to know that you do have a vision for where you want the law school to go, and how you would help the law school achieve its goals.”

Madeleine Landrieu, dean of the Loyola University New Orleans College of Law who not only served both as an elected judge and

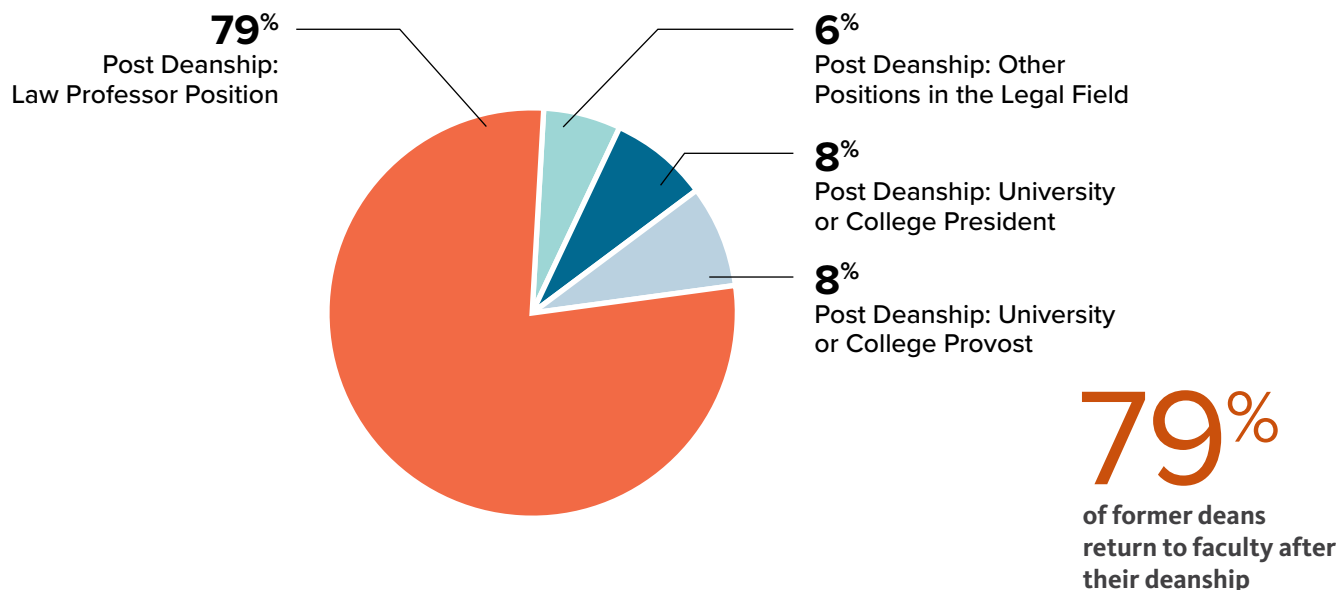
in private practice, agrees. “When the law school started looking for a dean, I started asking about who would be our next dean. And the question kept coming back to me, ‘Why not you?’ And I said, ‘Oh no, not me. I have the job of my dreams. I’m good. Not me.’ And I kept looking at it and the idea took root.” She continues, “There are pros and cons to coming to the deanship as an outsider, but I think the question is, ‘Are you capable of reducing the impact of the negatives and increasing the opportunity for the positives?’”

There are some noteworthy patterns with respect to the small proportion (19%) of deans who come from outside the legal academy. Women are less likely than men to come from outside the academy (16% vs. 25%). Only one in ten (10%) deans who are the first of their gender and/or race/ethnicity to serve as dean of their current law school come from outside academia. The majority (85%) of deans serving at private law schools come from within the academy, while the minority (15%) come from outside the academy. Deans from public law schools reflect similar patterns with the majority (78%) coming from within the academy and the minority (22%) coming from outside the academy.

The most common position held by deans immediately prior to their deanship is deputy, vice, or associate law school dean⁴⁹ (36%), followed by law professor (28%), and sitting or interim dean (21%). A smaller proportion of deans were practicing lawyers or judges (8%), and an equal percentage (8%) held a position described as “other.”

After the Deanship

Most former deans (81%) were employed as of the spring of 2020. Less than one-fifth (19%) were retired or otherwise no longer employed.⁵⁰ Among former deans who were employed, the vast majority (79%) are law professors. Roughly one in six (16%) former deans moved on to a university leadership job, with 8 percent serving as provosts and 8 percent serving as college presidents. Another 6 percent of former deans hold other positions within the legal field, and a very small number of former deans, too small to report here, serve either as attorneys or in positions outside the legal field (See Figure 14).

Figure 14. More than 75% of deans return to the faculty after their deanship

In addition to moving on to other positions in the legal academy or elsewhere, some deans may also choose to take on another deanship at a different institution. Twenty sitting deans reported they had previously served as a sitting dean prior to their current deanship.

DIVERSIFYING LAW SCHOOL LEADERSHIP WORKSHOP

As she was navigating her early career as a law school faculty member, Kellye Testy, now president and CEO of the Law School Admission Council (LSAC), was exposed to a lot of leadership instability. The school where she worked, Seattle University Law School, was born out of the surprise purchase of another law school, setting off a sequence of events that included four changes in the deanship in a short stretch of years. Through much of this, Testy, who has been a consistent leader for diversity and equity, noticed something. “When it came to dean searches at the time,” she says, “People would say things like, ‘She’s

really smart, but she doesn’t really seem like a dean.’” Similar refrains about people of color or people with disabilities made it clear to Testy that there was an observable pattern regarding identity. As she reflected on the series of events that would eventually lead to her first deanship there, she realized that some people have been mentored and groomed to be deans and others are not, frequently along lines of race, gender, class, and their intersections. Later, as the first woman and first openly gay dean at the Seattle University Law School, and again at the University of Washington Law School, Testy and her

colleagues decided to make the deanship process more transparent and launched the Diversifying Law School Leadership Workshop. If there is an adjective to describe its approach, it is “intentional.” Sean Scott, a former workshop participant and current president and dean of the California Western School of Law, put it this way, “Instead of leaving things to chance, we need deliberate, intentional cultivation of a diverse group of faculty and deans.”

To deliver on this pledge, the workshop typically includes an opening dinner, followed by one and a half days of programmed events. Participants explore questions such as why might one want to become a dean? What responsibilities are included in a typical deanship job? How can I become recognized as a candidate? The workshop also delves into details about the dean search process, budgeting, fundraising, and strategic planning. “These are some of the core things that you wouldn’t have a clue about as a faculty member,” adds Testy.

The workshop also includes a mentorship component, which is

very deliberate. Organizers want the participants who want to be deans to be given opportunities to get to know other current and former deans. In fact, there are usually about as many people on the program as there are attendees, and that means that participants can really talk to other deans individually, and they can find people to help guide them in the process.

The present workshop, which is now conducted annually, rotating between Seattle University School of Law and the Villanova University Charles Widger School of Law, comes at a particularly critical time in the face of transformational changes in the demands of law school deans. After the enrollment downturn, legal education really changed, and what it means to be a dean changed too. “When I first became dean,” Testy jokes, “I kept asking, ‘Where were all those bar carts each afternoon when I get to sip sherry and cognac with donors who drop by and leave big checks?’” The reality, according to Testy, is that the deanship has become a lot harder, and the preparation for it needs to continue to evolve with the times.

CHAPTER WRAP-UP

This chapter documents that most law deans come from inside the legal academy, particularly deans who are the first of their gender, race, or ethnicity to serve as dean in their law school. Nearly four in five former deans reported they returned to being law professors. Another 16 percent were serving as provosts or presidents.



CHAPTER 4

Dean Search and Selection

Understanding how law school deans are identified, selected, and recruited has been anecdotal at best. One explanation is that each law school and each dean search is unique. While true, the dean search and selection process has some common dimensions worth understanding.

The Dean Search

Dean candidacies can be initiated in a variety of ways. Nearly two-thirds (62%) of deans report their candidacy was initiated by a contact from someone else (See Figure 15). More specifically, roughly one in six (17%) candidacies were initiated by nomination without the candidate's prior knowledge. A similar proportion (16%) of candidacies began with contact by a search firm. Smaller proportions of candidacies began with contact by an individual at the law school (15%) and being nominated with prior knowledge (10%). Although most deans were contacted by someone else, 28 percent of deans applied for the position on their own. Finally, a small group (10%) of deans report they were selected without going through a formal search process.

There are some noticeable differences between sitting and former deans with respect to how their candidacies were initiated. Among former deans, roughly two-thirds (67%) of candidacies were initiated by someone else, slightly larger than 62% for sitting deans. Nominations with or without prior knowledge were far more frequently cited as means of candidacy initiation among former deans (45%) compared to sitting deans (27%). Former deans were even less likely than sitting deans to apply for the deanship on their own (17% vs 28%) or be contacted by a search firm (6% vs 16%).

62%

of deans report their candidacy was initiated by someone else

17%

of the candidacies were initiated without candidate's knowledge

Figure 15. The most successful candidacies are initiated by someone other than the candidate

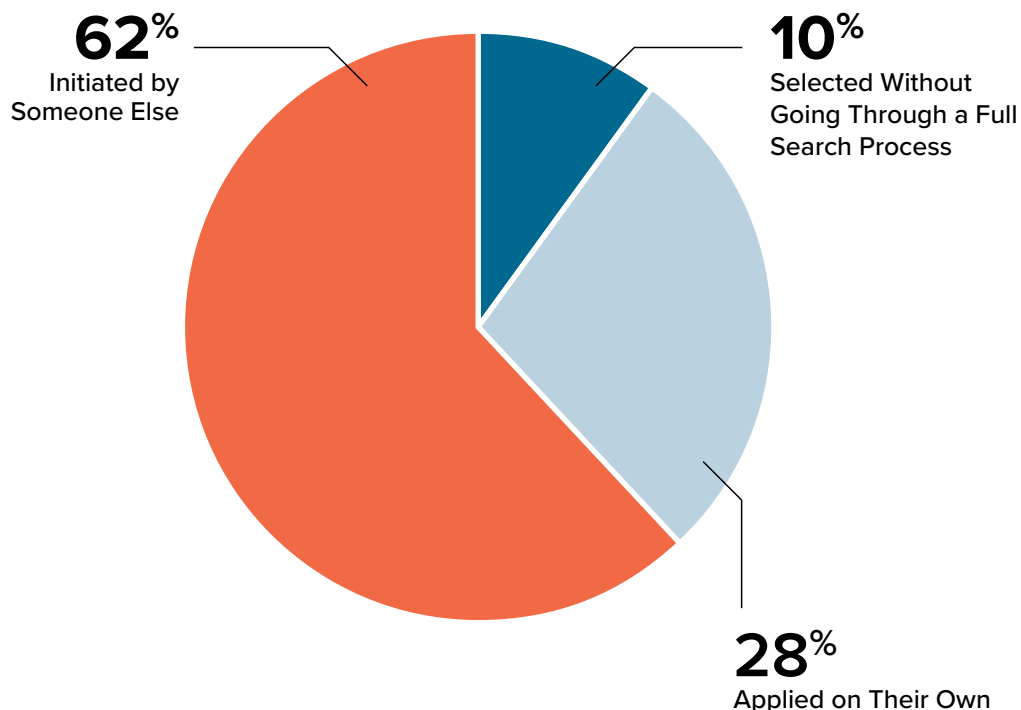
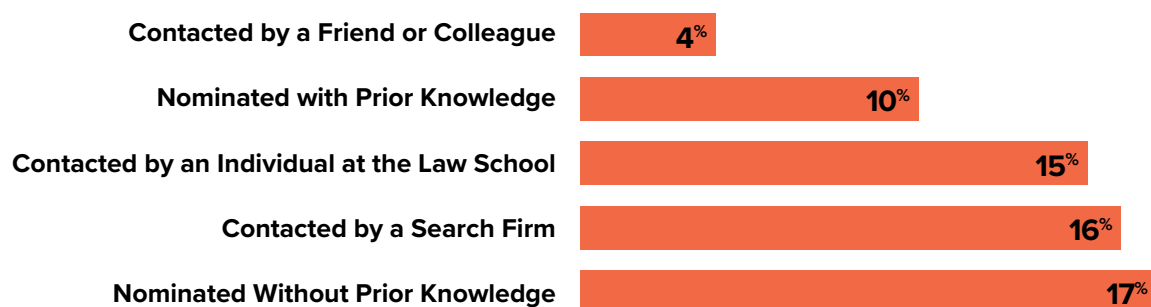


Figure 16. The manner in which deanship candidacy was initiated from someone else for sitting deans



PREPARING FOR THE INTERVIEW

If interviewing for the deanship is anything, it is an exercise in hard work. “I’m a big believer in studying really hard for my interviews, memorizing all the names and faces and the scholarship of people who will be interviewing me, what their roles are in the university,” offers Michael Hunter Schwartz, dean of the McGeorge School of Law at the University of the Pacific.

Sometimes, this means coming prepared to ask questions that might seem untouchable, such as the financial standing of the law school. Jennifer Rosato Perea, dean of the DePaul University College of Law, offers this advice, “If you become a finalist, you definitely want to know what the financial affairs of the law school are, because you don’t want to come in and not be aware of major budget issues, such as impending budget cuts, structural deficit, or an existing financial arrangement with the university.”

Marc Miller, dean of the University of Arizona’s James E. Rogers College of Law, adds, “If you’re going into the deanship interview process, and there isn’t time given

to you to talk to the CFO or go into detail on the budget, I’d treat that as a raging red flag. If you have to sign an NDA, so be it.”

Sometimes, this means being creative. If a search firm is involved in the process, “Don’t be afraid to ask the search firm questions about the law school and its needs,” suggests Garry Jenkins, dean of the University of Minnesota Law School. Vikram “Vik” Amar says, “Don’t be afraid to ask people whom you know about the law school and the deanship, and not just rely on people who are at the place that you’re interested in. Ask people who might know about that institution from outside vantage points.”

In the end, doing one’s homework increases the likelihood of an ideal fit between the dean and the law school. As Dean Jenkins puts it, “There are many candidates, so ultimately, it’s about finding the right match between the school, a candidate, and the moment. That’s what you’re looking for, for those three things to come together.”

Search Firms

More than one-half (59%) of deans report that a search firm was used in the search that resulted in their current deanship position. This proportion has increased in recent years because fewer than one-half (45%) of former deans report that a search firm was used in the search that resulted in their most recent deanship. The majority of deans who reported that a search firm was used in the selection process were men (68%) and White (74%), while fewer were women (32%) or deans of color or Hispanic (26%). These proportions align relatively closely with the demographic composition of current deans in general (See Figure 17).

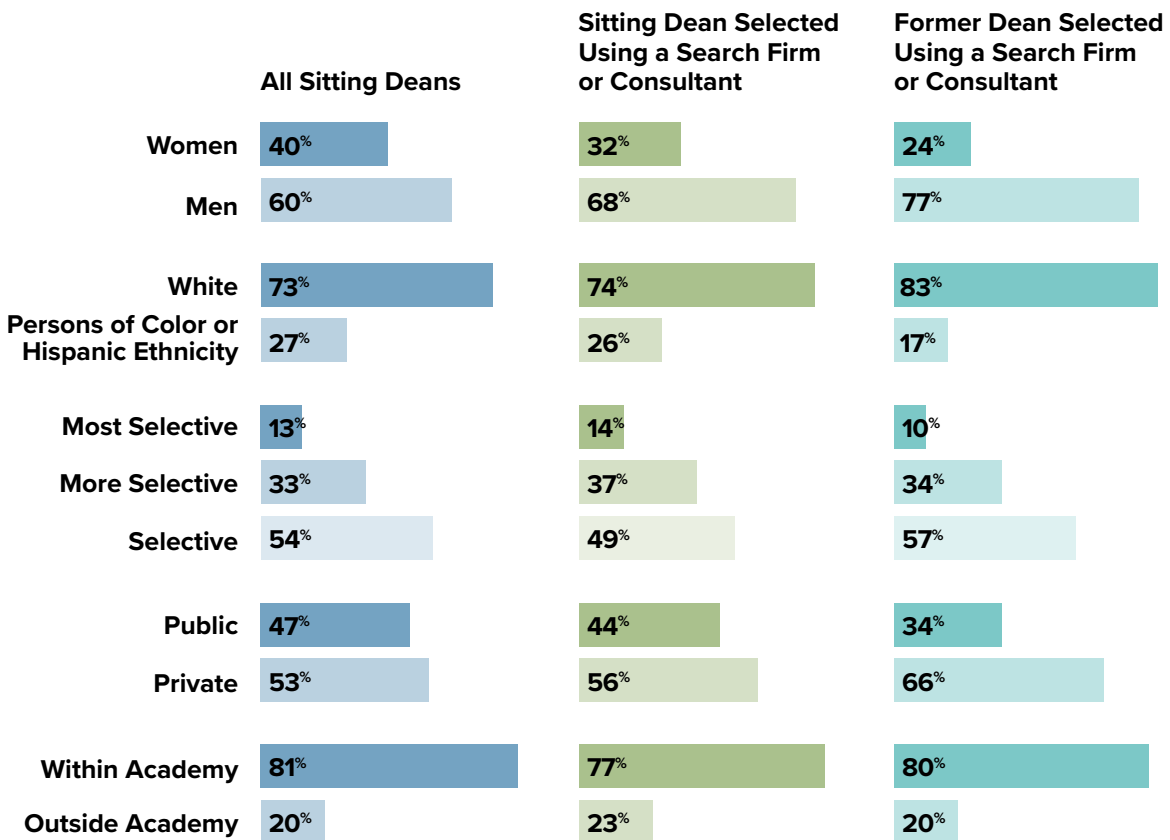


Search firms are incredibly useful in part because they can help identify candidates and develop a more equitable process and diverse pool. Fit is also crucial, and a firm can also give an outsider's perspective to candidates as to what the school is like, which can be very helpful.



Mark D. West, Dean of the University of Michigan Law School

Figure 17. Candidates selected using a search firm were more likely to be men and White



Selection

90%

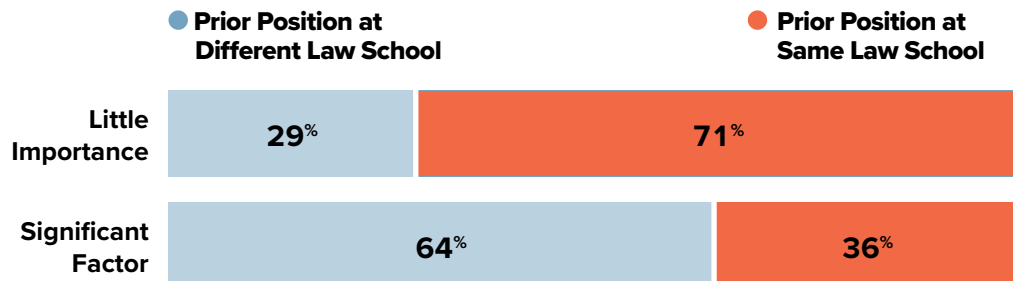
of deans state that scholarship played at least some role in their being selected

Most deans (90%) state that scholarship played at least some role in their being selected for their current deanship. More than one-half (54%) of deans report that scholarship was a moderate factor in their selection as dean. Roughly one-quarter (24%) state that scholarship was of little importance, and about one-in-five (22%) report that scholarship was a significant factor.

Among sitting deans reporting that scholarship was a significant factor in their selection as the law school dean, 21 percent were deans of most selective law schools, 57 percent were deans of more selective law schools, and 21 percent were deans of selective law schools. Among deans reporting that scholarship was a moderate factor in their selection as a law school dean, 16 percent were dean at most selective law schools, 30 percent were deans at more selective law schools, and 54 percent were deans at selective law schools.

There are patterns in the importance of scholarship in the selection process when comparing deans whose prior position was at the same institution where they currently serve or a different institution. Among deans reporting that scholarship was a significant factor in their selection as a law school dean, nearly two-thirds (64%) came from a different institution than they currently serve, while roughly one-third (36%) came from the same institution. Conversely, among deans reporting that scholarship was of little importance to their selection as a law school dean, nearly three-quarters (71%) came from the same institution that they currently serve, while roughly one-quarter (29%) came from another institution (see Figure 18).

Figure 18. Scholarship was more likely to be a significant factor in selection for deans who came from a different institution



Negotiation

Most deans (69%) negotiated the terms of their employment with the provost or senior academic affairs officer. Smaller percentages negotiated with the president/chancellor (25%) or board of trustees/governing board (6%). Deans who negotiated with board/president/chancellor were more likely to be serving at private (77%) than public (23%) law schools. Deans who negotiated with the provost were only slightly more likely to be serving at public schools (56%) than private schools (44%).

Former deans were more likely to negotiate the terms of their employment with the president or chancellor than sitting deans (42% vs. 25%), and less likely to negotiate with the provost or senior academic officer (50% vs. 69%).

69%

of deans negotiated the terms of their employment with provost or senior academic affairs

NEGOTIATING TERMS OF EMPLOYMENT

Negotiating the terms and conditions of a deanship will necessarily include salary, and that requires doing some homework in advance. “It’s important to know what the history of salaries are for deanships both across the institution, as well as those of prior deans,” offers Jennifer Rosato Perea, dean of the DePaul University College of Law.

That’s sound advice, but the successful negotiation of a deanship includes more than a determination of salary, Rosato Perea continues. “Most deans come from the ranks of faculty, so when it comes to negotiating a deanship package arrangement, there are a whole host of things that they never had to think about as a faculty member, especially related to the law school itself, like negotiating for faculty or staff lines, or student scholarships.”

Vikram “Vik” Amar, dean of the University of Illinois College of Law, puts it this way, “Ideally, the vast majority of the negotiation should be focused on resources

for your law school that you’re going to be heading, not your own personal salary. You have got to take a long view of this. If you’re going to be a successful dean, you need the institution that you are leading to have the requisite support.” This means negotiating for things such as having the university underwrite more student scholarships, reducing class sizes, funding lines to hire new faculty and staff, or launching new initiatives to name a few.

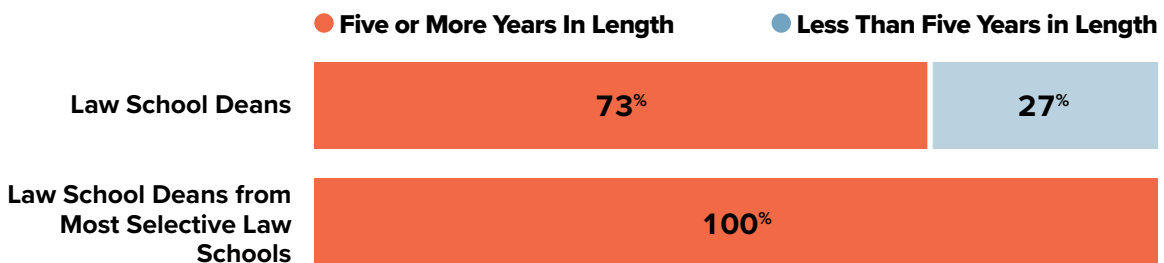
Sometimes this means making only nominally more money in the near term than one would have made as a faculty member. Dean Amar adds, “Just as you don’t become a professor for the money relative to what you could make in the private market, you don’t become a dean just because you’d make a little bit more than a professor. If that is your motivation, you need to ask yourself whether you’re cut out for deaning.”

Contracts

A large majority (82%) of deans have an employment contract with their law school, with virtually no difference between deans at public law schools (81%) and deans from private law schools (83%).

Among deans with employment contracts, most (81%) have specified contract lengths. While not all contract lengths are reportable due to small response counts, five-year terms account for 69 percent of known contract terms, and three-year terms account for 12 percent. Overall, a majority of deans (73%) have contracts that are five or more years long, while fewer (27%) hold contracts of less than five years in length. All of the deans from the most selective law schools with contract terms report a contract term between five and ten years. Contract terms of deans from selective law schools were more evenly distributed, with 44% having terms of less than five years and 56% having terms of five to ten years in length (See Figure 19).

Figure 19. More than 80% of deans have contracts; almost three-quarters of contracts are for 5 or more years



CHAPTER WRAP-UP

The candidacies of most deans are initiated by someone else, with most being nominated by another person, or contacted by a search firm. Nearly 60 percent of deans were selected in a process that involved a search firm, although a much higher proportion of men were chosen in searches that involved a search firm than women. More than 80 percent of deans have a contract with their law school, and nearly 70 percent of those contracts are for five years.



CHAPTER 5

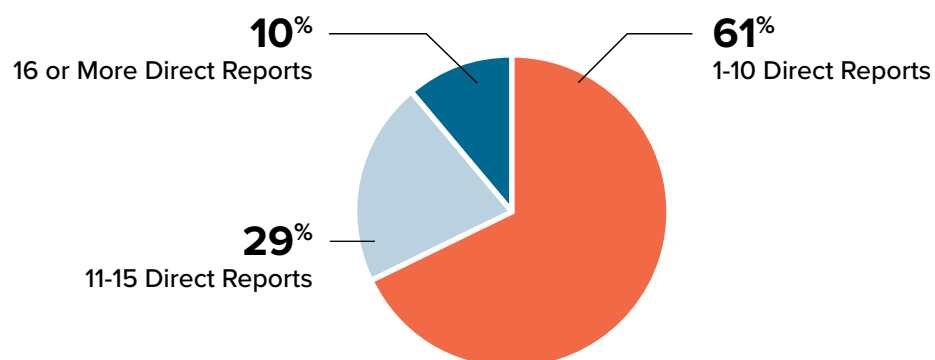
Dean Responsibilities and Allocation of Time

American law school deans have a long and ever-changing “to do” list but only a limited amount of time in which to do it all. How they manage their priorities and workloads has never been systematically explored until now.

Managing a Law School

One of the major tasks deans face at the beginning of their deanship is organizing their senior management team. The majority of deans (61%) have between one and ten direct reports (See Figure 20). A smaller proportion have between eleven and fifteen (29%) or sixteen or more (10%) direct reports. Deans, in general, would prefer to manage fewer direct reports: most (84%) would prefer to have between one and ten direct reports, and a much smaller group (9%) would prefer to have eleven to fifteen direct reports or sixteen or more direct reports (7%).

Figure 20. Most deans have 1 to 10 direct reports



Findings about direct reports for deans are generally consistent across gender and race/ethnicity, as well as institutional control. There are no measurable differences in number of direct reports by faculty size, although deans from schools with large faculties are more likely than their peers with medium or small faculties to prefer one to ten direct reports (82% vs. 77% vs. 70%).

Most deans (95%) meet weekly with law school associate deans (some have the title deputy or vice dean). There are no notable differences by gender, race, ethnicity, or faculty size.

GETTING OFF TO A GOOD START

Whether a dean comes into their role from the school where they've been on the faculty, joins from a different school, or moves from outside academia all together, there are bound to be challenges during the transition. How can aspiring deans

prepare to make the transition as smooth as possible?

One important strategy is listening, especially for deans who are brand new to the job. Dean Madeleine Landrieu of Loyola University New Orleans College of

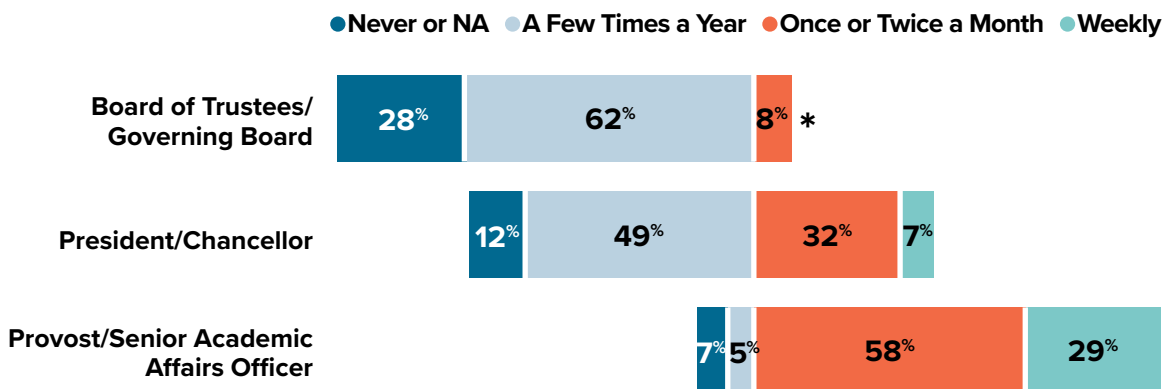
Law advises “doing a lot of listening,” which is “really important to get to know who’s here, what their worries are, what their hopes are, what their dreams are.” Jennifer Rosato Perea, dean of the DePaul University College of Law points out that, “Even though you need to be getting things done and there may be some crises on your plate from day one, you want to have a listening tour with key members of your community, at least for the first few months.”

Second, it’s important to take time to get to know faculty, staff, and students. Vikram “Vik” Amar, dean of the University of Illinois College of Law emphasized the importance of “really getting to know your staff,” as well as teaching, if possible, in the first semester. This shows students that “you really do take seriously the instructional role and component of the law school.”

University Relationships

Deans understandably meet less often with provosts or senior academic officers than with their internal staff. On the other hand, more time with university officials can strengthen the position of the law school in the university. Most deans (58%) meet with these university leaders once or twice a month, but about a third (29%) meet with them weekly. Most deans meet with their president or chancellor a few times a year (49%) or once or twice a month (32%). A small group (7%) meets weekly with the president or chancellor. The majority of deans (62%) meet with the board of trustees or governing board a few times a year. Findings were similar for former deans, with one notable exception: Only 18 percent of former deans reported meeting with the provost or senior academic affairs officer weekly, compared to 29% of sitting deans (See Figure 21).

Figure 21. Almost 90% of deans meet with the provost or senior academic officer once or twice a month or weekly



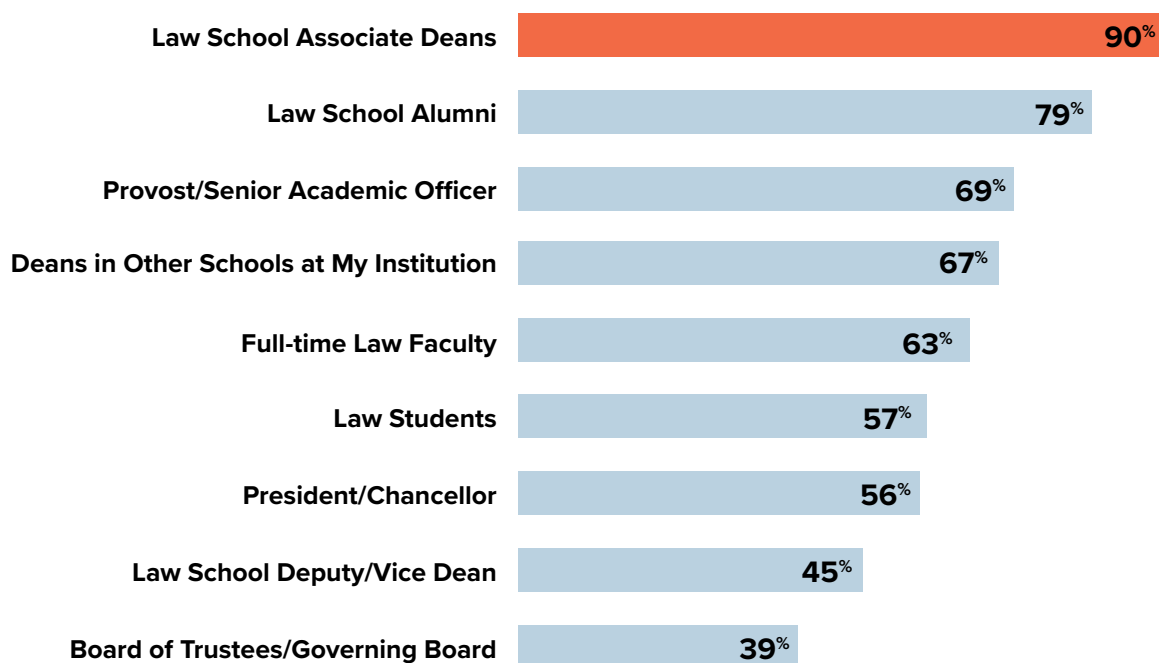
* = Too Few Responses to Report

Institutional control may have some impact in terms of how often deans meet with university leadership. In general, deans at private law schools report more frequent meetings with university leadership. They are more likely than deans at public schools to meet with their boards a few times a year (67% vs. 56%), and with the president or chancellor once or twice a month (36% vs. 27% for public school deans). While a majority of deans at public law schools meet with the provost or senior academic officer just once or twice a month (69%), more private school deans report meeting with the provost or senior academic officer weekly (36% vs. 22% of public law school deans).

Positive and Challenging Working Relationships

Deans are most likely to report their most positive working relationships with law school associate deans (90%), law school alumni (79%), the provost or senior academic officer (69%), deans in other schools at their institutions (67%), and with full-time law faculty (63%). A smaller proportion of deans report positive relationships with the law school deputy or vice deans (45%) or with the board of trustees or governing board (39%) (See Figure 22).

Figure 22. The most positive relationships deans have are with the associate dean and law school alumni





To succeed, a dean needs not only to develop an overall strategic vision of what they're trying to achieve, but also to consider how best to translate and communicate that vision to a wide variety of audiences and constituencies. Success as dean requires cultivating the buy-in of many different groups.



**Trevor Morrison, Dean of the
New York University School of Law**

Deans that reported to have challenging relationships with:

Full-time faculty

53%

Law students

39%

President or chancellor

23%

Former deans had similar patterns in positive relationships, although they were less likely than sitting deans to have reported positive relationships with the provost or senior academic affairs officer (49% vs. 69% of sitting deans). Former deans were also more likely than sitting deans to have reported positive relationships with law students (73% vs. 57%).

While a large majority of deans from both public and private law schools report positive relationships with associate deans and alumni, there are differences in terms of other groups. Deans at private law schools are more likely than their peers at public schools to report positive relationships with law students (68% vs. 45%), full-time law faculty (68% vs. 58%), and the board of trustees or governing board (47% vs. 30%). Deans at public law schools are more likely than those at private schools to report positive relationships with the provost/senior academic officer (72% vs. 66%) and deans in other schools at their institutions (73% vs. 62%).

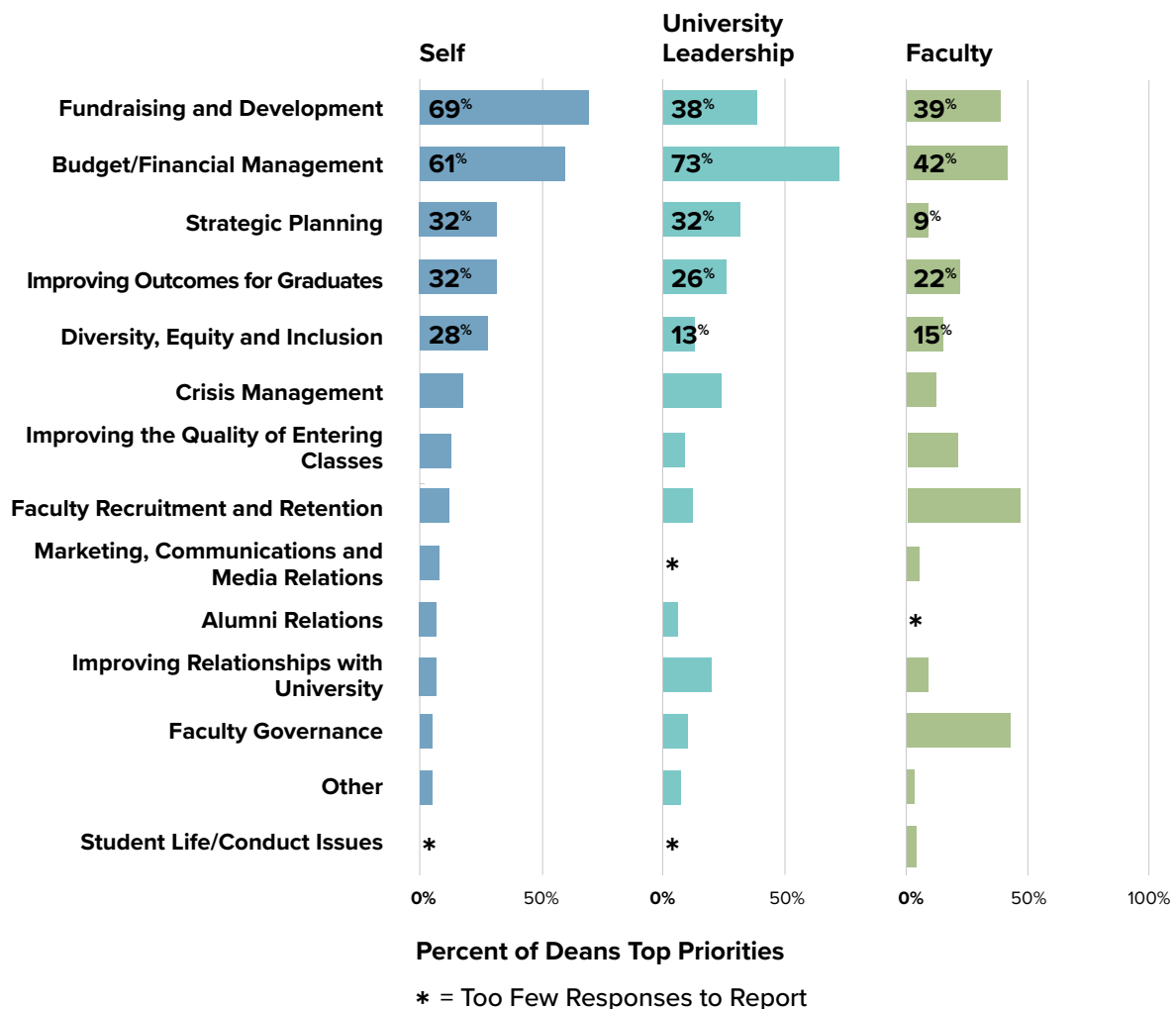
The distribution of challenging relationships is more diffuse. About one-half (53%) of deans have challenging relationships with full-time faculty, compared to more than one-third (39%) with law students, and about one in five (23%) with their president or chancellor. Deans from outside academia are more likely to have challenging relationships with full-time faculty than deans who come from inside academia (63% vs. 50%). Women deans are more likely than men to have challenging relationships with law school students (44% vs. 34%).

While deans' challenging relationships are more varied than their positive relationships, there are a few notable differences that vary depending on institutional control. Deans at private law schools are more likely than those at public law schools to report challenging relationships with the president/chancellor (29% vs. 17%). While the majority of deans at public law schools report positive relationships with the provost or senior academic officer, they are more likely than private school deans to report this is a challenging relationship (28% vs. 16%). Public school deans are also more likely to report challenging relationships with law school students than private school deans (46% vs. 33%).

Most Important Responsibilities and Time Spent on Them

Deans consider fundraising/development (69%) and budget/financial management (61%) to be their two most important responsibilities (See Figure 24). Other responsibilities they consider very important are strategic planning (32%), improving outcomes for graduates (32%), and diversity, equity, and inclusion (28%). When asked what their university leadership and faculty think are the most important responsibilities of their job, revealing differences emerged. Only 38 percent of deans report that their university leadership or faculty think that fundraising/development is an important aspect of their job. By contrast, 73 percent of deans report that university leaders consider budget/financial management an important responsibility for the dean. Diversity, equity, and inclusion is considered more important by deans themselves (28%) than by university leadership (13%) or faculty (15%). Faculty recruitment and retention is considered important by only 12 percent of deans, but a higher percentage of deans (47%) report faculty think it is important.

Figure 23. Deans think their most important priorities are not shared by university leaders or faculty





At many institutions, the law school has to fit in as one piece of a larger puzzle. And, increasingly, as universities are under pressure to steward their limited resources in strategic ways, presidents and provosts are looking to bring alignment among the various aspects of the university and that means that law school deans have to work within that ecosystem.



Garry Jenkins, Dean of the University of Minnesota Law School

Former deans are more likely than sitting deans to believe faculty recruitment and retention was an important responsibility of their job as dean (25% vs. 12%). They are less likely than sitting deans to believe diversity, equity, and inclusion was an important responsibility (11% vs. 28%).

MAKING TOUGH DECISIONS

Law school deans serve a variety of constituents: faculty, students, administrators, alumni, and for those who serve at law schools that are part of a university, other higher education administrators, to name a few. It's often the case that these constituents disagree about some issues, which is why good decision-making skills are so important to the law school deanship.

"We're not going to be liked all the time for everything we do as a dean," says Michael Hunter Schwartz, dean of the McGeorge School of Law at the University of the Pacific. "It's not that you're not going to feel uncomfortable or in pain, say, delivering bad news or holding people

accountable. But you have to understand, that's the job. That's what you have to do."

One important skill is adhering to your values. Sean Scott, president and dean of the California Western School of Law puts it this way, "You have to have clarity about what your principles are, what your strategic goals and objectives are, and have the fortitude to stick with them even if they're not going to make everyone happy." Marc Miller, dean of the University of Arizona's James E. Rogers College of Law, is among those who finds comfort in knowing that he is part of a community of legal education professionals. "It's a reason why deans call other deans."

There are some interesting differences between what deans consider their most important responsibilities and the time they spent on these tasks in 2019, before the emergence of COVID-19. Fundraising and development is cited as an important responsibility by most deans (69%), and

most (61%) also spend “a lot” of time on it. Alumni relations are viewed as an important responsibility by few deans (7%) yet over one-half (51%) spent “a lot” of time on it in 2019. Roughly one-half (49%) of deans also spend “a lot” of time on budget and financial management, a responsibility that most (61%) consider important. It is interesting to note that while fundraising and development and budget and financial management are the responsibilities that deans most often view as important and spend a lot of time on, they are also the responsibilities that deans felt least prepared for. As reported in Section 3, over one-half (57%) of deans felt underprepared for fundraising and development, as well as budget and financial management (53%) when they began serving as dean.

There are few noticeable demographic differences in how deans spent their time in 2019. Women are more likely than men to say they spent some or a lot of time on crisis management (66% vs. 55%), faculty recruitment and retention (88% vs. 77%), improving relations with the university (90% vs. 83%), and student life/conduct issues (77% vs. 57%) in 2019. Men are more likely than women to say they spent some or a lot of time on improving the quality of entering classes (91% vs. 81%).

White deans are more likely than deans of color or Hispanic ethnicity to say they spent some or a lot of time on crisis management (62% vs. 52%), faculty recruitment and retention (83% vs. 72%), and improving the quality of the incoming class (89% vs. 80%) in 2019. Deans who identify as a race/ethnicity other than White are more likely than White deans to say they spent some or a lot of time on student life and conduct issues in 2019 (76% vs. 62%).

Former deans were more likely than sitting deans to spend a lot of time on improving outcomes for graduates (45% vs. 36%) and on strategic planning (35% vs. 26%).

Gender of deans who reported they spent time on crisis management

66%
of women

55%
of men

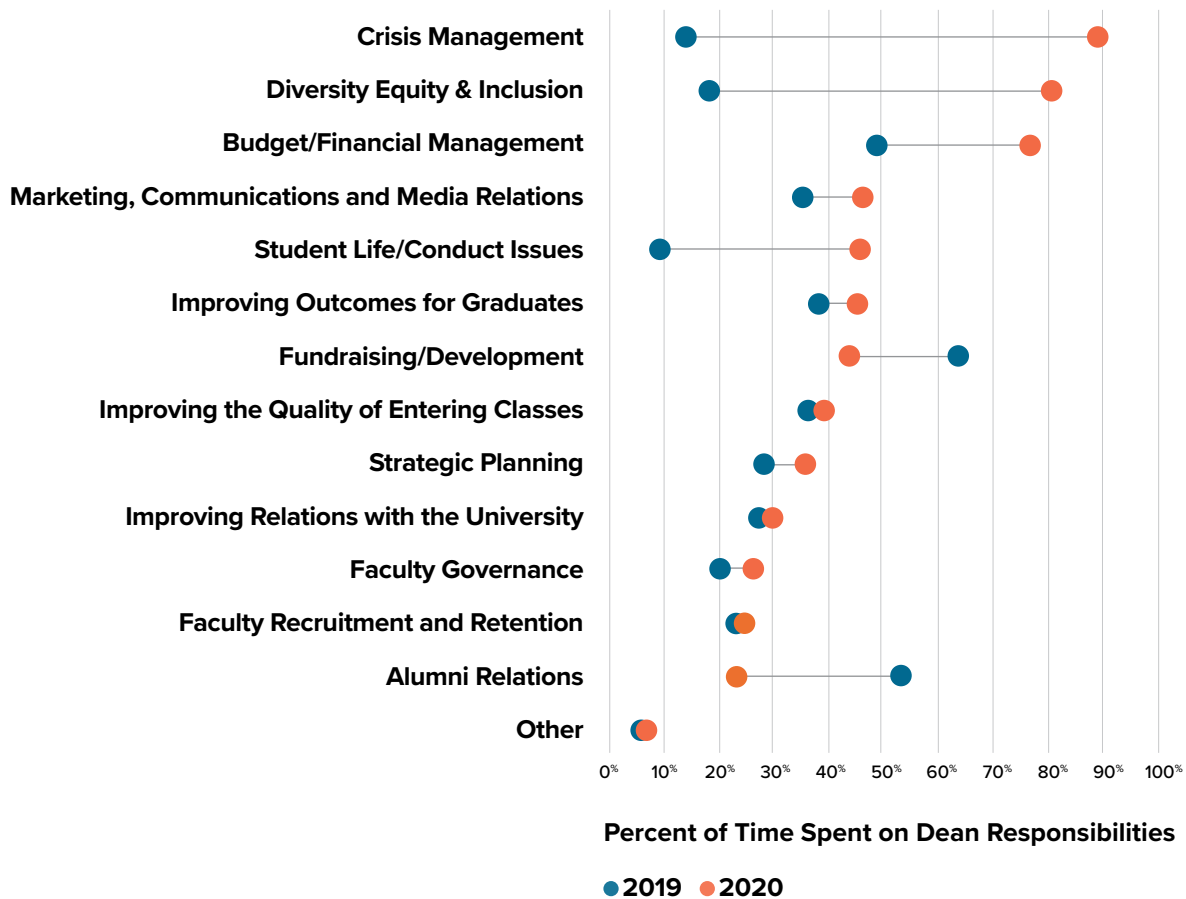
How COVID-19 and America’s Reckoning with Racial Injustice Changed the Deanship

Deans’ allocation of their time changed substantially in 2020 with the onset of the pandemic, as well as the major racial and social justice movements that began in the summer of 2020. A large majority of deans now report spending “a lot” of time on crisis management (88%), diversity, equity, and inclusion (79%) and budget and financial management (74%) (See Figure 24). This compares to only 11 percent of deans who reported spending “a lot” of time on crisis management, 16 percent who spent “a lot” of time on diversity, equity, and inclusion, and 49 percent who spent “a lot” of time on budget and financial management in 2019. Deans also more often report spending “a lot” of time on student life and conduct issues in 2020 (44%) than they did in 2019 (8%). Deans were less likely to spend a lot of time on fundraising in 2020 than in 2019 (42% vs. 61%), as well as alumni relations (21% vs. 51%), the likely result of the COVID-19 pandemic.

88%
deans report spending “a lot” of time on crisis management, and

79%
deans report spending “a lot” of time on diversity, equity, and inclusion

Figure 24. COVID-19 and other events of 2020 changed how deans spend their time



There are a few demographic differences in terms of what tasks deans spent a lot of time on in the last year. Women deans were slightly more likely than men to spend some or a lot of time on many of the tasks our survey asked about: alumni relations (80% vs. 71%), faculty recruitment and retention (80% vs. 76%); fundraising (91% vs. 86%); marketing, communications, and media relations (93% vs. 83%); and student life/conduct issues (91% vs. 81%).

White deans were slightly more likely to spend some or a lot of time on faculty governance than their peers of other races/ethnicities (82% vs. 77%).

Other Decanal Activities

Allocating their time effectively is a major challenge for all leaders, including law deans. Given that most deans come from inside academia, and the importance of teaching and scholarship to faculty, a major decision deans face is whether to teach and research while serving as dean. Not surprisingly, a large majority do both. A majority of deans teach a course by themselves (70%), publish scholarly material in books or journals (67%), and write or blog legal or higher education issues (55%). A smaller proportion team teach a course (36%).



I thought it was important for me to continue teaching while serving as dean. Many parts of the dean's job take you outside the building, and away from the students and faculty. By continuing to teach, I think I was able to maintain a more direct connection to the students and to the rhythms of the academic year.



Trevor Morrison, Dean of the New York University School of Law

Men are more likely than women to team teach a course (44% vs. 26%), but women are more likely to publish scholarly material in books or journals (77% vs. 60%). Men are more likely than women to write or blog about legal or higher education issues (61% vs. 43%).

White deans are more likely than their peers of other races/ethnicities to teach a course by themselves (75% vs. 50%), and to team teach a course (40% vs. 23%). Deans of color are more likely to publish scholarly material in books or journals (70% vs. 66%) and to write or blog about legal or higher education issues (63% vs. 53%).

About one-third (31%) of deans also serve on the board of at least one professional or higher education association. Over one-half (53%) serve on the board of a non-profit organization (not including a professional or higher education association). Small numbers of deans (too small to report in most cases) serve on the boards of other types of organizations, such as for-profit companies, pre-K or K-12 schools, or colleges and universities.

Men are more likely than women to report serving on at least one board of a professional or higher education association (48% vs. 41%). Men are also more likely than women to report serving on at least one board of a non-profit organization (excluding professional or higher education associations) (71% vs. 62%). Deans of color or Hispanic ethnicity are more likely than White deans to serve on at least one board of a professional or higher education association (56% vs. 45%) as well as non-profit organizations other than a professional or higher education association (76% vs. 63%).

31%

of deans also serve on the board of a professional or higher education association

53%

serve on the board of a non-profit organization

STAYING ENGAGED WITH STUDENTS

One way to remain engaged with students is to be visible. Marcilynn Burke, dean of the University of Oregon School of Law, hosts “Dessert with the Dean” at her home, participates in admitted student days, and leads orientation, among other things. Madeleine Landrieu, dean of the Loyola University New Orleans College of Law,

offer this scenario: “My focus may be on development, curriculum, new programs, or capital improvements, but in the end, it is all about our students. So, if a student walks into the dean's suite to see the dean of students, appears to be stressed, and I'm the only one here, then I'm going to see that student.”

Another way to connect with students is to teach. For Michael Hunter Schwartz, dean of the McGeorge School of Law at the University of the Pacific, “Ultimately, everything we do is about the students, and so it is important to me that I have a current experience of what it’s like to interact with our students.” Vikram “Vik” Amar, dean of the University of Illinois College of Law, suggests that teaching can be especially important in the first semester, or at least the first year, as dean. “It sends a very important message to students to show that you’re not just a dean for faculty and for the alums, but for them.”

The fact that so much of the deanship takes one away from the inside-the-building constituencies makes having direct connection to large numbers of students all the more important, offers Trevor Morrison, dean of the New York University School of Law. “As far as faculty are concerned, I think it helps for them to know that their dean is in the classroom. That has been especially true over the past year. Experiencing firsthand the challenges of teaching during the pandemic has, I hope, helped me to better understand the concerns of our faculty during this time,” adds Dean Morrison.

Satisfaction

Nearly

80%

of deans are satisfied with the role

Nearly 80 percent (79%) of deans are satisfied with their position as dean. About one-fifth are neutral or dissatisfied (21%). Women deans are slightly less satisfied than men (77% vs. 82%). There are no significant differences by race/ethnicity. Deans serving at private law schools are more satisfied in their role as dean than their peers at public law schools (83% vs. 75%). An even higher proportion of former deans (83%) were satisfied.

CHAPTER WRAP-UP

The roles and responsibilities of the law school dean are varied, demanding, and, according to Vikram “Vik” Amar, Dean of the University of Illinois College of Law, “relentless.” Deans consider their most important responsibilities to be fundraising, budget/financial management, strategic planning, improving outcomes for graduates, and diversity, equity, and inclusion. Deans think that both the university and faculty consider some other important responsibilities to be in the top five. As this chapter shows, deans must fulfill numerous roles in service to their students, faculty, staff, senior administrators, alumni, and the community at large. Each law school operates in a different environment and under different pressures which means that aspiring deans should consider carefully whether their talents are the right fit for a particular law school.



CHAPTER 6

The Future of Deanship

It is not clear what the future might hold for American law schools and the deans who lead them. But sitting deans have an exceptional understanding of where things stand now, as well as what issues and trends are likely to shape legal education for years to come.



Given the changes the last two years brought to legal education, many deans are no doubt thinking about the shape of legal education, and the deanship itself, going forward. As reported in the previous section, the onset of the COVID-19 pandemic and major social and racial justice movements significantly affected the way deans spend their time. In the words of Marc Miller, Dean of the University of Arizona’s James E. Rogers College of Law, “Not only did I need to have the traditional skills of being a manager and understanding budgets and so forth, but I had to innovate in a changed space. Having a good steady hand at the tiller was no longer sufficient to help a law school - any law school – prosper.” These events affected the delivery of legal education across the country and while law schools faced the challenge of having to quickly and nimbly adjust to the “new normal,” our study demonstrates that some of the adaptations may remain advantageous in the long run.



I don’t care whether you’re in Wyoming or Montana or South Carolina or California, it is very hard to deny that the basic pillars of our democracy are under attack, and if nothing else, politics aside, one of the things that lawyers do in America is we ensure that we uphold the basic promises of our founding documents. It is an opportunity for law schools to think about what that means and how that translates into our curriculum, our hiring, our admissions policies. What does it mean to uphold the first amendment? What does it mean to say that we believe in inclusion and equality? What does it mean to say that all men are created equal? There is an opportunity for us as deans to ask those questions, and to make sure that as educational institutions, we are having those conversations about what it means to be a law school in a democratic country at this point in time.



**Sean Scott, President and Dean of the
California Western School of Law**

Innovations That May Continue

When asked to reflect on the kinds of changes and innovations that might endure, some deans suggest that law schools will continue to place greater emphasis on promoting social justice and recommit resources to student mental health and well-being. Most deans offer three types of innovations that they think will probably continue: online teaching and learning, remote work arrangements for faculty and staff, and more opportunities for engagement with the wider legal community.



We all got a crash course in different modalities of teaching and learning. Legal education is relatively conservative by nature and had been slow to go down these paths. But in light of what we've been through, we deans have this moment now to ask, 'What works so well that we want to keep it as a piece of legal education going forward?'



Jennifer Mnookin, Dean of the UCLA School of Law

The most frequently mentioned innovation (73%) likely to endure is online teaching. As one dean put it, "The pandemic has opened the eyes of our faculty to places where distance ed can benefit our curriculum." Another confirmed that the pandemic "heightened focus on pedagogical excellence and intentionality." Examples of innovations include creating new ways to deliver content, using flipped classrooms, creating podcasts, and rethinking student assessments.

Deans say there are two primary benefits of online environments. First, they are more flexible, allowing faculty to create new course offerings, new ways to hold office hours, and new ways to organize student meetings. Second, online environments are more accessible for most students. Online classes and class recordings can, for example, accommodate environmental challenges (such as weather closures), student illness (sick students), and personal circumstances (students who cannot attend due to personal emergencies).

Still, online learning has drawbacks. "The year [2020] underlined the importance of in-person instruction," offers one dean. In the words of another dean, "It is evident that the use of hybrid modalities for classes ... will continue after the pandemic ends. But what exact form that should take is still a significant question."

The second most frequently mentioned change (39%) that deans see as the pandemic is the way in which deans work with their faculty and staff. Work from home at least on some days will be available for selected staff or in specific circumstances. Online modalities made meetings with faculty and staff easier to conduct. Deans report they also expanded their reach to staff and individuals whom they would not have ordinarily had the opportunity to meet. "We learned that frequent regular communication with internal constituents was invaluable," offers one dean. It also improved their ability to solve problems. "Work teams across administrative offices were created to solve specific problems. This had a de-siloing effect that was good. The fact that meetings can happen online has deans thinking about other things as well. In the words of one dean, "We are thinking specifically about how we collaborate and how we set our structures, including physical space, in the law school to be conducive to our needs."

A third innovation likely to continue is the expansion of access to larger communities of scholarship and teaching (n=31). For faculty, the online environment has enabled them to incorporate a much broader collection of experts and speakers into their teaching at a fraction of the cost. Conversely, online delivery of content has allowed an equally diverse array of

experts and speakers to share their knowledge and networks with faculty and students at law schools. In the words of one dean, “I am sure that we will expand our use of Zoom and other remote services in order to improve the intellectual environment. Our faculty have felt the ability to interact with others in their field of expertise has been especially great.”

Implications for the Deanship

Many deans would agree with Jennifer Rosato Perea, Dean of the DePaul University College of Law, who hopes that legal education achieves a level of stability that has been missing in recent years. She offers a reminder of how legal education began changing a decade ago. “We had the economic downturn that ravaged law schools and transformed them, but not in a way that we chose.” Now, as the worst of the pandemic appears to be behind us, she offers a more hopeful vision. “I’d like to see the dean to be less of the crisis manager, day-to-day, week-to-week, which we’ve all been doing tirelessly for years now. We really need to be thinking about how to transform legal education, then taking the time to do it, collaboratively with other law schools, the bench and bar, as well as our community and university partners.”

The deanship is now more outward facing than previously and this is unlikely to change. In the words of Marcilynn Burke, Dean of the University of Oregon School of Law, “Being a dean today is a different job than being simply the intellectual leader of the faculty. If you don’t want to spend half of your time in alumni and donor relations, it may not be for you.” This new approach also includes ongoing outreach to members of the legal profession, according to Vikram “Vik” Amar, Dean of the University of Illinois College of Law. “The dean has to be a good ambassador to make sure that the those who are in practice and on the bench understand better what is going on at the law school and why that should be of interest to the profession.

Given the many changes currently underway in legal education, new perspectives may be welcome and necessary. That more persons of color, women, and women of color are now serving as deans is one indicator that new perspectives are already taking root in the ranks of law school leaders. Dean Rosato Perea reflects on something that Marian Wright Edelman, one of her inspirations for going to law school, once said: “You can’t be what you can’t see.” Dean Rosato Perea continues, “For our students, for example, it means a lot to them that I’m a first-gen; that I’m a Latina. It gives them hope, aspiration, and drive for their own success, and they don’t feel as isolated and alone in their journey.”

And the post pandemic dean will also be someone really comfortable with technology, willing to put ourselves out there and be comfortable with whatever technology we need to do our jobs,” offers Michael Hunter Schwartz, Dean of the McGeorge School of Law at the University of the Pacific. Jennifer Mnookin, Dean of the UCLA School of Law agrees. “An obvious consequence of the pandemic was that we all got a crash course in different modalities of teaching and learning. Legal education is relatively conservative by nature, and had been slow

to go down these paths. We now have this moment now to ask, ‘What works so well that we want to keep it as a piece of legal education going forward?’”

Finally, there is some comfort in knowing that there is a community of deans is a community. “The community of deans is a wonderful one,” offers Dean Burke, “On the one hand we’re competing for students, faculty, resources, but on the other hand, I’ve never asked a fellow dean for help and they didn’t willingly give it.” Mark West, Dean of the University of Michigan Law School adds “I’ve learned a lot from so many non-law deans. Sharing with each other across disciplines is incredibly valuable. And I’ve learned a lot from talking to fellow law school deans across the country, some of whom seem to see the world the way I do, and some of whom don’t, which is great.”

CHAPTER WRAP-UP

The combined effects of the coronavirus pandemic and America’s reckoning with racial injustice might well be an inflection point in the evolution of legal education. Deans interviewed for this study agree that this is a seminal moment for legal education and for those who lead its institutions. As this chapter reveals, deans across the entire spectrum of law schools are rethinking aspects of their law schools and legal education in general.



The experience of the last 18 months has underscored the importance and value of a legal education. Whether it’s the pandemic itself, the reckoning with racial injustice, climate change, rapid technological change, or a host of other issues, virtually every significant human problem in the world today has a legal dimension to it. If those problems are to be solved, lawyers will need to play a role. It’s not at all surprising to me that applications to law school are through the roof this year.



Trevor Morrison, Dean of the New York University School of Law



CHAPTER 7

Information of Interest to Prospective Law School Deans

For anyone who might be thinking about becoming a law school dean, words of reflection and advice from current deans should be welcome. Their insights should also help to ensure that the pool of future deanship candidates is diverse, qualified, and better prepared.

The deans who lead American law schools display an array of personal and professional characteristics, experiences, and aspirations as demonstrated in the study, both in the survey findings and in the focused interviews conducted with twelve American law school deans. If there is one thing that most, if not all, law school deans have in common, it is that they did not think that they would one day be a dean when they started their academic careers. “There is no one right path,” offers Garry Jenkins, Dean of the University of Minnesota Law School. “It’s about finding the right opportunities that match the candidate’s passion.” For readers who are curious about the deanship, or would like to position themselves for a deanship, this section offers information that might be of particular interest.

Preparation for the Deanship

Dean candidates who have only been faculty members may find they are not well prepared because teaching and scholarship in and of themselves do not develop the skills that are needed to be an effective dean. Unfortunately, in the words of Trevor Morrison, Dean of New York University School of Law, “There are good reasons why universities typically select law professors to be their law school deans. However, there are many aspects of the dean’s job for which being an academic offers essentially no preparation.” Jennifer Rosato Perea, Dean of the DePaul University College of Law, agrees, “I think you need a skill set that any CEO would have.” Deans identified several ways in which they were unprepared for the deanship, which follow.

Figure 25. Fundraising and development and budget and financial management were the areas in which most deans felt underprepared



57%

of deans felt underprepared for fundraising and development

Deans report they were most underprepared for two particular aspects of the deanship: fundraising and development (57%) and budgeting and financial management (53%). They are less likely to think they were underprepared for crisis management (38%); marketing, communications, and media relations (29%); improving relations with the university (29%); or diversity, equity, and inclusion (27%). In general, deans did not identify faculty- and student-oriented aspects of the deanship as being areas in which they were underprepared (See Figure 25, above).

FUNDRAISING

While it has a reputation for being something that many deans are unprepared for, and even uncomfortable with, fundraising for many turns out to be one of the most rewarding parts of the deanship. “You’re helping donors and alums fulfill their dreams of giving back to the law school. They want their donations and gifts to matter, and you can help make that happen,” offers Garry Jenkins, Dean of the University of Minnesota Law School. Sean Scott, President and Dean of the California Western School of Law put it this way, “Someone advised me that fundraising is not really about asking for money. What we really are asking for is for others to invest in the change the law school wants to make in the world. Deans do have to have a vision of that change, and a willingness to ask people to invest in that change.” Michael Hunter Schwartz, Dean of the McGeorge School of Law at the University of the Pacific agrees, “You can do really good things in the world just by convincing people to give you some money.”

But fundraising sometimes requires the use of skills that are not necessarily part of one’s repertoire. “In the beginning, it’s anxiety provoking—it’s not something that we get training on—but it can be exhilarating. And, in the end, the worst-case scenario is that they say ‘no’ right then,” offers Dean Schwartz. At least some of the secret to success in fundraising is to shift one’s mindset. According to Dean Jenkins, deans who are successful fundraisers remember that they are not lone “white knights.” He adds, “You can’t think of yourself as being the one who comes in and does it all yourself. Ultimately, it’s about partnering with others in the law school.” According to Dean Scott, “Deans are required to ensure that the advancement team has expertise in all of these areas and be willing to step in to close a deal that has been nurtured by the team. Like so many other aspects of leading a law school, fundraising is a team effort.”



I think I would say that it is a service-oriented position. You're in service to students. You're in service to your faculty. You're in service to your broader alumni community. So, if you're prepared for that and if that's what you want to do, then that's the first step.



**Madeleine Landrieu, Dean of the
Loyola University New Orleans College of Law**

While overall patterns are similar across gender and race/ethnicity, there are a few noteworthy findings. Women deans are more likely than men to say they were underprepared for fundraising and development (67% vs. 49%); marketing, communications, and media relations (35% vs. 27%); and improving outcomes for graduates (22% vs. 14%). On the other hand, men are more likely than women to say they were underprepared for diversity, equity, and inclusion (33% vs. 20%) and strategic planning (29% vs. 13%). In terms of race/ethnicity, just over one-third (35%) of White, non-Hispanic deans report they were underprepared for the marketing, communications, and media relations aspects of the deanship, compared to 14 percent of deans of color or Hispanic ethnicity. Deans of color or of Hispanic ethnicity are also less likely than White deans to report being underprepared for alumni relations (17% vs. 26%). White deans are less likely than deans of color to report being underprepared for improving relations with the university (25% vs. 39%).

Useful Preparatory Experiences

Deans identify being an associate dean (62%) as the most useful way to prepare for being a dean, followed by leadership on a law school committee (55%), mentorship by other deans (48%), and serving on a law school search committee (38%). Other leadership roles, such as serving on a university-wide committee, serving on a search committee for another senior higher leadership position, or serving in a leadership role in a professional association or academic organization round out the list of the most useful experiences, at 29 percent, 25 percent, and 25 percent respectively (See Figure 26).

62%

of deans said serving as an associate dean was the most helpful preparatory experience

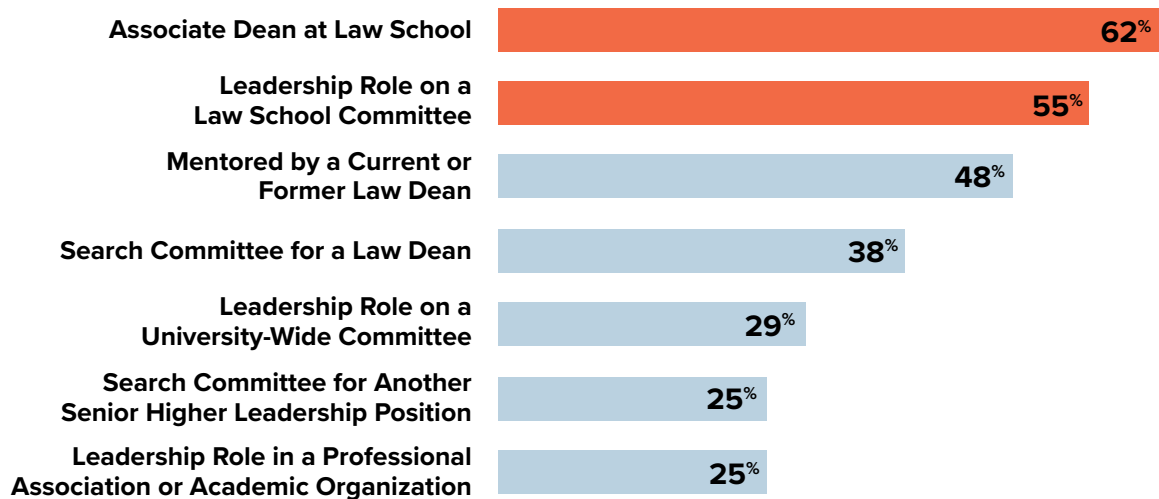


Dig into an institutional project and see how you like it. Because when you're the dean, a huge amount of your job is to help your faculty and students do their jobs/achieve their goals.



Jennifer Mnookin, Dean of the UCLA School of Law

Figure 26. The two most helpful preparatory experiences were being an associate dean and being in a leadership role on a law school committee



The most helpful preparatory experiences among deans who come from within the academy are the same as for all deans, but with greater levels of intensity, including serving as an associate dean (66%), serving in a leadership role on a law school committee (63%), and being mentored by a current or former dean was also cited frequently (48%). By comparison, deans coming to the deanship from outside of academia, while small in number, found mentorship by a former or current law school dean (48%), serving as an associate dean (45%), and serving in a leadership role in a law firm or other legal organization (also 45%) to be helpful experiences in preparing

ON BEING AN ASSOCIATE DEAN

No amount of scholarship, teaching, and service is enough to fully prepare someone to be a dean because, in the words of Jennifer Rosato Perea, Dean of the DePaul University College of Law, “The job of professor is very different than the job of dean.” In addition to the common skill sets that one has as a professor, she adds, deans need such skills as how to “organize your time, prioritize, be able to have vision and move it to execution, all of which are really CEO kinds of skill sets.”

One way to acquire those skills is being an associate dean. Marcilynn Burke, Dean of

the University of Oregon School of Law, put it this way, “I learned a lot more about the internal running of the law school. I learned a lot more about the university administration ... about budgeting, the nitty-gritty of it all.” Danielle Holley-Walker, Dean of the Howard University School of Law, put it this way, “There are so many facets to the running of the law school that faculty don’t necessarily see. The deanship is a huge range of activities, 90 percent of which I had no idea about until I became associate dean for academic affairs.”

them for the deanship. Roughly one-third (35%) of deans who came to the deanship from outside the academy cited serving in a leadership role in a professional association or academic organization as a helpful experience.



If someone has the curiosity or ambition to want to be a dean, and they're not an associate dean so that they can get a close-up view of the job, it's great for that person to sit down with the dean and say, 'I think I might be interested in doing this.'



Mark D. West, Dean of the University of Michigan Law School

What Deans Were Not Told

Deans were asked to describe something that they were not told during the selection process, the kinds of things that they wish they had known before they started their current deanship. Responses generally fell into three categories: budget issues, faculty politics, and senior leadership conflicts.

Deans report a number of different types of budgetary issues that they wish they had been told more about during the selection process, most notably the poor financial health of the law school and/or institution with which it was affiliated. Specifically, the most frequently reported (19%) issues were budget related: not getting a full and accurate picture of budgetary issues during the selection process, the state of the school's financial situation, and future commitments that the dean would inherit when taking office. To a lesser degree, deans report two other types of information that they wish they had been told more about during the selection process. First, deans report they did not fully understand the amount of discretion that they would have in terms of their relationship with the university. Some deans report being surprised, for example, that some institutions could redirect law school income for other university-wide purposes. Other law school deans report not understanding the number of budgetary issues and commitments left behind by their predecessors.

With respect to faculty politics, most deans wish they had known more about internal faculty divisions, suggesting that these made for difficult conditions in which to effectively manage the law school. To a slightly smaller extent, deans wish they knew more about the impact that their deanship would have on the faculty, especially on those who had been candidates for the deanship themselves.

The final major category of issues that deans wish they knew more about during the selection process concerned conflict with the central administration. Sometimes conflict arose unexpectedly, when a new president was appointed. Some presidents were seen as not having clear visions, while others were seen as micromanaging law school operations.

Important Attributes for Success as Dean

Deans most often cite emotional intelligence (63%), good judgment (59%), and being a stabilizing force during difficult times (53%) as being most important in helping them succeed in their role as dean (See Figure 27).

Figure 27. Top attributes deans consider important in helping them succeed in their role as dean



Ability to listen (47%) and integrity (43%) are also in the top five most cited important attributes. Smaller proportions of deans cite business and finance abilities (28%) as important, although, as previously reported, they think financial management and fundraising are important and time-consuming parts of their jobs. Only 16 percent of deans cite academic and intellectual leadership as an important attribute in helping them succeed in their role.

While overall patterns hold true across demographic categories, there are some notable differences as to what attributes deans consider most important in helping them to succeed in their role. Women are more likely than men to say that emotional intelligence (73% vs. 56%) and integrity (52% vs. 38%) are important for success as dean. Men are more likely than women to say that building consensus (26% vs. 16%) and humility (28% vs. 14%) are important. Deans of color and Hispanic deans are much more likely than White deans to report that emotional intelligence is an important attribute for success as dean (75% vs. 59%). They are also more likely than White deans to cite the ability to listen (69% vs. 39%), building consensus (33% vs. 21%), and academic/intellectual leadership (22% vs. 14%) as important attributes for success as dean. White deans are more likely than deans of other race/ethnicities to name the ability to convey the school's mission and purpose (37% vs 22%), flexibility (25% vs. 17%), and humility (24% vs. 14%) as important attributes (See Figure 28).

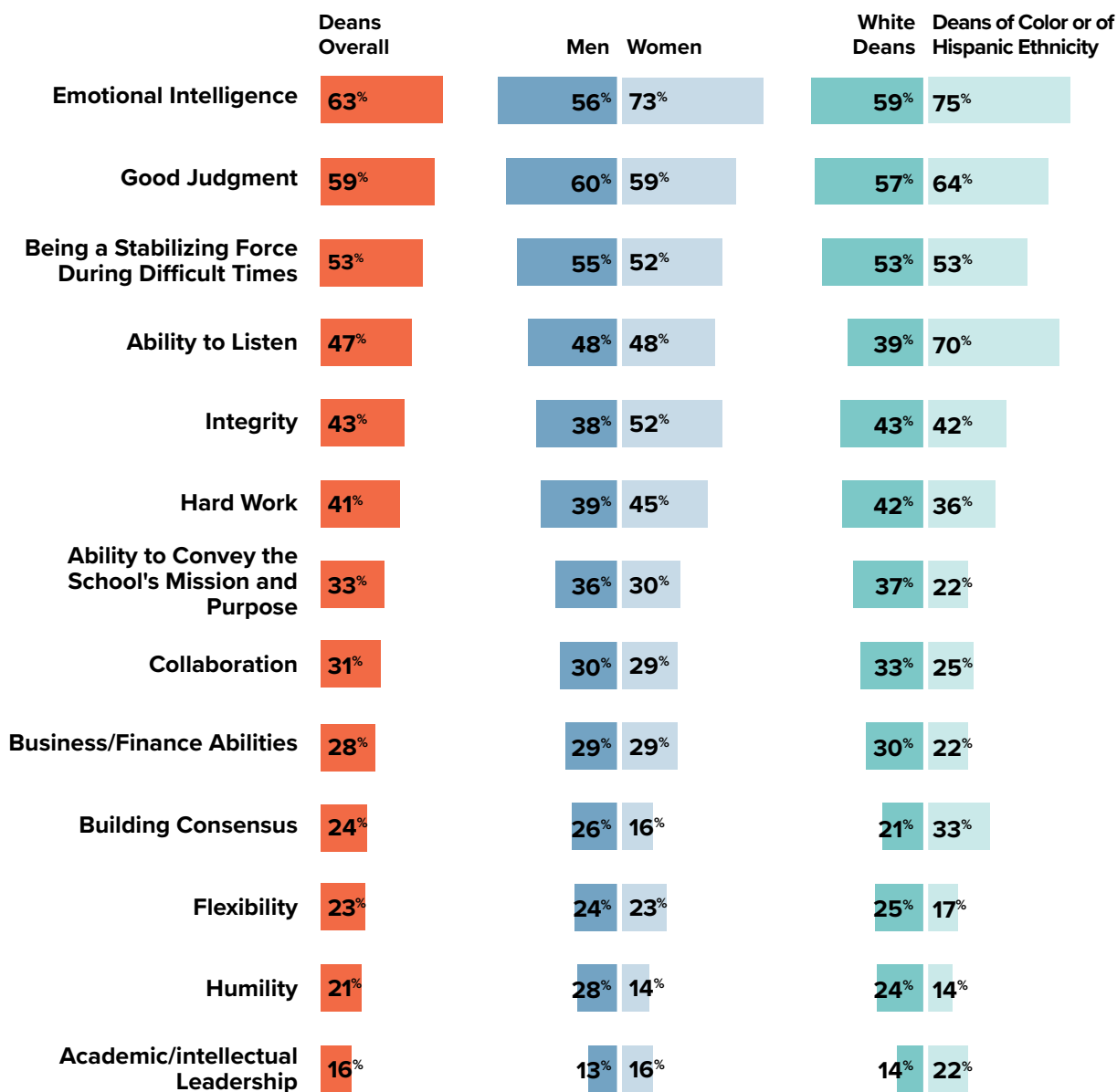


I enjoy this job. I don't think I'm ever going to have a better job.

Mark D. West, Dean of the University of Michigan Law School



Figure 28. Emotional intelligence and good judgment were the top two most important attributes in helping deans succeed



Percent of Deans Indicating Attribute is in the Top 5 Most Important Attributes

Deans from public and private schools did not differ widely in terms of the attributes they cited as important for success as dean. Deans of public law schools are more likely than those of private law schools to say that good judgment (65% vs. 53%) and the ability to convey the school's mission and purpose (38% vs. 29%) are important attributes for success. Deans of private law schools are more likely than those of public schools to say that the ability to listen (51% vs. 43%) and collaboration (35% vs. 25%) are important.



The capacity to not just continue on about what we do, around admissions, employment, education, online, clinics, externships, mentoring, bar passage ... all of it needs essentially constant rethinking.



**Marc Miller, Dean of the University of Arizona's
James E. Rogers College of Law**

There are more diffuse patterns in terms of which attributes deans view as important to their success as dean by faculty size. Deans at schools with large faculties were more likely than their peers at schools with medium or small faculties to think that emotional intelligence is important (82% vs. 48% vs. 60%). Deans at schools with medium faculties are more likely than their peers at schools with large or small faculties to say that hard work is an important attribute for success (52% vs. 32% vs. 38%). Deans of schools with small faculties are more likely than those at schools with large or medium faculties to say that being a stabilizing force during difficult times is important (65% vs. 50% vs. 44%).

CHAPTER WRAP-UP

Deans have identified areas in which they felt underprepared when they first began their deanship. This information should be useful to individuals who are considering becoming a dean and want to be better prepared. The top four areas identified are fundraising and development; budgeting and financial management; crisis management; and marketing, communications, and media relations.

Deans also listed being an associate dean, and holding a leadership role on a law school committee as the two most helpful ways to prepare for serving as dean. Finally, deans identified the six attributes they think are most helpful to being a successful dean:

- Emotional Intelligence
- Good Judgment
- Being a Stabilizing Force During Difficult Times
- Ability to Listen
- Integrity
- Hard work

Endnotes

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- 4 Faculty size categories are based upon 2020 full-time faculty as provided by the ABA Section on Legal Education. Source: ABA Required Disclosures, “2020 Faculty Resources” <http://www.abarequireddisclosures.org/>.
- 5 This category includes three private for-profit schools that were AALS fee-paid schools as of Fall 2020.
- 6 Median LSAT scores of incoming law school students provided by the ABA Section on Legal Education. Accessed https://www.americanbar.org/groups/legal_education/resources/statistics/
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- 8 The following section offers the most comprehensive trend data available to date with respect to gender and race/ethnicity from 2005 to 2020 using data from the AALS *Directory of Law Teachers*, as well as AALS membership records and publicly available sources. Between 2005 and 2020, AALS used various categories for race/ethnicity data in the Directory of Law Teachers and other records. Categories reported here are those that are currently in use.
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- 46 As of Fall 2020, there were a total of 200 ABA-approved law schools, three of which were on a teach-out plan and will lose accreditation once current students complete their degrees.
- 47 Source: ABA Required Disclosures, "2020 JD Enrollment and Ethnicity" <http://www.abarequireddisclosures.org/>. Accessed 1.23.2021.
- 48 Source: ABA Required Disclosures, "2020 Faculty Resources" <http://www.abarequireddisclosures.org/>. Accessed 1.23.2021.
- 49 This survey did not capture information about the specific types of associate deanships that were held by deans.
- 50 Retired deans may, in fact, be underrepresented in this survey given the possibility that they either chose not to complete the survey or may not have even received the survey invitation.

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Appendix A. Full-length Questionnaire with Indicated Abbreviated Items

NOTE: Variable names appear in **green**. In cases where a single question contains multiple variables, the question name appears in **purple**. Conditional text that appeared for former deans appears in **blue**. Coding notes appear in black in [brackets]. Variable names, question names, alternate text, and coding notes did not appear in the survey for respondents.

Questions that were included in the short version of the survey contain the symbol “(s)” after the variable or question name. If a question was modified for the shortened version of the survey, the symbol “(m)” appears after the variable or question name. Details of the modification of the question are included below the question text.

DEAN SURVEY

CONSENT LANGUAGE

Welcome to the AALS Study of the American Law School Dean Survey!

This survey focuses on the experiences of individuals who currently serve (or formerly served) in the position of law school dean. The Association of American Law Schools (AALS) has contracted with NORC at the University of Chicago to conduct the survey. NORC is an independent, non-profit research institution committed to scientific research integrity and confidential and secure data collection. Results from the survey will inform future research on law school deans and may be used to develop programming and policy initiatives for them as well.

Assurance of Confidentiality. Your participation in this important survey is vital to its success. We want you to feel comfortable answering questions freely and honestly. To ensure confidentiality, all data collected by NORC will be stored in a secure location. NORC will be enforcing global best practices to ensure that no external parties will know who responded or be able to match specific responses back to individuals. All findings will be reported in aggregate. No individually identifiable information generated by this survey will appear in the final report.

Participation Information. The average time to complete this survey is 20 (10)** minutes. Your participation is voluntary, and you can choose to skip any question you do not wish to answer. No risks are anticipated related to participating in this research beyond those experienced in everyday life. **Please do not pass this survey to someone else to complete as it asks questions that pertain specifically to you and your experience as a law school dean.**

If you have any questions or concerns about the survey or how your data will be used, you may contact the research team at deanstudy@norc.org or toll free at 877-888-7117. You can also visit the following website for additional information: <https://www.norc.org/Research/Projects/Pages/study-of-the-American-law-school-dean.aspx>. If you have any questions or concerns about your rights as a research participant, please contact the NORC IRB Manager toll-free at (866) 309-0542.

To ensure this survey is as representative as possible of all experiences, your participation is critical to this effort. This survey is specifically about your personal experiences. We appreciate your input!

Please select the first box below to give your consent to NORC to collect, use, and store your responses to this survey.

- 1 I consent to participate.
2 I do not consent to participate.

Navigation Instructions

- Please use the orange arrow buttons at the bottom of the page, not your browser's Back or Forward buttons, to move through the survey.
- If you need to exit the survey prior to completion, you may do so at any time. All responses provided will be securely stored. You may resume the survey at your convenience using the same ID and PIN sent to you by email.
- Although the privacy of information shared over the internet can never be completely guaranteed, our systems and software utilize leading security protocols and were designed to keep your data as safe and secure as possible and to support your confidentiality.

SPV SECTION. SAMPLE PERSON VERIFICATION

PRELOAD 'SAMPLETYPE' WHERE 1=SITTING, 2=INTERIM, 3=FORMER

Please answer the next few questions to help us verify that our records are correct. Remember, your answers on this survey will remain private and confidential; NORC complies with strict data security and confidentiality procedures. No external parties (including AALS) will know who responded or will be able to match specific responses back to individuals.

SPV1. (s) Our records show that your name is: [FIRST_NAME] [LAST_NAME] Is this correct?

- 1 No
2 Yes [→SPV2]

SPV1A. (s) Please update your name.

SPV1A_First FIRST NAME: _____

SPV1A_Last LAST NAME: _____

SPV2. (s) What best describes your experience as a law dean? Are you... [select one]

- 1 A current, sitting law dean [→SPVCALC]
2 An interim or acting law dean [→SPVCALC]
3 A former sitting law dean who no longer serves in such a position [→SPVCALC]
4 A former interim dean who no longer serves in such a position and who never served as a sitting law dean [DISQUALIFY – SEND TO SCREEN OUT]
5 None of the above [DISQUALIFY – SEND TO SCREEN OUT]

SPVCALC

IF SAMPLETYPE=1 AND SPV2=2, GO TO Q1

IF SAMPLETYPE=2 AND SPV2=1, GO TO Q1

IF SAMPLETYPE=3 AND SPV2=3, GO TO Q1

ELSE GO TO SPV3

SPV3. (s) [IF SPV2= INTERIM OR CURRENT]: **Are you currently a dean at [LAW SCHOOL]?**

[If SPV2=FORMER]: **Within the last 10 years, were you a dean at [LAW SCHOOL]?**

- 1 No
2 Yes [→Q1]

SPV3A. (s) **Were you ever a dean at [LAW SCHOOL]?**

- 1 No
2 Yes

SPV3B. (s) [IF SPV2= INTERIM OR CURRENT]: **What is the name of your current institution?**

[If SPV2=FORMER]: **What is the name of the institution where you last served as law dean?**

Institution name: _____ [→SCREEN OUT if SPV3A=NO]

SCREEN OUT

Thank you for agreeing to participate in the Study of the American Law School Dean. As it is very important that we survey the correct person, we will be in contact with you so that we can verify your information. If you have immediate questions or concerns, please contact NORC toll-free at 877-888-7117, or by email at deanstudy@norc.org. Please click on the forward arrow now, and we will be in touch shortly.

SECTION 1. YOUR CURRENT OR MOST RECENT DEANSHIP

1. **Dean_Verify (s)** According to our records, your [current interim or acting / current sitting / most recent] law dean position began in [YEAR] [FORMER DEANS: and ended in [YEAR]]. Is this information correct?

- 1 No
2 Yes [if former dean, skip to Q3. If current or interim dean, skip to Q5.]

2. **Verify_Wrong [For Current/interim deans]: Please insert the correct information below.**

Wrong_Start_C I began my position in (insert correct year): _____

[For former deans]: Please indicate which pieces of information were incorrect and insert the correct information. Select all that apply.]

Wrong_Start_F

1 I began my most recent deanship in (Insert correct year): **Wrong_Start_Y** _____

Wrong_End_F

1 I ended my most recent deanship in (Insert correct year): **Wrong_End_Y** _____

3. **Former_Status** [Display if Former Dean] **What best describes your current employment status? Please consider only paid positions.**

- 1 I am retired and/or no longer regularly employed [skip→Q5 (Dir_Report)]
2 I am no longer a dean but still employed *part-time* in another position
3 I am no longer a dean but still employed *full-time* in another position

4. **Former_Type (m)** What best describes your current position? *Select all that apply.*
- Former_Pres** 1 President of a college or university
- Former_Prov** 1 Provost (or senior academic affairs officer) at a college or university
- Former_Prof** 1 Professor of law
- Former_PrivAt** 1 Attorney in private practice (e.g., law firm, sole practitioner)
- Former_GovAt** 1 Attorney in government service (not including public defenders or judges)
- Former_PubAt** 1 Attorney in public interest/public service (e.g., legal aid, legal clinic, public defender)
- Former_Oth_L** 1 Other position within the legal field, please describe:
- Former_Oth_O** 1 Other position outside of the legal field, please describe:
- Former_Ret** 1 I am retired and/or no longer regularly employed*
- *This item was included only in the shortened version of the survey*
5. **Dir_Report (s)** To whom do you *directly* report? [FORMER DEANS: In the final year of your most recent deanship, to whom did you *directly* report?]
- 1 Board of trustees/governing board
- 2 President/chancellor
- 3 Provost/senior academic affairs officer
- 4 Other, please specify title only: _____ **Dir_Report_V**
6. **Prsnl_Rep** How many law school personnel report *directly* to you? [FORMER DEANS: During the final year of your most recent law school dean position, how many law school personnel reported *directly* to you?] Your best estimate is fine.
- [Drop down menu from 0-20, plus 'More than 20']
7. **Pref_Rep** How many law school personnel would you *prefer* report *directly* to you? [FORMER DEANS: How many law school personnel would you have *preferred* report directly to you during the final year of your most recent law dean position?]
- [Drop down menu from 0-20, plus 'More than 20']
8. **Admin_Auth** At your law school, do you have authority to choose senior law school administrators (e.g., vice/deputy deans, associate deans, and other senior positions) without the formal approval or consent of the faculty? [FORMER DEANS: During the final year of your most recent law school dean position, did you have authority to choose senior law school administrators (e.g., vice/deputy deans, associate deans, and other senior positions) without the formal approval or consent of the faculty?]
- 1 No
- 2 Yes, some administrators
- 3 Yes, all administrators
9. **Faculty_Auth** At your law school, do you have authority to appoint faculty to various law faculty committees without the formal approval or consent of the faculty? [FORMER DEANS: During the final year of your most recent law school dean position, did you have authority to appoint faculty to various law faculty committees without the formal approval or consent of the faculty?]
- 1 No
- 2 Yes, to some faculty committees
- 3 Yes, to all faculty committees

10. **Tenure_Pos** In addition to your role as law dean, do you also hold a tenured faculty position at your institution? [FORMER DEANS: Still thinking about the final year of your most recent deanship, did you also hold a tenured faculty position at your institution in addition to your role as law dean?]

- 1 No
 2 Yes, chaired professor
 3 Yes, full professor
 4 Yes, associate professor
 5 Yes, other professor rank (please specify): _____ **Tenure_Pos_V**

11. **Other_App** Do you have any other *current* appointments within your law school or institution besides dean or tenured faculty? [FORMER DEANS: In the last year of your most recent deanship, did you hold any other appointments within your law school or institution besides dean or tenured faculty?]

- 1 No
 2 Yes, please specify: _____ **Other_App_V**

12. **Act_Type** Since becoming dean, have you performed any of the following activities regularly? *Select all that apply.* [FORMER DEANS: While serving in your most recent deanship, did you perform any of the following activities regularly? *Select all that apply.*]

- 1 **Act_Course1** Taught a course by yourself
 2 **Act_Course2** Team taught a course
 3 **Act_Pub1** Published scholarly material in books or journals
 4 **Act_Pub2** Wrote or blogged about legal or higher education issues

13. **EB_Type** Please indicate the number of *external* boards of each type on which you currently serve. [FORMER DEANS: Again, thinking about the final year of your most recent deanship, please indicate the number of *external* boards of each type on which you served.] *Select a number for each type; if none, select 0.*

EB_Pub Publicly-held, for-profit corporation	[Drop down menu from 0-10, plus 'More than 10']
EB_Priv Privately-held, for-profit corporation	- same -
EB_PreK Pre-K or K-12 school or school district	- same -
EB_Law Law school	- same -
EB_Uni College or university (not including law schools)	- same -
EB_Prof Professional or higher education association	- same -
EB_NPO Non-profit organization (not including professional or higher education associations)	- same -
EB_Gov Government or municipal agency	- same -
EB_Other Other, please specify: EB_Other_V	- same -

14. **Budget_Model (s)** Which of the following best describes your law school's current budget model? [FORMER: During the last year of your most recent deanship, which of the following best describes your law school's budget model?]

- 1 The law school's budget is largely determined or controlled by central university administrators
 2 The law school largely retains authority to determine and control its own budget
 3 Other (please briefly describe): _____ **Budget_Model_V**

15. **PWR_Type** With whom do you have the most *positive* working relationships? *Select all that apply.* [FORMER DEANS: During the final year of your most recent deanship, with whom did you have the most *positive* working relationship? *Select all that apply.*]

- 1 **PWR_Board** Board of trustees/governing board
 1 **PWR_Pres** President/chancellor
 1 **PWR_Prov** Provost/senior academic affairs officer
 1 **PWR_Dep** Dean Law school deputy/vice dean
 1 **PWR_AsDean** Law school associate deans
 1 **PWR_OthDean** Deans in other schools at my institution
 1 **PWR_FTF** Full-time law faculty
 1 **PWR_Alum** Law alumni
 1 **PWR_Stu** Law students

16. **CWR_Type** With whom do you have the most *challenging* working relationship? *Select all that apply.* [FORMER DEANS: During the final year of your most recent deanship, with whom did you have the most *challenging* working relationship? *Select all that apply.*]

- 1 **CWR_Board** Board of trustees/governing board
 1 **CWR_Pres** President/chancellor
 1 **CWR_Prov** Provost/senior academic affairs officer
 1 **CWR_DepDean** Law school deputy/vice dean
 1 **CWR_AsDean** Law school associate deans
 1 **CWR_OthDean** Deans in other schools at my institution
 1 **CWR_FTF** Full-time law faculty
 1 **CWR_Alum** Law alumni
 1 **CWR_Stu** Law students

17. **FM_Type (s)** In your position as law dean, how frequently do you meet with the following persons or groups? [FORMER DEANS: During the final year of your most recent deanship, how frequently did you meet with the following persons or groups?] *Please provide your best estimate.*

	Weekly	Once or twice a month	A few times a year	Never or Not Applicable
FM_Board Board of trustees/Governing board	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
FM_Pres President/chancellor	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
FM_Prov Provost/senior academic affairs officer	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
FM_Dean Law school deputy, vice, or associate deans	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>

18. **Broad_Hours** [ONLY IF PRE-LOAD SAYS THEY ARE AFFILIATED WITH A LARGER INSTITUTION]
 During the academic year, about how many hours per week do you typically spend in meetings or duties addressing *broader university* issues? [FORMER DEANS: During the final year at your most recent deanship, about how many hours per week did you typically spend in meetings or duties addressing *broader university* issues?] This includes university-wide issues that also have [had] an effect on the law school, but it does *not* include meetings about issues that specifically concern [concerned] the law school. Please provide your best estimate.

Hours: [Drop down menu from 0-20, plus 'More than 20']

Law deans have to balance numerous (and sometimes conflicting) duties, priorities, and responsibilities, and different law school constituencies may have varying (and sometimes conflicting) views as to which tasks a dean should prioritize. To get a better sense of such competing demands, we have outlined a number responsibilities for law deans below.

19. **IJR_Type (m)** Please identify what you and your [insert “boss” from Q5], and your full-time law faculty believe are the most important responsibilities of *your job* as law dean. [FORMER DEANS: During the last year of your most recent deanship, please identify what you, your [insert “boss” from Q5], and your full-time law faculty believed were the most important responsibilities of *your job* as law dean.] Please select up to three (3) choices in each column.

	[NOTE: ORDER OF ITEMS SHOULD BE RANDOMIZED]	For you personally (Choose up to 3)*	For your [insert boss from Q5] (Choose up to 3)	For your full-time law faculty (Choose up to 3)
IJR_Alum	Alumni relations	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>
IJR_Budg	Budget/financial management	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>
IJR_Crisis	Crisis management	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>
IJR_DREI	Diversity, equity & inclusion	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>
IJR_Gov	Faculty governance	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>
IJR_Rcrt	Faculty recruitment and retention	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>
IJR_Fund	Fundraising/development	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>
IJR_Qual	Improving the quality of entering classes	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>
IJR_Bar	Improving outcomes for graduates (e.g., bar passage, job placement)	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>
IJR_Uni	Improving relations with university	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>
IJR_Market	Marketing, communications, and media relations (including external/community relations)	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>
IJR_Strat	Strategic planning	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>
IJR_Conduct	Student life/conduct issues	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>
IJR_Oth	[ALWAYS AT BOTTOM] Other, please specify: _____	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>

*Only this column was included in the shortened version of the survey. The remaining two columns (regarding the boss and law faculty) were omitted.

20. Pos_Satis Overall, how satisfied are you in your position as dean? [FORMER DEAN: At your most recent dean position, how satisfied were you in your position?]

- 1 Very dissatisfied
- 2 Dissatisfied
- 3 Neither satisfied nor dissatisfied
- 4 Satisfied
- 5 Very satisfied

SECTION 2. CAREER PATHWAY

[ONLY ASKED OF CURRENT AND FORMER DEANS, NOT INTERIM OR ACTING DEANS]

This next series of questions asks about your professional route to becoming a dean. Please remember that NORC is committed to confidentiality and will not release any data that – alone or in combination – would allow others (including those at AALS) to individually identify you or your law school.

21. PP_Type What position did you hold immediately prior to assuming your current dean position? [FORMER DEAN: What position did you hold immediately prior to assuming your most recent dean position?] *If you held multiple positions, please select your primary position (i.e., the one you dedicated the most of your time to).*

- 1 Dean of a different law school (specify: _____) **PP_Deans_V** [Skip→Q24]
- 2 Interim/acting dean of a law school
- 3 Deputy/vice dean of a law school
- 4 Associate dean of a law school
- 5 Law professor
- 6 Judge [Skip→Q23]
- 7 Attorney in private practice (e.g., law firm, sole practitioner) [Skip→Q23]
- 8 Attorney in government service (not including public defenders or judges) [Skip→Q23]
- 9 Attorney in a public interest/public service position (e.g., legal aid, legal clinic, public defender) [Skip→Q23]
- 10 Other, please specify: _____ **PP_Oth_V** [Skip→Q23]

[PROGRAMMING NOTE: If previous question was left blank, please insert this reminder: “Please consider responding to this question; later questions depend on your answer to this item.” If still left blank, skip next two questions Q22-Q23]

22. Prior_Current (m)* [If selected interim or acting dean, deputy or vice dean, associate dean, or law professor ask:] **Was your prior position as [insert title from previous question] at the same institution you currently serve as dean or at a different institution?** [FORMER DEAN: **Was your prior position as [insert title from above] at the same institution where you last served as law dean or at a different institution?**]*

- 1 At the same institution
- 2 At a different institution, please specify: _____ **Prior_Current_V**

**This question was modified in the short version of the survey to include all prior positions, whereas in the full version of the survey, this question only appeared for those who were previous dean or a former law professor. In the shortened version of the survey, the item reads: "Was your prior position before your current deanship at the same institution you currently serve as dean or at a different institution? [FORMER DEAN: Was your prior position before your most recent deanship at the same institution where you last served as law dean or at a different institution?]"*

23. Prev_Dean [Ask only if NOT answer "Dean of a different law school" Q22] **Prior to your [INSERT: current interim or acting dean position / current dean position / most recent dean position], had you ever previously served as the sitting dean of a law school? If you previously served only as an interim or acting dean, but not as a sitting dean, please answer "No."**

- 1 No
- 2 Yes

24. PreD_Path (s) Think about your entire career *before* your first law deanship. Choose the path that most accurately describes your career progression to your first deanship.

- 1 Primarily in a faculty role in law school/higher education
- 2 Primarily in an administrative role in law school/higher education
- 3 Split between faculty and administrative roles in law school/higher education
- 4 Primarily a judge
- 5 Primarily an attorney in private practice (e.g., law firm, sole practitioner)
- 6 Primarily an attorney in government service (not including public defenders or judges)
- 7 Primarily an attorney in a public interest/public service position (e.g., legal aid, legal clinic, public defender)
- 8 Split between working as a practicing attorney and at law schools/higher education
- 9 Other, please specify: _____ **PreD_V**

25. UP_Type Please think back to when you first became a law dean. Based on your **current** knowledge of what is required to be a successful law school dean, in which of the following areas were you underprepared? *Select all that apply.*

- 1 **UP_Alumni** Alumni relations
- 1 **UP_Budg** Budget/financial management
- 1 **UP_Crisis** Crisis management
- 1 **UP_DEI** Diversity, equity & inclusion
- 1 **UP_Gov** Faculty governance
- 1 **UP_Rcrt** Faculty recruitment and retention
- 1 **UP_Fund** Fundraising/development
- 1 **UP_Qual** Improving the quality of entering classes
- 1 **UP_Bar** Improving outcomes for graduates (e.g., bar passage, job placements)
- 1 **UP_Uni** Improving relations with university
- 1 **UP_Market** Marketing, communications and media relations (including external/community relations)
- 1 **UP_Strat** Strategic planning
- 1 **UP_Conduct** Student life/conduct issues
- 1 **UP_Oth** Other, please specify: _____ **UP_Oth_V**

26. PA_Type What attributes do you think have been most important in helping you succeed in your job as dean? [FORMER DEAN: What attributes do you think were most important in helping you succeed in your job as dean?] *Select up to five (5).*

[PROGRAMMING NOTE: Order of items should be randomized]

- 1 **PA_Work** Hard work
- 1 **PA_Flex** Flexibility
- 1 **PA_Mission** Ability to convey the school's mission and purpose
- 1 **PA_Lead** Academic/intellectual leadership
- 1 **PA_EI** Emotional intelligence
- 1 **PA_Stable** Being a stabilizing force during difficult times
- 1 **PA_Cons** Building consensus
- 1 **PA_Collab** Collaboration
- 1 **PA_Finance** Business/finance abilities
- 1 **PA_Mark** Marketing and promotion
- 1 **PA_Listen** Ability to listen
- 1 **PA_Judge** Good judgment
- 1 **PA_Hum** Humility
- 1 **PA_Integ** Integrity
- 1 **PA_Oth** Other, please specify: _____ **PA_Oth_V** [SHOULD ALWAYS BE AT BOTTOM]

27. HE_Type Please indicate which of the following experiences were helpful in preparing you for being a law dean. *Select all that apply.*

- 1 **HE_Search1** Serving on a search committee for a law dean
- 1 **HE_Search2** Serving on a search committee for another senior higher education leadership position
- 1 **HE_Dep** Serving as a deputy or vice dean at a law school
- 1 **HE_Interim** Serving as an interim or acting dean of a law school
- 1 **HE_Assoc** Serving as an associate dean at a law school
- 1 **HE_Clinic** Serving in a leadership role at an academic center or legal clinic at a law school
- 1 **HE_SHE** Serving in another senior higher education leadership position
- 1 **HE_LCommit** Serving in a leadership role on a law school committee
- 1 **HE_UCommit** Serving in a leadership role on a university-wide committee
- 1 **HE_LegalOrg** Serving in a leadership role at a law firm or other legal organization
- 1 **HE_AcOrg** Serving in a leadership role in a professional association or academic organization
- 1 **HE_Mentor** Being mentored by a current or former law dean
- 1 **HE_Dev** Completing a professional development program for aspiring law deans or higher education leaders
- 1 **HE_Oth** Other, please specify: _____ **HE_Oth_V**

SECTION 3. RECRUITMENT, NEGOTIATION, AND CONTRACT

[QUESTIONS FOR CURRENT AND FORMER DEANS ONLY – NOT FOR INTERIM DEANS]

28. Init_Cand What best describes the manner in which your candidacy for your current dean position was initiated? [FORMER DEAN: What best describes the manner in which your candidacy for your most recent dean position was initiated?] Please select the single best option.

- 1 Someone nominated me for the position *without* my prior knowledge or awareness
- 2 Someone nominated me for the position *with* my prior knowledge or awareness
- 3 I was notified or contacted about the position by an individual at that law school
- 4 I was notified or contacted about the position by a search firm or consultant
- 5 I was notified or contacted about the position by a mentor or advisor
- 6 I was notified or contacted about the position by a colleague or friend
- 7 I applied for the position on my own
- 8 I was tapped or selected for the position without going through a full search process
- 9 Other, please specify: _____ **Init_Cand_V** [SHOULD ALWAYS BE AT BOTTOM]

29. Search_Firm (s) Was a search firm or consultant used in the search that resulted in your current dean position? [FORMER DEAN: Was a search firm or consultant used in the search that resulted in your most recent dean position?]

- 1 No
- 2 Yes
- 3 I don't know

30. Qual_Schol In your opinion, how important was the quality of your scholarship to your selection as dean? [FORMER DEAN: In your opinion, how important was the quality of your scholarship to your selection to your most recent dean position?]

- 1 It was of little importance
- 2 It was a moderate factor
- 3 It was a significant factor
- 4 I don't know

31. Select_Open What was something that you were *not* told about during the selection process that you wish you had known about before you started your current dean position? [FORMER DEANS: What was something that you were *not* told about during the selection process that you wish you had known about before you started your most recent dean position?]

[Open response field]

32. Term_Neg After you were offered your current position as law dean, with whom did you negotiate the terms of your service? [FORMER: After you were offered your most recent position as law dean, with whom did you negotiate the terms of your service?]

- 1 Board of trustees/governing board
- 2 President/chancellor
- 3 Provost/senior academic affairs officer
- 4 Other, please specify: _____ **Term_Neg_V**

33. Emp_Contract Do you have an employment contract in your current role as law dean? [FORMER: Did you have an employment contract in your most recent law dean position?]

1 No [skip→end of section]

2 Yes

34. Term_Length Does your employment contract specify a specific term or length of service? [FORMER: Did the employment contract for your most recent dean position specify a specific term or length of service?]

1 No [skip→end of section]

2 Yes

35. Term_Length_Y How long, in years, is the term of service for your dean position? *Please identify the full length of the term, not the time you have remaining.* [FORMER: How long, in years, was the term of service for your most recent dean position?]

Years: [Drop down menu from 'Less than one year', 1-10, and 'More than 10']

SECTION 4. CHANGING TIME DEMANDS

[PROGRAMMING NOTE: We should be receiving data about when respondents began their current dean position from AALS and this information will be confirmed in Q1. If the information we receive from AALS is incomplete, we have added a question earlier in the survey (Q2) to ask about when they began their current position. This should provide us with information about when current, sitting deans began their position. If, even with both their approaches, we still do not know their start year, respondents will simply skip this section (Q36-37)]

[FOR CURRENT SITTING DEANS WHO STARTED IN 2019 OR BEFORE:] The following two sets of questions are being asked to help understand how the confluence of major events in 2020-2021-- most notably, the coronavirus pandemic, concerns about racial and social justice, the turbulent political environment, and widespread economic hardships – has impacted those serving in law dean positions. As such, the next question asks about how much time you spent on various aspects of the dean's job *before* 2020, and the following question will ask how much time you spent on these aspects *since* 2020.

36. [FOR SITTING DEANS WHO STARTED IN 2019 or before]: Please think back to how you spent your time as law dean in *2019* – before the emergence of COVID-19 and other major social events. Over the course of that year, how much time did you spend on each of the following? [FORMER DEANS WHO ENDED THEIR POSITION IN 2019 OR BEFORE: Over the course of the last year in your most recent deanship, how much time did you spend on the following?]

Prior_Challenge (s)		Little	Some	A lot	N/A
PC_Alumni	Alumni relations	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
PC_Budg	Budget/financial management	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
PC_Crisis	Crisis management	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
PC_DEI	Diversity, equity & inclusion	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
PC_Gov	Faculty governance	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
PC_Rcrt	Faculty recruitment and retention	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>

Prior_Challenge (s)		Little	Some	A lot	N/A
PC_Fund	Fundraising/development	1 ○	2 ○	3 ○	4 ○
PC_Qual	Improving the quality of entering classes	1 ○	2 ○	3 ○	4 ○
PC_Bar	Improving outcomes for graduates (e.g., bar passage, job placement)	1 ○	2 ○	3 ○	4 ○
PC_Uni	Improving relations with the university	1 ○	2 ○	3 ○	4 ○
PC_Market	Marketing, communications and media relations (including external/community relations)	1 ○	2 ○	3 ○	4 ○
PC_Strat	Strategic planning	1 ○	2 ○	3 ○	4 ○
PC_Conduct	Student life/conduct issues	1 ○	2 ○	3 ○	4 ○
PC_Oth	Other, please specify:	1 ○	2 ○	3 ○	4 ○

[JUST FOR SITTING DEANS WHO BEGAN THEIR POSITIONS IN 2020 or 2021:] We would like to better understand how the confluence of major events in 2020-2021 -- most notably, the coronavirus pandemic, concerns about racial and social justice, the turbulent political environment, and widespread economic hardships – has impacted those serving as law deans.

37. [FOR ALL SITTING DEANS ONLY]: **Please think back to how you have spent your time as law dean over **the last year** (2020, during the emergence of COVID-19 and other major events). How much time did you spend on each of the following?**

Current_Challenge (s)		Little	Some	A lot	N/A
CC_Alumni	Alumni relations	1 ○	2 ○	3 ○	4 ○
CC_Budg	Budget/financial management	1 ○	2 ○	3 ○	4 ○
CC_Crisis	Crisis management	1 ○	2 ○	3 ○	4 ○
CC_DEI	Diversity, equity & inclusion	1 ○	2 ○	3 ○	4 ○
CC_Gov	Faculty governance	1 ○	2 ○	3 ○	4 ○
CC_Rcrt	Faculty recruitment and retention	1 ○	2 ○	3 ○	4 ○
CC_Fund	Fundraising/development	1 ○	2 ○	3 ○	4 ○
CC_Qual	Improving the quality of entering classes	1 ○	2 ○	3 ○	4 ○
CC_Bar	Improving outcomes for graduates (e.g., bar passage, job placement)	1 ○	2 ○	3 ○	4 ○
CC_Uni	Improving relations with the university	1 ○	2 ○	3 ○	4 ○
CC_Market	Marketing, communications and media relations (including external/community relations)	1 ○	2 ○	3 ○	4 ○
CC_Strat	Strategic planning	1 ○	2 ○	3 ○	4 ○
CC_Conduct	Student life/conduct issues	1 ○	2 ○	3 ○	4 ○
CC_Oth	Other, please specify:	1 ○	2 ○	3 ○	4 ○

- 38. CV_Open** [FOR CURRENT DEANS AND INTERIM DEANS]: **The COVID-19 pandemic has had major impacts on all aspects of higher education and required law school leaders to adapt to any number of challenges. Thinking back over all of your law school's responses to COVID-19 (and related issues), are there any new or innovative approaches that were used during the pandemic that your law school may continue or institutionalize in the future? If so, please briefly identify them here.**

SECTION 5. DEMOGRAPHICS

[ALL RESPONDENTS COMPLETE THIS SECTION]

Please tell us a bit more about yourself. Please remember that NORC is committed to confidentiality and will not release any data that – alone or in combination – would allow others (including those at AALS) to individually identify you or your law school.

- 39. Gender_ID** Which of the following would you describe yourself as? Select all that apply.

- 1 **Gender_W** Woman
- 1 **Gender_M** Man
- 1 **Gender_T** Transgendered
- 1 **Gender_NB** Gender non-conforming, non-binary, or gender queer
- 1 **Gender_Oth** I prefer to self-identify: _____ **Gender_V** [IF SELECTED, UNCHECK ALL OTHERS]
- 1 **Gender_NA** Prefer not to answer [IF SELECTED, UNCHECK ALL OTHERS]

- 40. Race_ID (s)** What is your race/ethnicity? Select all that apply.

- 1 **Race_AmIn** American Indian or Alaska Native
- 1 **Race_Asian** Asian or Asian American
- 1 **Race_Black** Black or African American
- 1 **Race_HL** Hispanic or Latina/o/x
- 1 **Race_ME** Middle Eastern or Northern African
- 1 **Race_PI** Native Hawaiian or Pacific Islander
- 1 **Race_White** White or Caucasian
- 1 **Race_MR** Multiracial
- 1 **Race_Oth** I prefer to self-identify: _____ **Race_V** [IF SELECTED, UNCHECK ALL OTHERS]
- 1 **Race_NA** Prefer not to answer [IF SELECTED, UNCHECK ALL OTHERS]

- 41. UG_Field** In what one field of study was your undergraduate degree? (If you had multiple majors, please select the one area where you had the greatest focus.)

- 1 Arts and humanities (e.g., liberal arts, English, foreign languages, history, philosophy, etc.)
- 2 Biological and agricultural sciences
- 3 Business
- 4 Education
- 5 Engineering
- 6 Health and medical sciences
- 7 Law or pre-law
- 8 Mathematics and computer sciences (including statistics)
- 9 Physical and earth sciences (e.g., chemistry, physics, astronomy, geology)

10 Public administration and services

11 Social and behavioral sciences (e.g., economics, political science, psychology, sociology)

12 Other fields (e.g., communications, theology), please specify: _____ **UG_Field_V**

42. AD_Type Please select all the additional degrees you have earned. *Select all that apply.*

1 **AD_JD** JD or equivalent

1 **AD_LLM** LLM

1 **AD_JSD** JSD

1 **AD_MA** Master's degree except MBA (e.g., MA, MS, MSW)

1 **AD_MBA** Master's of Business Administration (MBA)

1 **AD_MD** Doctorate of Medicine (MD)

1 **AD_DDS** Other health-related doctoral degree (e.g., DDS, DVM, DO)

1 **AD_ED** Doctorate of Education (EdD)

1 **AD_PhD** Doctorate of Philosophy (PhD)

1 **AD_Oth** Other (e.g., theology, divinity), please specify: _____ **AD_Oth_V**

43. JD_Inst Where did you earn your JD (or equivalent) degree?

[DROPDOWN MENU OF ALL US LAW SCHOOLS, plus an option for "Other, please specify: _____"] **JD_Inst_V**

44. JD_Year (s) In what year did you earn your JD (or equivalent) degree?

Enter Year: _____

45. Parent_Ed (s) What is the highest education level at least one of your parents or legal guardians completed?

1 Less than four-year bachelor's degree (e.g., high school diploma, AA, some college)

2 Four-year bachelor's degree (e.g., BS, BA, BBA)

3 Law degree (e.g., JD or equivalent)

4 Postgraduate or professional degree other than a JD (e.g., MA, MS, PhD, MD, etc.)

46. First_Type (s) To the best of your knowledge, in the history of your current deanship, were you the first dean who was ... **[FORMER DEANS: To the best of your knowledge, in the history of your most recent law school deanship, were you the first dean who was ...]** *(Select all that apply.)*

1 **First_Race** A person of your racial/ethnic identity (e.g., first Black dean, first Latino/a dean)

1 **First_Gender** A person with your gender identity? (e.g., first woman dean, first transgender dean)

1 **First_Both** A person with both your racial/ethnic and gender identity? (e.g., first Indigenous woman dean)

1 **First_Oth** A first in another way, please specify: _____ **First_Oth_V**

47. Final_Com You are welcome to provide any additional information, comments, or observations related to the survey here.

[OPEN RESPONSE FIELD]

Appendix B: Law Schools by Institutional Control

AALS Member & Fee-Paid Schools, Public & Private

MEMBER SCHOOLS, PUBLIC

University of Akron School of Law

The University of Alabama School of Law

The University of Arizona James E. Rogers College of Law

Arizona State University Sandra Day O'Connor College of Law

University of Arkansas, Fayetteville, Robert A. Leflar Law Center

University of Arkansas at Little Rock, William H. Bowen School of Law

University of Baltimore School of Law

University at Buffalo School of Law, The State University of New York

University of California, Berkeley School of Law

University of California, Davis, School of Law

University of California, Hastings College of the Law

University of California, Irvine School of Law

University of California, Los Angeles School of Law

University of Cincinnati College of Law

City University of New York School of Law

Cleveland-Marshall College of Law at Cleveland State University

University of Colorado Law School

University of Connecticut School of Law

University of Florida Fredric G. Levin College of Law

Florida International University College of Law

Florida State University College of Law

Antonin Scalia Law School at George Mason University

University of Georgia School of Law

Georgia State University College of Law

University of Hawaii, William S. Richardson School of Law

University of Houston Law Center

University of Idaho College of Law

University of Illinois College of Law

University of Illinois Chicago School of Law

Indiana University Maurer School of Law

Indiana University Robert H. McKinney School of Law

University of Iowa College of Law

University of Kansas School of Law

University of Kentucky College of Law

Louisiana State University, Paul M. Hebert Law Center

University of Louisville, Louis D. Brandeis School of Law

University of Maine School of Law

University of Maryland Francis King Carey School of Law

The University of Memphis, Cecil C. Humphreys School of Law

The University of Michigan Law School

University of Minnesota Law School

University of Mississippi School of Law

University of Missouri School of Law

University of Missouri-Kansas City School of Law

Alexander Blewett III School of Law at the University of Montana

University of Nebraska College of Law


University of Nevada, Las Vegas, William S. Boyd School of Law


University of New Hampshire Franklin Pierce School of Law

University of New Mexico School of Law

North Carolina Central University School of Law

University of North Carolina School of Law

University of North Dakota School of Law	University of Toledo College of Law	Chapman University Dale E. Fowler School of Law
Northern Illinois University College of Law	University of Utah, S.J. Quinney College of Law	The University of Chicago, The Law School
Northern Kentucky University, Salmon P. Chase College of Law	University of Virginia School of Law	Chicago-Kent College of Law, Illinois Institute of Technology
The Ohio State University, Michael E. Moritz College of Law	Washburn University School of Law	Columbia Law School
University of Oklahoma College of Law	University of Washington School of Law	Cornell Law School
University of Oregon School of Law	Wayne State University Law School	Creighton University School of Law
The Pennsylvania State University – Dickinson Law	West Virginia University College of Law	University of Dayton School of Law
The Pennsylvania State University – Penn State Law	University of Wisconsin Law School	University of Denver Sturm College of Law
University of Pittsburgh School of Law	University of Wyoming College of Law	DePaul University College of Law
University of Puerto Rico School of Law		University of Detroit Mercy School of Law
Rutgers Law School University of South Carolina School of Law	MEMBER SCHOOLS, PRIVATE 	Drake University Law School
University of South Dakota Knudson School of Law	Albany Law School	Drexel University Thomas R. Kline School of Law
Southern Illinois University School of Law	American University, Washington College of Law	Duke University School of Law
Southern University Law Center	Baylor University School of Law	Duquesne University School of Law
Southwestern Law School	Boston College Law School	Emory University School of Law
Temple University, James E. Beasley School of Law	Boston University School of Law	Fordham University School of Law
University of Tennessee College of Law	Brigham Young University, J. Reuben Clark Law School	The George Washington University Law School
Texas A&M University School of Law	Brooklyn Law School	Georgetown University Law Center
The University of Texas School of Law	California Western School of Law	Golden Gate University School of Law
Texas Southern University Thurgood Marshall School of Law	Capital University Law School	Gonzaga University School of Law
Texas Tech University School of Law	Benjamin N. Cardozo School of Law	Harvard Law School
	Case Western Reserve University School of Law	Maurice A. Deane School of Law at Hofstra University
	The Catholic University of America, Columbus School of Law	Howard University School of Law

Lewis and Clark Law School	Quinnipiac University School of Law	Tulane University Law School
Loyola Law School, Los Angeles	The University of Richmond School of Law	The University of Tulsa College of Law
Loyola University Chicago School of Law	Roger Williams University School of Law	Vanderbilt University Law School
Loyola University New Orleans College of Law	St. John's University School of Law	Vermont Law School
Marquette University Law School	Saint Louis University School of Law	Villanova University Charles Widger School of Law
Mercer University School of Law	St. Mary's University of School of Law	Wake Forest University School of Law
University of Miami School of Law	St. Thomas University School of Law	Washington and Lee University School of Law
Michigan State University College of Law	University of St. Thomas School of Law	Washington University in St. Louis School of Law
Mississippi College School of Law	Samford University, Cumberland School of Law	Western New England University School of Law
Mitchell Hamline School of Law	University of San Diego School of Law	Widener University Commonwealth Law School
New England Law Boston	University of San Francisco School of Law	Widener University Delaware Law School
New York Law School	Santa Clara University School of Law	Willamette University College of Law
New York University School of Law	Seattle University School of Law	William & Mary Law School Yale Law School
Northeastern University School of Law	Seton Hall University School of Law	
Northwestern University Pritzker School of Law	South Texas College of Law	FEE-PAID SCHOOLS, PUBLIC
Notre Dame Law School	Houston University of Southern California Gould School of Law	
Nova Southeastern University Shepard Broad College of Law	SMU Dedman School of Law	UNT Dallas, College of Law
Ohio Northern University, Pettit College of Law	Stanford Law School	University of the District of Columbia, David A. Clarke School of Law
Oklahoma City University School of Law	Stetson University College of Law	Florida A&M University College of Law
Pace University Elisabeth Haub School of Law	Suffolk University Law School	The Judge Advocate General's School
University of the Pacific, McGeorge School of Law	Syracuse University College of Law	University of Massachusetts School of Law – Dartmouth
University of Pennsylvania Carey Law School	Touro College, Jacob D. Fuchsberg Law Center	
Pepperdine University, Rick J. Caruso School of Law		

**FEE-PAID SCHOOLS,
PRIVATE**

Appalachian School of Law

Barry University Dwayne O.
Andreas School of Law

Belmont University College
of Law

Campbell University, Norman
Adrian Wiggins School of Law

Charleston School of Law

Elon University School of Law

Faulkner University, Thomas
Goode Jones School of Law

Inter American University of
Puerto Rico, School of Law

Atlanta's John Marshall Law
School

Liberty University School of Law

Lincoln Memorial University
Duncan School of Law

Regent University School of Law

Western Michigan University
Thomas M. Cooley Law School

Western State College of Law at
Westcliff University

About AALS

The Association of American Law Schools (AALS), founded in 1900, is a nonprofit association of 176 member and 19 fee-paid law schools. Its members enroll most of the nation's law students and produce the majority of the country's lawyers and judges, as well as many of its lawmakers. The mission of AALS is to uphold and advance excellence in legal education. In support of this mission, AALS promotes the core values of excellence in teaching and scholarship, academic freedom, and diversity, including diversity of backgrounds and viewpoints, while seeking to improve the legal profession, to foster justice, and to serve its many communities—local, national and international.



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About NORC

NORC at the University of Chicago conducts research and analysis that decision-makers trust. As a nonpartisan research organization and a pioneer in measuring and understanding the world, we have studied almost every aspect of the human experience and every major news event for more than eight decades. Today, we partner with government, corporate, and nonprofit clients around the world to provide the objectivity and expertise necessary to inform the critical decisions facing society.





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Law Schools

1614 20th St NW | Washington, DC 20009-1001
(202) 296-8851 | aals@aals.org
www.aals.org