WHAT LSSSE DATA CAN TEACH US ABOUT DEVELOPING OUR LAW STUDENTS FOR INFLUENCE AND IMPACT AS LEADERS
Presentation Overview

01 LSSSE: History and Context

02 What is leadership?

03 What can LSSSE data tell us about leadership experiences in law schools
Premised on a simple but powerful observation:

Students who are most frequently engaged in educationally effective practices—studying, participating in class, discussing materials with peers, and receiving feedback from faculty, for example—learn more and are more satisfied than those who are less frequently engaged in such practices.
Student Engagement

- Student-Faculty Interaction
- Working harder than you thought you could to meet expectations
- Discussing Materials with Peers
- Participating in Class
- Receiving prompt feedback from faculty
- Exposure to diverse interactions
Student engagement is a two way street

Law students:
devote time and energy to educationally purposeful activities

Law schools:
use effective educational practices to encourage law students to succeed academically and professionally
ENGAGED STUDENTS LEARN MORE
Law School Survey of Student Engagement

Annual survey used to assess the extent to which law school students are exposed to and participate in a variety of effective educational practices.
About LSSSE

LSSSE is a project for institutional improvement

Survey results provide indicators of educational quality – what matters for student success.

Provide research-based, actionable data, that law schools can use to improve legal education and inform strategic decision making.
LSSSE Participation Since 2004

200 Law Schools

U.S.: 181
Canada: 17
Australia: 2

Over 370k Responses

Response rate is approximately 50% each year
## LSSSE Topic Areas

<table>
<thead>
<tr>
<th>Topic Area</th>
<th># of Questions</th>
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</thead>
<tbody>
<tr>
<td>(1) Intellectual Experiences</td>
<td>19 (1–19)</td>
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<tr>
<td>(2) Challenged By Exams</td>
<td>1 (20)</td>
</tr>
<tr>
<td>(3) Mental Activities</td>
<td>5 (21–25)</td>
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<tr>
<td>(4) Writing</td>
<td>3 (26–28)</td>
</tr>
<tr>
<td>(5) Enriching Educational Experiences</td>
<td>9 (29–37)</td>
</tr>
<tr>
<td>(6) Student Satisfaction</td>
<td>7 (38–44)</td>
</tr>
<tr>
<td>(7) Time Usage</td>
<td>12 (45–56)</td>
</tr>
<tr>
<td>(8) Law School Environment</td>
<td>10 (57–66)</td>
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<tr>
<td>(9) Quality of Relationships</td>
<td>3 (67–69)</td>
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<tr>
<td>(10) Educational and Personal Growth</td>
<td>16 (70–85)</td>
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WHAT IS LEADERSHIP?
HOW DO WE DEFINE LEADERSHIP?
# Professional Competency Models

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<tbody>
<tr>
<td>Analysis and Reasoning</td>
<td>Problem Solving</td>
<td>Provision of Competent Representation</td>
<td>Knowledge</td>
<td>Commitment</td>
<td>Self-awareness</td>
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<tr>
<td>Creativity and Innovation</td>
<td>Legal Analysis and Reasoning</td>
<td>Striving to Promote Justice, Fairness, and Morality</td>
<td>Skills</td>
<td>Confidence</td>
<td>Active listening</td>
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<td>Problem Solving</td>
<td>Legal Research</td>
<td>Striving to Improve the Profession</td>
<td>Values</td>
<td>Matter Management</td>
<td>Questioning</td>
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<td>Practical Judgement</td>
<td>Factual Investigation</td>
<td>Professional Self-Development</td>
<td>Oral Communication</td>
<td>Empathy</td>
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<tr>
<td>Researching the Law</td>
<td>Communication</td>
<td></td>
<td>Problem Solving</td>
<td>Communicating/Presenting</td>
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<tr>
<td>Fact Finding</td>
<td>Counseling</td>
<td></td>
<td>Relationship Building</td>
<td>Resilience</td>
<td></td>
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<tr>
<td>Questioning and Interviewing</td>
<td>Negotiation</td>
<td></td>
<td>Teamwork</td>
<td>Other important ones from Henderson</td>
<td></td>
</tr>
<tr>
<td>Influencing and Advocating</td>
<td>Litigation and alternative dispute-resolution procedures</td>
<td></td>
<td>Writing</td>
<td>Self confidence/assurance</td>
<td></td>
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<tr>
<td>Writing</td>
<td>Organization and management of legal work</td>
<td></td>
<td>Initiative</td>
<td></td>
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<tr>
<td>Speaking</td>
<td>Recognizing and resolving ethical dilemmas</td>
<td></td>
<td>Teamwork</td>
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<tr>
<td>Listening</td>
<td>Analytical Thinking and Problem solving</td>
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<tr>
<td>Strategic Planning</td>
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<tr>
<td>Organizing and Managing One’s own Work</td>
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<tr>
<td>Organizing and Managing Others (Staff/Colleagues)</td>
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<tr>
<td>Negotiation skills</td>
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Soft skills and emotional intelligence

“[...]effective leadership requires so-called “soft skills,” particularly those demanding personal and interpersonal capabilities such as self-awareness and emotional intelligence.”
- Preparing Leaders, Rhode 2019

“The same skill sets that are crucial for leaders—emotional intelligence, or decision making, for example—are crucial for lawyers in all aspects of their practice.”
Leadership Defined

“We hope the concept of developing lawyers to be leaders will eventually be part of the fabric of law schools and that our students graduate with a vision of themselves as leaders in their communities. Every law graduate will be better equipped for the challenges they will face because they worked on developing skills, vision, and a moral compass that will facilitate their success and enhance their ability to make a difference in the world.”

“What I love about leadership development programs is the recognition that the characteristics you’re born with don’t define you. There is room to grow.”
- Teague 2018

https://www.aals.org/about/publications/newsletters/aals-news-spring-2018/spotlight-on-sections-leadership/
Welcome to the Holloran Center

Roadmap Curriculum Wins Gambrell Professionalism Award from ABA

https://www.stthomas.edu/hollorancenter/
Learning Outcomes 302(c) and (d)

This third tab contains language of law school learning outcomes associated with Standards 302(c) and (d) – competency in (c) Exercise of proper professional and ethical responsibilities to clients and the legal system; and (d) Other professional skills needed for competent and ethical participation as a member of the legal profession. This includes some “other professional skills” associated with professional and ethical responsibilities such as cultural competence, integrity, diligence, self-directedness, teamwork, etc.

This database is searchable by law school(s) or by the specific learning outcomes identified below. Thus, using this database, you may select a learning outcome to see which law schools state that specific learning outcome in their list of student learning outcomes. Each law school’s link will take you directly to that school’s learning outcomes web page. To the right of the law school’s name is a description of where you may locate that specific learning outcome within a given law school’s learning outcomes. Alternatively, you could look for a given law school or law schools to see what their learning outcomes say generally using the master database at the bottom of each tab.
Holloran Center

- PRO BONO
- PROFESSIONALISM
- REFLECTION/SELF-EVALUATION
- RESPECT FOR OTHERS
- SELF-CARE
- SELF-DIRECTEDNESS
- TEAMWORK/COLLaborATION
- BASIC LEARNING OUTCOMES

https://www.stthomas.edu/hollorancenter/
Leadership Curricula in Law Schools

- Leadership curriculum in law schools has grown from one elective course in 2003 to a total of 26 schools with an elective leadership course and one law school with a required 1L leadership course in 2018. Eight out of the 138 law schools that had posted learning outcomes as of February 15, 2018, have included leadership in the school’s learning outcomes.

- Leadership of self in terms of a commitment to continuous professional development is a foundational first step before a student can do much to lead others. A shift of responsibility for driving the educational process from the teacher (the faculty and staff) to the learners would be extremely beneficial to the students, faculty and staff, legal employers, clients, and the legal system. (p.25)

Leadership of Self: Each Student Taking Ownership Over Continuous Professional Development/Self-Directed Learning
Hamilton 2018
Self-directedness/Initiative

Competencies that Legal Employers Want

“...the empirical data available indicate that legal employers express a strong need in the sense of greatly valuing a new lawyer’s commitment to continuous professional development, which legal employers often describe as “initiative” or “ownership.”

“LawyerMetrix, a consulting firm that helps law firms and law departments create data-driven strategies to address human capital management, finds from their empirical research that the most important success factor (competency) for hiring partners and recruiting directors at larger firms is “initiative.”

- Hamilton 2018
Mapping LSSSE questions to professional competencies
Learning Outcomes 302(c) and (d)
This third tab contains language of law school learning outcomes associated with Standards 302(c) and (d) – competency in (c) Exercise of proper professional and ethical responsibilities to clients and the legal system; and

(d) Other professional skills needed for competent and ethical participation as a member of the legal profession. This includes some “other professional skills” associated with professional and ethical responsibilities such as cultural competence, integrity, diligence, self-directedness, teamwork, etc.

https://www.stthomas.edu/hollorancenter/resourcesforlegaleducators/learningoutcomesdatabase/learningoutcomes302c/
Professional Competencies

Teamwork and Collaboration

Professionalism and Integrity

Self-Directedness

Cultural Competence
Teamwork/Collaboration

LSSSE Questions

• Working effectively with others

• Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.);

• Worked on a legal research project with a faculty member outside of course or program requirements

• How often have you worked with other students on projects during class?

• How often have you worked with classmates outside of class to prepare class assignments?
Teamwork/Collaboration

- Working effectively with others: 55%
- Worked on a legal research project with a faculty member outside of course or program requirements: 35%
- Worked with classmates OUTSIDE OF CLASS to prepare class assignments: 31%
- Worked with faculty members on activities other than coursework (committees, orientation, student life...): 28%
- Worked with other students on projects DURING CLASS: 25%
Teamwork/Collaboration with Other Students

- Worked with classmates OUTSIDE OF CLASS to prepare class assignments
- Worked with other students on projects DURING CLASS

<table>
<thead>
<tr>
<th>Year</th>
<th>% Working with Classmates Out of Class</th>
<th>% Working with Other Students in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>31%</td>
<td>18%</td>
</tr>
<tr>
<td>2013</td>
<td>33%</td>
<td>19%</td>
</tr>
<tr>
<td>2014</td>
<td>32%</td>
<td>22%</td>
</tr>
<tr>
<td>2015</td>
<td>34%</td>
<td>22%</td>
</tr>
<tr>
<td>2016</td>
<td>35%</td>
<td>24%</td>
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<tr>
<td>2017</td>
<td>34%</td>
<td>23%</td>
</tr>
<tr>
<td>2018</td>
<td>32%</td>
<td>24%</td>
</tr>
<tr>
<td>2019</td>
<td>33%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Teamwork/Collaboration

Discussions with faculty outside of class
“very often” and “often”
Teamwork/Collaboration

Work on a legal research project with a faculty member outside of course or program requirements

- Undecided: 23% (2012), 23% (2019)
- Do not plan to do: 38% (2012), 37% (2019)
- Plan to do: 22% (2012), 24% (2019)
- Done: 17% (2012), 15% (2019)
Teamwork/Collaboration

Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)

- 2009: 23%
- 2019: 28%
Teamwork/Collaboration

Working Effectively with Others

2009: 51%
2019: 55%
REAL WORLD EXAMPLE – LSSSE IN ACTION
Teamwork/Collaboration
Working effectively with others

In 2009, Indiana University (IU) introduced a legal professions course into the 1L curriculum. This course teaches competencies that go beyond learning the law, placing special emphasis on a goal-oriented, collaborative approach to legal work.
PROFESSIONALISM/INTEGRITY

Examples
Professionalism and Integrity

LSSSE QUESTIONS

8b. Encouraging the ethical practice of law

10n. Developing a personal code of values and ethics

10o. Contributing to the welfare of your community

LEAP MODULE -- My law school is providing sufficient opportunities for professional skills development as part of the curriculum.
Professionalism and Integrity

- 8b. Encouraging the ethical practice of law: 83%
- LEAP MODULE -- My law school is providing sufficient opportunities for professional skills development as part of the curriculum: 83%
- 5d. Volunteer or pro bono work: 75%
- LEAP MODULE -- My law school provides sufficient opportunities for me to develop life management skills: 68%
- 10n. Developing a personal code of values and ethics: 59%
- 10o. Contributing to the welfare of your community: 54%
Professionalism and Integrity

Professionalism/Integrity

- 8b. Encouraging the ethical practice of law
- 5d. Volunteer or pro bono work
- 10n. Developing a personal code of values and ethics
- 10o. Contributing to the welfare of your community

2009 2019
SELF-DIRECTEDNESS/INTRINSIC MOTIVATION
Examples
Self-Directedness

LSSSE Questions

LEAP MODULE - My law school is preparing me to be self-reliant as a professional.

10i. Learning effectively on your own

10j. Understanding yourself

1a. Asked questions in class or contributed to class discussions

1p. Worked harder than you thought you could to meet faculty members' standards or expectations

7b. Preparing for class and clinical courses other than reading (studying, writing, doing homework, trial preparation, and other academic activities)
Self-Directedness

LSSSE Questions

1l. Talked about career plans or job search activities with faculty member or advisor

7b. Preparing for class and clinical courses other than reading (studying, writing, doing homework, trial preparation, and other academic activities)

7c. Reading on your own (not assigned) for personal or academic enrichment;

5i. Law student organization leader
Self-Directedness

LEAP MODULE - My law school is preparing me to be self-reliant as a professional

10i. Learning effectively on your own

Pro bono work or public service

10b. Acquiring job or work-related knowledge and skills;

1a. Asked questions in class or contributed to class discussions

1p. Worked harder than you thought you could to meet faculty members' standards or expectations

10j. Understanding yourself

5i. Law student organization leader

1l. Talked about career plans or job search activities with faculty member or advisor

Self-Directedness

87%

81%

75%

68%

63%

59%

58%

50%

42%
Self-Directedness

- 10i. Learning effectively on your own
- Pro bono work or public service
- 10b. Acquiring job or work-related knowledge and skills;
- 1a. Asked questions in class or contributed to class discussions
- 1p. Worked harder than you thought you could to meet faculty members' standards or expectations
- 10j. Understanding yourself
- 5i. Law student organization leader
- 1l. Talked about career plans or job search activities with faculty member or advisor

2009 - 2019
CULTURAL COMPETENCE

Examples
Cultural Competence

LSSSE Questions

1d. Included diverse perspectives (different races, religions, sexual orientations, genders, political beliefs, etc.) in class discussions or writing assignments

1r. Had serious conversations with students of a different race or ethnicity than your own

1s. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values

8d. Encouraging contact among students from different economic, social, sexual orientation, and racial or ethnic backgrounds

10k. Understanding people of other racial and ethnic backgrounds
Why are diverse experiences important?

Decades of research has shown that there are a multitude of educational benefits of diverse interactions and experiences.

These benefits range from:

• Critical thinking abilities and intellectual growth
• Positive perception on the campus environment
• Greater levels of overall satisfaction
• Enhanced development of important leadership skills
Cultural Competence

- Serious conversation with students of diverse backgrounds: 63%
- Serious conversation with students of diverse beliefs or values: 62%
- Diverse perspectives in discussions or assignments: 55%
- School emphasized: encouraged contact with diverse backgrounds: 53%
- Contributed to: Understanding people of other racial and ethnic backgrounds: 45%
Diversity and Inclusion Module

Topical Module: Diversity and Inclusiveness

This module examines environments, processes, and activities that reflect the engagement and validation of cultural diversity and promote greater understanding of societal differences. Questions explore students’ exposure to inclusive teaching practices and intercultural learning: perceptions of institutional values and commitment regarding diversity; and participation in diversity-related programming and coursework.

1. During the current school year, how much has your coursework emphasized the following?
   a. Developing the skills necessary to work effectively with people from various backgrounds
   b. Recognizing your own cultural norms and biases
   c. Sharing your own perspectives and experiences
   d. Exploring your own background through projects, assignments, or programs
   e. Learning about other cultures
   f. Discussing issues of equity or privilege
   g. Respecting the expression of diverse ideas

<table>
<thead>
<tr>
<th>Very much</th>
<th>Quite a bit</th>
<th>Some</th>
<th>Very little</th>
</tr>
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4. To what extent do you agree or disagree with the following statements?
   a. I feel comfortable being myself at this institution.
   b. I feel valued by this institution.
   c. I feel like part of the community at this institution.

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
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</table>

5. During the current school year, about how often have you done the following?
   a. Attended events, activities, or presentations that reflect an appreciation for diverse groups of people

<table>
<thead>
<tr>
<th>Very often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Never</th>
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</table>
PERCEIVED GAINS
Examples
Perceived Gains

To what extent has your experience at your law school contributed to your knowledge, skills, and personal development in the following areas?

Understanding people of other racial and ethnic backgrounds
Developing clearer career goals
Contributing to the welfare of your community
Developing a personal code of values and ethics
Working effectively with others
Understanding yourself
Solving complex real-world problems
Acquiring job or work-related knowledge and skills
Speaking clearly and effectively
Developing legal research skills
Writing clearly and effectively
Learning effectively on your own
Acquiring a broad legal education
Thinking critically and analytically
Perceived Gains and Support

- Thinking critically and analytically: 89%
- Acquiring a broad legal education: 86%
- Learning effectively on your own: 81%
- Writing clearly and effectively: 79%
- Developing legal research skills: 79%
- Speaking clearly and effectively: 72%
- Acquiring job or work-related knowledge and skills: 68%
- Solving complex real-world problems: 60%
- Understanding yourself: 58%
- Working effectively with others: 55%
- Developing a personal code of values and ethics: 55%
- Contributing to the welfare of your community: 54%
- Developing clearer career goals: 52%
- Understanding people of other racial and ethnic...: 47%
Perceived Gains

- Speaking clearly and effectively
- Acquiring job or work-related knowledge and skills
- Solving complex real-world problems
- Contributed to: Developing a personal code of values and ethics
- Working effectively with others
- Contributing to the welfare of your community
- Developing clearer career goals
- Understanding people of other racial and ethnic backgrounds
NEXT STEPS
Public Reporting Tool

What is the LSSSE Public Reporting Tool?

The LSSSE Public Reporting Tool is a robust, interactive data analytics tool that provides access to aggregate LSSSE data. With this tool you can explore LSSSE results by student and institutional characteristics and map longitudinal trends. Survey questions are grouped into useful categories to assist in data analysis. The tool also includes the capability to create custom reports with a wide range of data visualization options. Once your analysis is complete you can download your reports into Excel, PowerPoint or PDF.

Using the Reporting Tool

Filters
Filter by year, student characteristics or institutional characteristics.

Questions (Rows)
Survey questions are listed in the order they appear on the survey. You may also select a category from the drop-down menu to group survey questions according to topic.

Cross Bys (Columns)
Select a variable for individual groups in your report. For example, institutional characteristics or student characteristics.

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[Graphs showing data analysis and visualization options]
What are we missing?

Future Opportunities

Creation of new modules

Addition of Core survey items?
THANK YOU