

Introducing Dean Colin Crawford

ON JANUARY 1, COLIN CRAWFORD will begin his tenure as the Brandeis School of Law's 24th dean.

He's a new face at the University of Louisville, but he's no stranger to the demands of a university administrator — or to Kentucky, where his father's family has roots.

From his father's hometown in western Kentucky came a career that has taken Crawford across the country and around the world. He brings a distinct international perspective to Brandeis Law; he speaks three languages and has lectured and taught in several countries, including Brazil, China, Colombia and Spain.

A graduate of Harvard Law School, Crawford is a self-described academic entrepreneur with scholarly interests in environmental, urban development and land-use issues.

He comes to Brandeis Law from Tulane University, where he was a law professor and director of an international development center for undergraduate and graduate students.

Here, he shares a bit about what he admires about the Brandeis School of Law and his hopes for the school in the changing landscape of legal education.

What attracted you to Brandeis?

"Louisville was especially attractive to me, first for family reasons. My father was from western Kentucky. He was from a town called Corydon. Although he spent most of his childhood school years in Denver, where I was raised, his father's family raised trotting horses and his father was killed in a riding accident when my dad was under a year old.

"His mother, a nurse, then moved to Colorado to find work. A brother had gone there for asthma treatment. She got a job in one of the asthma hospitals. But my grandfather was the youngest of 10 children and the only boy, and my father was the only child. So he would go back in the summers and he'd be like a little king, doted on by all these relatives of the only boy and the youngest child, now

dead. That's all a long way of saying that Kentucky as a state figures very large in my mental imagination and my family emotional life. Even though I'd only been a couple of time before myself, it was very, very big part of our family history.

"My father really credited all of his success — he became a very successful lawyer and he really came

from virtually nothing — to a family friend whom he thought of as a de facto uncle, namely Albert "Happy" Chandler (44th and 49th governor of Kentucky). So the chance to live in Kentucky was the first attraction of Louisville.

"Then, of course, the Brandeis name is very appealing. I knew it was a very old law school and the Brandeis inheritance is an important one. I think Brandeis, especially in these very polarized political times, is an interesting figure because he doesn't neatly fit into our current conservative or liberal categories. That's partly because he was a person in a

different time. But I really think he was a very nuanced and complicated person and thinker. The thought of being associated with a school that tries to channel that inheritance is very appealing."

What do you see as some of the law school's strengths?

"All of my interactions with staff and with faculty — and not just at Brandeis but with the university — were very positive. I also thought the city was very beautiful. It seemed like it'd be a nice place to live, with a strong business community. The law school seemed to be peopled with a terrifically nice, hard-working, interesting group of people.

"Since then, I've been very attracted to the very strong faculty-student bond. I've had current students write me out of the blue and say how glad they are that I'm coming and they're looking forward to meeting me, which I think speaks very well for the school culture.

"Particularly given the current budget circumstances in the university and in law schools generally, it's just very impressive the range of things that

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a relatively small school does. Brandeis is really fighting above its weight. It's doing a lot more than one would expect with the resources.

"The strong commitment to working in the community I think is really important in a state school, especially. My best teaching experiences actually have been at state schools, so I like that mission very much."

Law schools nationally are facing changes in enrollment and funding that make the role of a dean challenging in new ways. What made you want to take on this role?

"I have lots of friends who are deans or senior administrators and I explored this question with them. Why would anyone want to do this job at this difficult moment? But on reflection I came to feel that it really played to some of my strengths.

"Not by design but just the way my career has worked out, I turned out to be a kind of academic entrepreneur, so I actually think I have some skill in administration. I like administration. I like building institutions.

"One thing I think that is true of all the positions I've had is that I've really worked to make the institutions better. There are people who make institutions better by being outstanding scholars or teachers, and that's an important role. But I've really thrown myself more into administrative tasks to make them better. I felt that it would be a challenge that would be really interesting at a challenging time.

"There's been great work that's been done by former Dean Susan Duncan, particularly building up the alumni base, and I felt there was room to then build upon those successes. There are some new possibilities and opportunities to keep on pushing the school further ahead. It seemed like an interesting challenge — and I'm very tired of the New Orleans weather too."

What do you see as opportunities for growth at the Brandeis School of Law?

"I think this school could be a little more outward-looking, a little more international in its outlook. Commerce today is very global and there are opportunities to do things in the world. You can be based in a commercial city like Louisville, and you can be doing things with other countries. I really think that there are some terrific opportunities to try to develop internationally.

"I also think there are some commonalities, at least as seen from the outside, in faculty strengths and I'd like to try to package those to emphasize to the world what we have to offer, besides a very friendly, student-focused and talented faculty. I think it's really important in today's legal market to give students a sense of what their training is going to get them, how they get from A to B. Some of the older models of legal education may not be as convincing or compelling as they once were. I'd like to see us think about shaping the existing strengths in different ways.

"I'd like to help promote a really robust intellectual legal environment on campus as well. I don't mean that students have to become deeply involved in academic legal writing, but I do believe it is useful for law students to understand

that ideas power the law and result in legal change and that we're in a profession that is a debate about principles and values and ideas, and how to make them concrete and so to change people's lives.

"I was able to negotiate some support from central administration for a couple of years to start some new initiatives with junior faculty in particular. I'm already getting applications to do that. Just last week I had an hour-long meeting with a junior faculty member by phone to discuss her ideas, so we'll be planning things even before I get there. Some of the things that young faculty are doing on really cutting-edge issues — issues of major consequence in the United States and in the world right now. And I hope that can show our students and also the world that the Brandeis School of Law is a really dynamic place.

"In the longer term, I have some ideas about curriculum reform and different ways you can structure courses. I think in law schools in the United States in general, legal education is following an older model than some other disciplines, and I think there are some dynamic ways to try and break up the curriculum and to do different things. This is challenging at a school like Brandeis because it's small. You have to cover some basics and generally they have to be covered in traditional ways, across the arc of a 14- or 15-week semester. But beyond that, I'd like to explore some other ways of learning and teaching.

"And, finally, I'm already starting to talk to the development office about different ways we might try and create new student opportunities that would help find students complementary experiences to their legal education, perhaps by means of trying to create some competitive fellowships with distinctive features. Of course, that means finding alums and other donors who share the view that such initiatives merit their support."

"Everything I say is conditioned upon having the support of the faculty and the students. It's not the Colin Crawford show."

You have a wide range of international experience. Why is that important to you?

"I've lived for several years abroad. I speak different languages. It just comes from a deep curiosity about the world.

"I think that international education makes better lawyers because you understand that there are other ways of doing things in the world. Some countries do things better than other countries. Some countries do things better in the law than the United States, while in other ways, we're a world leader. It's very useful to have those comparative experiences because I think it enriches your sense of your obligations and your potential as a lawyer. It changes the way you see the world.

"It helps us all, I think, to acknowledge that there's such a rapid and intense rate of international connection now. If you're not on that wagon, you're going to be missing out on something. International legal experiences are a way to make yourself a better job candidate when you're a student and a more competitive lawyer when you're in practice — both because you have different contacts and have different experiences to build upon.

"I think there are ways to create international experiences for students, moreover, that don't have to be break-the-bank. They can be more modest, shorter-term experiences. But even a short experience can have a really transformative effect a student's career, just as they've had on mine."

Can you share a bit about your past roles?

"I spent seven years at Georgia State University, in Atlanta, which I really enjoyed. I arrived at a really good moment there because they were doing some internal reorganization in the university and the Provost at the time created a competition to start some new initiatives. I won two grants in that effort. One was to start a foreign studies program, which then ended up having as many as 90 students in 10 different courses. I educated about 400 students in Brazil over 10 years through that program.

"In addition, we got some funding to start a new comparative urban studies center, which has a very long name: the Center for the Comparative Study of Metropolitan Growth. It's still going strong. Several of the programs that I've started are still thriving. I'm very proud of that work. I hope that I can replicate similar kinds of initiatives at Brandeis.

"I was then recruited to go to Tulane because of that administrative experience. The Payson Center for International Development, which I went to Tulane to lead, was big — 300 students (200 undergraduates, 100 graduate students), anywhere from nine to 12 faculty and about half as many staff. We had development projects in four continents. Not just in law — but in many related areas, including economic development, women's health development projects, food security projects. Payson, created in 1996, was one of the first development studies centers in the United States. Going to Tulane to lead it was an exciting challenge.

"For administrative reasons, it ended up going into the law school and that's when they hired me. They needed a tenure-able person in law who had done development work. We created an LLM in development. We doubled our numbers in our joint JD/master's program. We doubled the number of undergraduate majors in international development. To sum up, the Payson Center was both a research and project-oriented resource, providing applied research for government entities and NGOs on four continents and it has a robust academic program for undergraduates and graduate students in development studies."

There's an emphasis in higher education on interdisciplinary studies. How do you hope to further that idea at the law school?

"As I indicated in my previous answer, the Payson Center was an interdisciplinary endeavor. Law faculties can be very challenging places to do interdisciplinary work, for historical reasons. Professional schools have generally tended to be boats that sail on their own. I'm not sure that's as realistic to do that as it once was. Therefore, I'd like to promote more interdisciplinary education. It's hard because different disciplines speak different professional languages and use different research methodologies and techniques.

Get to know Dean Crawford

Why did you gravitate toward the law?

My father was a lawyer who specialized in securities law. I grew up respecting the skill and commitment of lawyers to help resolve people's challenges and problems as efficiently and with as little conflict as possible.

What was your first job?

Starting at the age of 13, I worked at what has since become a famous independent bookstore, the Tattered Cover, in Denver. At that time, it was a little hole in the wall. I unpacked new stock and sent back returns. It gave me a great sense of the issues and trends of the day. I loved it, but it was not glamorous.

How do you relax?

Exercise, bike ride, read, travel, listen to music.

How has law school changed since you were a law student?

When I was in law school, it was a seller's market, and companies were more dependent on outside counsel than they are today. So there were lots of jobs, and they were well-paid. But the education was also more formal and less experiential, although that was starting to change. The tighter market and the transformation in modes of legal service delivery is forcing a powerful transformation in legal education; we are still in the midst of it.

Why did you gravitate toward your areas of scholarship?

Our family took one foreign trip — to Mexico — when I was a teenager. I instantly loved Mexico City — the vibrant street life, the unexpected beauty, the variety, the food. On that trip, I thought: "I want to understand cities better."

But I also spent a lot of time outside, in nature, and thus became involved with the growing environmental movement. My parents were strong advocates for expanded social equality and opportunity as well — as was my extended family. So all of these things came together in my focus on urban and environmental justice.

What are you reading now?

I typically read several things at once, usually a mix of fiction and non-fiction.

Because I was in Spain, they are all Spanish books right now — a short novel by the Basque writer Fernando Aramburu, called "Slow Years," about the early period of the violent independence movement ETA and the turmoil it caused within families; a biography of King Carlos III — Spain's great Enlightenment monarch, sometimes called the "Mayor King" because, among other accomplishments, he transformed Madrid's urban plan and services; and a book titled "Whites Are Crazy" — a memoir of a Spanish diplomat's years in the only Spanish-speaking country on the African continent, Equatorial Guinea (I hadn't even known there was a former Spanish colony in Africa!).

"However, a strength of law as a discipline is that law is a reactive discipline. It reacts to things that are identified, that are discovered and are argued over in other areas. That means that lawyers are needed to help order and give shape to new ideas and discoveries. In other words, lawyers are well-placed to work in interdisciplinary spaces.

"One way to help promote this, I think, is to strength the good menu of existing joint degree programs is. Students don't often realize what these opportunities are, but it generally helps students to have a joint degree because, in a competitive market, they have two different skill sets. This also helps turn law students into, better lawyers, I think, because they understand the world not just through a couple of lenses."

You will join the law school officially on Jan. 1. How have you been spending your time this summer and fall?

"Starting in January 2016, I was on sabbatical. That's the reason that I'm not starting in January.

"I wish I had started on July 1. But this opportunity arose during my sabbatical and most schools have an expectation that you do some service following sabbatical, so I'm returning to Tulane for the Fall 2017 semester.

"While on sabbatical, I've been pursuing a number of research projects. It's been very productive. I've finished four articles in three different languages. I'm

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now working on two other longer articles.

"My time has been spent working on some research projects. The biggest one is on the meaning of the phrase 'access to justice' in the urban and environmental context. Most of my scholarship considers urban, environmental and urban life questions and the way that law responds to those questions.

"Urbanization is the major factor of our age, and it means that law has to respond to that huge demographic shift worldwide. I've started to ask myself, given the fact that most people don't live in very appealing urban conditions in most parts of the world, what it means for them to try and assert their rights to more dignified, healthier, more agreeable conditions. How can they assert rights to a better urban life? That's led me to a project that looks at the phrase 'access to justice' in the context of urban life globally. I'm working on several papers that relate to that.

"In August, I returned to Tulane. I'm teaching two courses, both undergraduates courses. At Tulane, my time is split half between the law school and half between the undergraduate college, so I'm be teaching those courses, finishing up my research projects and coming to Louisville two or three times as well. I also have short stints as a Visiting Professor in three different countries — Brazil, Germany and Japan. So I will have a very busy semester before I land in Louisville at the beginning of January."

Brandeis Law bids farewell to Dean Susan Duncan

By LARS SMITH

Interim Dean

After five years of being Brandeis' interim dean, Susan Duncan has moving on to be the dean at the University of Mississippi. For those of us at the Brandeis School of Law, this is bittersweet.

It is sweet because we are proud that our friend and colleague will be the permanent dean at the fourth-oldest state-supported law school in the country. We are certain she will achieve great success at her new institution, and in doing so, will bring great renown to her alma mater, the University of Louisville.

However, her departure is also a bitter thing for us. We are sad to lose such a wonderful colleague, mentor and friend.

Before Susan assumed the role of dean, she was already a highly respected professor at the law school who had achieved success both in and out of the classroom. She routinely received outstanding teaching reviews and was elected president of the Legal Writing Institute, a national organization with more than 2,000 members. She has also received numerous awards, many for service to the university and the community, including the University of Louisville Presidential Distinguished Service Award in 2005. She has been the consummate colleague and educator.

But for Susan, personal accolades never seemed to be the driving force behind her work. Rather, a genuine love for the

law school she called home as a student, professor and dean has always been her motivation.

During her tenure as dean, Susan welcomed two Supreme Court Justices to the law school as they accepted the Brandeis Medal; strengthened relationships between the law school and alumni and local practitioners; encouraged faculty research; advocated for the creation of two new experiential learning programs; and celebrated student success, including a national moot court championship title.

Susan is a natural leader who has steered the law school through some difficult times with integrity and grace. She is both driven and diligent, and she worked tirelessly to ensure that we met all of our institutional goals while staying within our budget — no small task.

Further, as many on the staff and faculty can attest, Susan was also concerned for the well-being of those who worked with her. Whenever a personal crisis arose, we could count on Susan to support and console us, working with us to make sure that we could balance our health and home life concerns with the demands of the workplace.

We will miss Susan, and we bid her a fond and grateful farewell as we look forward to carrying on her legacy of innovation and success at the Brandeis School of Law.



20 years later, former dean reflects on naming law school in honor of Brandeis

When Don Burnett came to the University of Louisville to serve as dean of the law school in 1990, he was familiar with the connection between the city and one of its most famous sons, Justice Louis D. Brandeis.

But it wasn't until he got further into his role as dean that Burnett says he truly began to understand the depth of that bond.

Burnett came to admire Brandeis' respect for small institutions, his appreciation for federalism, his interdisciplinary insights and his vision of universities as hubs of innovation. Burnett especially admired Brandeis' commitment to pro bono work.

"He really thought that was part of the obligation of lawyers and part of the noble calling of the law as a career," says Burnett, who served as dean of the law school from 1990-2000.

Burnett knew that Brandeis had been a generous donor to the law school, helping the school financially as well as donating his personal library and correspondence.

In light of all this, Burnett began advocating to change the name of the law school in honor Brandeis. Many law schools are named for donors, after all, and Brandeis' gifts helped shape the law school in more ways than one.



Don Burnett was dean of the law school from 1990-2000.

"His contributions were more meaningful than money alone," Burnett said. "They were the contributions of someone who exemplified the highest value and the greatest potential of the law."

Working with colleagues, including then-Associate Dean Linda Ewald, Burnett began circulating the idea among faculty, alumni, the local bench and bar, university leadership and the Brandeis family itself. There was broad support for naming the law school in honor of Brandeis. On Feb. 24, 1997, the

UofL Board of Trustees made it official: the law school became the Louis D. Brandeis School of Law.

But before that change, Brandeis' legacy took life in another way: In 1990, the law school established one of the first five mandatory pro bono requirements in the country. The first semester the program was instated, administrators saw a huge, positive student response.

"We realized we were doing something very substantial for a

large number of our students," Burnett says. "It spoke to their sense of professional responsibility — the highest calling of the law."

Carrying the Brandeis name has given the law school a unique advantage in the national landscape of legal education, Burnett says. Prospective students know this is a school that carries on the name and spirit of a towering figure who saw law as a noble calling.

"His legacy has its home at the University of Louisville."

New health law certificate targets non-JD health care professionals



Professor Karen Jordan

From insurance to care providers, the health care industry is complex and can require professionals to have an understanding of legal issues.

But what if the professional has no legal education?

That's where Brandeis Law's new Certificate in Health Law comes in.

Launched in September, the online certificate is aimed at health care workers who need to understand the legal, regulatory and ethical issues related to health law.

The certificate comprises nine courses offered by Brandeis in collaboration with iLaw, a law school online enablement company. The courses, taught by a mix of faculty and local practitioners, will tackle topics such as health care fraud and abuse, end-of-life decisions, HIPAA, security and patient care issues.

Professor Karen Jordan has been working with the instructors and iLaw in facilitating and coordinating the course development process. Here, she shares more about the certificate.

What can health care professionals gain from this program?

"The provision and financing of health

care are heavily regulated. On a daily basis, then, health care professionals are confronted with complex regulatory and ethical issues and guided by a diverse range of laws and regulations.

"The courses offered in the program will help professionals better understand and comply with the governing laws. The courses should enhance prospects in the job market and foster career growth."

How did the idea for this certificate come about?

"Given budget realities, law schools across the country are being asked to be more entrepreneurial. Being efficient isn't enough. Finding additional sources of revenue is important.

"When the law school assessed its strengths and community needs, a certificate program for health care professionals rose to the top as a viable option. Market research suggests there will be high interest in the program, and shows that few other law schools offer a similar program."

How do you hope this program will impact the law school's role as an engaged community member?

The certificate program should enhance the law school's already substantial community engagement. The program will allow the law school to serve an entirely new segment of the community — professionals who, for various reasons, are not interested in pursuing a J.D. degree.

"Given budget realities, law schools across the country are being asked to be more entrepreneurial. Being efficient isn't enough. Finding additional sources of revenue is important."



A WARM WELCOME TO NEW U.S. CITIZENS

The Brandeis School of Law hosted a naturalization ceremony in November 2016 and hosted another in October 2017.

Last November, 29 people became U.S. citizens during a naturalization ceremony in the Brandeis School of Law's Allen Courtroom.

U.S. District Judge David Hale, Western District of Kentucky, presided at the ceremony and speakers included UofL's vice provost for diversity and international affairs, Mordean Taylor-Archer, and Interim Dean Lars Smith.

Smith shared memories of his mother's experience as an immigrant in the United States. She was born in Denmark, and one of her greatest treasures was her green card.

"She saw America as a shining beacon of hope," he said.

"Louisville has become a richer and more vibrant place now that you have joined us as citizens," he told the newly inducted Americans.



New mediation clinic provides more skills training

This fall, five Brandeis Law students will participate in the school's newest clinic, learning practical mediation skills that will prepare them for legal careers after graduation.

The mediation clinic is supervised by Professor Shelley Santry, who also directs the Robert and Sue Allen Ackerson Law Clinic.

The clinic is open to 2Ls and 3Ls who have completed 40 hours of rigorous mediation training. Students come to the clinic as certified mediators ready to work with pro se litigants who have been referred by judges. They will mediate cases involving paternity, child custody and post-decree divorce problems.

Slots for the mediation clinic filled up quickly, Santry says, adding that the heavy interest in the clinic is a sign that law students appreciate chances to get hands-on experience.

"Our law students will graduate and

know how to practice law," she says. "It gets them excited to have real people instead of a simulated case."

The same philosophy applies at the Ackerson Law Clinic, now in its ninth year. That clinic, which represents clients in Emergency Protective Order hearings, divorce actions and housing cases, sees clients who often are angry or scared.

"There's nothing like taking a woman who's having the worst day of her life and helping her and watching her be empowered," Santry says.

Both clinics require students to be empathetic self-starters. The workload at the clinic is heavy, with students typically working on four cases at a time and having worked on 12 cases by the end of the semester.

"The best thing that students learn is that we always have a Plan B," says Santry, who estimates that a little more than half of clinic students go on to practice family law. Those who work in other areas report that the lessons learned in clinic stay with them throughout their careers.

2017 ENTERING CLASS PROFILE

TOTAL ENROLLMENT	141	APPLICATIONS ACCEPTED	671
GENDER			
FEMALE:	69	MALE:	72
UNDERREPRESENTED	17		
SCHOLARSHIPS OFFERED	\$1,041,674		
COLLEGES/UNIVERSITIES REPRESENTED	59		
MAJORS REPRESENTED	33		
STUDENTS HOLDING ADVANCED DEGREES	14		
GPA MEDIAN	3.38	LSAT MEDIAN	152



Brandeis Law Professor Enid Trucios-Haynes certainly stays busy.

In September 2016, she began a three-year term as UofL's Faculty Senate Chair.

At the law school, Trucios-Haynes directs an immigration placement that offers opportunities for students and community volunteers to visit the Boone County Jail, where immigration detainees are held in the custody of the ICE bureau of the Department of Homeland Security.

Additionally, Trucios-Haynes is serving as interim director of the Muhammad Ali Institute for Peace and Justice and is co-founder and co-director of the Brandeis Human Rights Advocacy Program, which was established in spring 2014 to focus on immigrant, noncitizen and refugee rights.

She is also co-principal investigator of the newly funded Cooperative Consortium for Transdisciplinary Social Justice Research, which promotes transdisciplinary research at UofL. It also will provide a social justice hub to bring faculty,

"It is a privilege to teach. I hope that I help students think about the role of law in shaping our institutions in society and how policy is shaped by the advocacy of lawyers."

students and the community together on issues of social and racial justice.

In her "spare" time, Trucios-Haynes serves on the Metro Louisville Ethics Commission by appointment and is the secretary of the board of the Hispanic-Latino Coalition of Louisville. She also serves on the board of the ACLU of Kentucky boards.

Here, she shares more about what keeps her motivated.

What is your favorite thing about UofL?

"The people and its urban-metropolitan focus. Working with students is energizing to me, and their passion makes me want to do the best I can to engage them.

I am inspired by the faculty who care deeply about this university and its mission.

Working at the Muhammad Ali Institute for Peace and Justice has helped me to meet so many faculty members who share my interests and who are passionate about racial and social justice issues. UofL is a special place because of all of the people who work here who are so friendly

and always willing to help each other."

What motivates you to teach law?

"It is a privilege to teach. I hope that I help students think about the role of law in shaping our institutions in society and how policy is shaped by the advocacy of lawyers. I do this in my classes and with the law school's Human Rights Advocacy Program. This is also our focus in the Ali Scholars Program of the Muhammad Ali Institute for Peace & Justice."

If you could have lunch with any one person, living or dead, who would it be?

"I would like to have lunch with Mary McLeod Bethune. I read a biography about her when I was very young (9 years old) that shaped my ideas about myself in the world as a person of color, the difference a person can make in the world, and how education and dedicated service to one's community can make a difference.

She was an educator, civil rights activist, and worked on racial justice issues with several presidential administrations."

NEW PROGRAM FOCUSES ON ESTATE PLANNING, ELDER LAW

What started as a Brandeis Law class assignment has grown into something much bigger — a program that aims to serve as a community resource for the issues surrounding end-of-life planning.

In Professor Goldburn P. Maynard Jr.'s spring 2016 Elder Law class, he knew he wanted to make group projects a major component in the class. The class — just nine students — focused on three projects: composing an online Medicaid primer, drafting a short guide to advanced care directives and planning a symposium on aging.

"I found that my students outmatched my expectations," Maynard says. "They were pushing it in a bigger direction."

That momentum has led to the Estate Planning and Elder Law Program at Brandeis Law.

"The Estate Planning and Elder Law (EPEL) Program helps to connect students, professionals, and members of the community in confronting important issues of succession, long-term care and end-of-life planning," reads the program's mission statement.

The program, in its early stages, is growing from the ground up and is powered by students, Maynard says. Eventually, EPEL could add more related courses, explore public service opportunities and even work to impact policy.

"This is moving organically, and we'll see where it goes," he says.



Why Brandeis?

Alumni share what drew them to the Brandeis School of Law

The Brandeis School of Law appeals to law students for many reasons — its commitment to public service, its ties to Louisville’s legal market and its top-notch faculty, to name a few.

We reached out to Brandeis Law alumni to see what attracted them to the school. Their answers are to the right.



GUION JOHNSTONE ('11)
Executive director
Kentucky Bar Foundation

“I wanted to become a lawyer so that I could help underrepresented and marginalized groups. Brandeis, with its strong commitment to public service, was a perfect fit for my career goals.

“I also chose Brandeis because of its joint degree program with UofL’s Kent School of Social Work so that I was able to graduate with a JD/MSSW.”

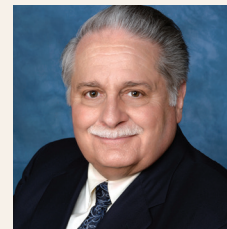


NEVA-MARIE POLLEY ('99)
Executive director
Legal Aid Society, Louisville

“I knew that I wanted to practice law in Louisville and Kentucky in general following graduation. And I knew that Brandeis was where I wanted to be.”

“The education provided at Brandeis was and still is highly regarded in the Kentucky legal community, and the opportunities for local student employment and public service made Brandeis the perfect choice when I started law school in 1996.

“I knew that Brandeis had a strong commitment to public service, and this shaped my decision as well. Brandeis’ long-standing history of service in the community appealed to my sense of justice and public service.”



J. VINCENT APRILE II ('68)
Attorney
Lynch, Cox, Gilman & Goodman PSC,
Louisville (Class of 1968)

“I had wanted to be a lawyer since I was in the eighth grade, despite being fairly uninformed about the practice of law. In grade school and high school, I read a number of books, both non-fictional and fictional, about lawyers. I was a high competition debater at both my high school and college. When I finished college, I thought, as a native Louisvillian, Brandeis would be an excellent choice as I could remain in Louisville where I planned to practice. When Brandeis offered me a scholarship, that sealed the deal.”

A look back at the degrees offered by the law school



By MARCUS WALKER

Marcus Walker is the Law Library Archivist and Digital Collections Librarian at the Brandeis School of Law.

If you are a recent graduate, you may not be aware that the J.D. program has not always been the path toward a professional legal career. Alums of a more classic vintage, however, likely recall that the Bachelor of Laws [LL.B.] was once the primary professional degree for lawyers here at the School of Law.

Despite the name, the LL.B. had long taken more than the four years of study necessary to earn most other bachelor’s degrees. In 1931, an increase in entrance requirements meant at least 60 hours of collegiate coursework were necessary to be eligible for the 73-semester-hour legal program (excluding Practice Court), which increased to 85 (inclusive of Practice Court) within the following two years. By 1962, a completed baccalaureate degree was required for all but the most highly qualified applicants.

In the Fall semester of 1964, the School of Law introduced the J.D. program; however, it was not initially intended as a replacement for the LL.B., but rather an advanced track available for those who already held bachelor’s degrees. The J.D., like the LL.B., required 84 hours of coursework to complete and carried an identical curriculum for the first year. Students interested in the J.D. would then take an accelerated course load during their second year, allowing

them to complete the non-credit practical skills course, legal clerkship and additional seminars required in their final year for the advanced degree.

The concurrent programs did not last long. During the 1965-1966 school year, new Dean James Merritt spearheaded the conversion of the LL.B. degree to a J.D. He cited not only favorable statements from both the ABA and Association of American Law Schools, but the increasing desire of law schools across the country to designate the first professional law degree with a title befitting the study it demanded.

In February 1966, Dean Merritt sent out a memorandum soliciting faculty input on the conversion. That May, Merritt reported a “preliminary recommendation” for the switch by the faculty in his Louisville Lawyer column. By the next school year, the Board of Trustees approved that recommendation, and the J.D. became the only professional degree granted by the School of Law.

Keen readers (namely, all of you) may notice an issue: there were two groups of graduates. One set had Bachelor of Laws degrees, while the other had diplomas declaring them Doctors of Jurisprudence. Both sets of graduates were equally qualified as professionals, and as shown, the LL.B. and J.D. were comparable in

academic rigor. Nonetheless, the degrees often carried substantially different connotations outside the legal world.

As such, Dean Merritt proposed in July 1969 that the School of Law and the university retroactively award the J.D. to all LL.B. graduates, including those of the Jefferson School of Law, upon receipt of \$25 for their new diploma. Not every alum was interested; one in particular took pride in not having his degree converted, although he sent the donation anyhow. Nevertheless, over 700 graduates chose to upgrade their LL.B.s, many of whom attended the conversion ceremony at Homecoming that year on November 8.

Dean Merritt also noted that he personally felt the conversion offer should be time-limited, but applications continued to come into the Law School throughout the 1970s, with the latest letter of request arriving in 1984.

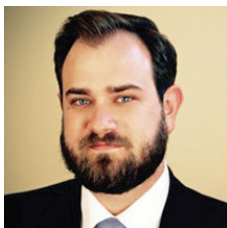
I say “latest,” because other than not receiving any queries in the intervening three decades, nothing in my research states the offer lapsed. So if you are one of our LL.B. alumni wondering if it is too late to receive your J.D., why not write or give the Law School a call? You may earn yourself a new degree. If nothing else, we certainly will be happy to hear from you.

BRANDEIS BRIEF

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BEYOND THE CLASSROOM: BRANDEIS LAW STUDENTS PUT THEIR KNOWLEDGE INTO ACTION



DEVON SKEENS, 3L

Interned at New York City Office of the Appellate Defender

“I’ve had the opportunity to have my work meticulously scrutinized by attorneys who practice in the premier criminal appeals organization in the nation’s largest legal market. There is no doubt in my mind that this has exponentially improved my ability to present written legal arguments.

“Additionally, OAD has given me the incredible opportunity to participate in preparation for oral arguments, and even encouraged me to attend when they are finally presented to the court. OAD also allows interns to orally argue their own briefs before the Appellate Division, so you can bet that I’ll definitely be coming back later in the year.”



MARIANNA MICHAEL, 3L

Interned at the Department of Justice’s Executive Office for Immigration Review in the Office of the Chief Administrative Hearing Officer

“The office is composed of an administrative law judge and his clerk, but it’s also composed of the chief administrative hearing officer and her counsel. I got to work with both the clerk and the counsel. I got a lot of experience in both policy work and regular law work. I got to write orders and memos and motions and I was able to listen to pre-hearing conference calls and really see what the clerk experience was like. My last assignment was to write a decision, so I got that experience, which was very helpful.

“On the counsel to the chief administrative hearing officer side, it was a lot of policy work, really focusing on internal issues that may arise and essentially being proactive about things that may happen in the future.”



SAMANTHA WRIGHT, 2L

ABA Antitrust Law Janet D. Steiger Fellow with the Office of Consumer Protection in the Kentucky Attorney General’s Office

“It was good to see how the day-to-day of an attorney would work because when I graduate law school, I want to know what to expect. Everyone there was open. They took my questions. Their doors were always open. It was a really good learning experience — a lot of hands-on work. The first week I started I did a timeline for a case that had been pending for 14 years.”

The Brandeis School of Law knows that hands-on experience is invaluable when it comes to training the next generation of lawyers. Through internships, clinics and summer fellowships funded through the Samuel L. Greenebaum Public Service Program, students have the chance to take what they’ve learned in class and apply it to the real world.

Here, Brandeis Law students share about the impact of experiential learning.