

THE *FUTURE* LAWYER

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Suffolk Law School on the Future Lawyer and the Business of Law

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Suffolk Law School is sharing great insights

Since law schools are the breeding grounds for our future lawyers, we think that it is important to share their vision and opinion on the future of law with other professionals who are active in the legal market. That's why we launched 'The Future Lawyer'. In the Future Lawyer students, faculty members, researchers, staff, and others associated with a law school can share their thoughts, vision, and opinion on the Future of Law. The first edition was published in cooperation with the honours college of law at Leiden University (the Netherlands) and we're honored to publish the second edition in cooperation with the renowned Suffolk Law School (Boston, US).

Like all Legal Business World publications, the Future Lawyer is a free eMagazine (also available as a download). By sharing this eMagazine with our 250K Legal Business World Publications visitors (www.legalbusinessworld.com), we will bridge the gap between law schools, our future lawyers, and the professional market.

We would like to thank the Faculty, Staff, and Students of Suffolk Law School, for their efforts and their great contributions. They make this Future Lawyer a must-read for other law schools, and (legal) professionals for whom change, development and innovation are serious growth factors.

A special thanks to Gabe Teninbaum for taking on the challenge to create the first Suffolk edition of the Future Lawyer, and Dyane O'Leary for coordinating the contents, proofreading and being the perfect liaison for Suffolk Law School.

Enjoy reading this issue!
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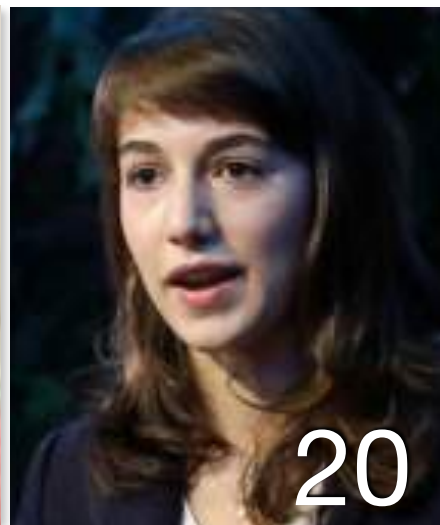
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Andrew Perlman

Legal Education for the 21st Century

By Andrew Perlman, Dean & Professor of Law
Suffolk University Law School

The delivery of legal services is rapidly evolving, and law schools need to keep up. Unfortunately, most law schools continue to teach a predominantly bespoke model of representation, where each client receives highly tailored and time-consuming assistance that is necessarily expensive. To be competitive in the future, lawyers will need to understand how to drive down the price of legal services through innovative delivery models. Law schools should show them how.

At Suffolk Law, our number-one ranked Institute on Legal Innovation & Technology has developed several strategies to help students prepare for a changing world. We have created a Legal Innovation and Technology Concentration that teaches skills like legal project management, process improvement, design thinking, automated document assembly, and basic coding.

Our award-winning Accelerator to Practice Program is teaching students how to innovate law firm operations to make legal services more affordable for underserved clients. Another award-winning initiative is our Legal Innovation and Technology Lab. It is partnering with Stanford on using machine learning to help the public more easily identify and resolve their legal problems. In these and other ways, our students are learning the skills that 21st century lawyers increasingly need.

This new training is already paying off. Our graduates are landing jobs that did not even exist a few years ago, with titles like legal solutions architect, legal innovation advisor, and

legal project manager. Others are working in traditional legal employment but are hired specifically because they can bring a fresh perspective on legal services delivery.

In this issue of Future Lawyer, we are delighted to share some of the ways we are preparing our students for the current and future legal marketplace, but we are certainly not the only ones pushing the envelope. A growing number of law schools are developing their own approaches. We need to learn from each other with the goal of preparing adaptable future lawyers who not only compete more effectively but can help drive down the cost of legal services for the benefit of clients and the public.



Dean Perlman with Suffolk LIT Lab Director David Colarusso and Suffolk Law graduates Jessica Promes, Nicole Siino, and Chantal Choi



Dyane O'Leary

(Tech) Actions Speak Louder: Developing Tomorrow's Legal Thinkers, Problem-Solvers, & Builders

By Dyane O'Leary, Associate Professor of Legal Writing and Gabriel Teninbaum, Professor of Legal Writing

Professors Gabe Teninbaum & Dyane O'Leary introduce readers to Suffolk's Legal Innovation & Technology Institute and innovative law school curriculum, along with the school's LIT Certificate for non-JD professionals. Suffolk Law has been ranked #1 in the United States for legal technology by the National Jurist and Pre-Law Magazine. Amid the excitement shared by a growing number of law schools to introduce students to technolo-

gy's impact on modern delivery of legal services, Suffolk is going one step further: having students use technology and build actual legal services products for real clients, real people, and real purposes. Beyond just today's students, Suffolk has recognized that lawyers and other professionals who never had the opportunity to learn these skills earlier in their careers now crave them. Suffolk's LIT online certificate fills this critical gap.



Gabriel Teninbaum

Have you ever played a sport, learned to bicycle, or honed a talent like knitting or cooking? If so, you know that talking about how to do the activity and *actually* doing it are two very different things. The same, in our view, goes for training students to be successful legal professionals in a modern age.

A bias toward doing things, not just talking about things, has become a guiding philosophy in the Legal Innovation and Technology program at Suffolk University Law School. It's vital that students understand the theory of how processes and tools work, but that's not enough. We want them to get their hands dirty. This translates to the challenge of creating courses and experiences both inside and outside of the traditional classroom that offer students the opportunity to apply 21st century lawyering skills. While there are plenty of areas for growth, we're proud of the steps Suffolk has taken so far, including being ranked the #1 law school in the United States for legal technology

[1] and, more importantly, having trained many students who are using their skills to make an impact in the profession. Suffolk University Law School formalized its commitment to legal tech in 2013, with the founding of the Institute on Law Practice Technology & Innovation. The LIT Institute's founding director (and now law school's dean), Andrew Perlman, developed his vision as an expert on the legal profession who served in leadership roles with the American Bar Association, including as the Ethics 20/20 Commission's Chief Reporter, which re-envisioned ethical rules for attorneys. [2] Dean Perlman subsequently became the inaugural Chair of the Governing Council of the ABA Center for Innovation. The LIT Institute is the umbrella organization for all of Suffolk's various legal tech initiatives and, guided by the advice of a Board of Advisors with diverse backgrounds, strives to continue Dean Perlman's forward-thinking progress at the national level by preparing Suffolk Law students to succeed in different roles in organizations and law firms

that focus on using new tools and methods to deliver legal services.

How do we do that? From Day 1 we incorporate this mindset as students begin their academic experience. For example, during one memorable block of orientation, we taught the entire 1L class to solve a legal problem using QnAMarkup.org (a beginner-friendly programming language developed by our Suffolk colleague, David Colarusso). [3] By the end of the 90-minute block, several hundred new law students had created a decision tree, automated it in the form of a chatbot, and deployed their prototype on the web. As a colleague put it after hearing about this activity: “At what other law school do students build their own AI-powered legal apps before the first day of class even begins?”

Suffolk’s first LIT initiative was an academic JD concentration - akin to an undergraduate major - in Legal Innovation & Technology. After the 1L year, Concentration students take core courses that teach topics such as document automation, expert systems, process improvement/legal project management, and new business models for legal work. Students can take electives like *Coding the Law* and *Design Thinking for Lawyers*. They also complete an internship that requires them to harness these skills and complete a research project to dive deeper into a topic of their choosing. At each step, the focus is hands-on work: for example, mastering Clio legal software as part of the *Legal Tech for Small Firms* course or experimenting with Casetext’s AI legal research tool in an Advanced Legal Writing course.

The “hands on” work continues outside of the

classroom. Suffolk’s LIT student association is over 200 members strong, and students have done things like host a Design Challenge sponsored by Liberty Mutual Insurance and create an informal club to learn Python (these topics are detailed in other articles in this issue!).

We regularly engage Suffolk Law’s alumni, and welcome visitors interested in this work. During the 2018-19 academic year alone, we played host to both the ARK Chief Innovation Officer Summit, and the College of Law Practice Management’s Futures Conference. We also hosted the second annual LIT Conference in April 2019, which brought 100+ legal academics, practitioners, technologists, and law students together. [4] Suffolk’s LIT initiatives have sparked academic collaborations. For example, Suffolk co-sponsored a course called *Future Law* with the Massachusetts Institute of Technology in 2018 that brought together Suffolk, MIT, Harvard, and other students.

So what are Suffolk’s Future Lawyers doing now? They’re lawyering, of course, but with a modern twist. Alumni of the LIT program have titles like Legal Solutions Architect, Legal Solutions Developer, and Innovation Advisor. Vedika Mehera JD ‘15, for example, is working as an innovation advisor at Orrick, Herrington & Sutcliffe [5] and her classmate Gerald Glover JD ‘15 is a legal solutions architect at the large business and litigation law firm Davis Wright Tremaine. [6] What’s more, a number of program graduates have taken on traditional legal jobs as associates, but leveraged their LIT training to be more efficient and effective in their work. Law firms are paying closer attention than ever to lawyers’ technological skills and abilities to innovate, and

Suffolk's graduates are well-positioned to shine.

The work of the LIT Institute is just beginning. Last year, Suffolk expanded efforts into the research and development field by co-founding the LIT Lab with the law school's clinical program. As detailed in a different article in this magazine, the goal of this unique program is to build legal tech and data science solutions for courts, government organizations, non-profits, firms, and corporate law departments. We are excited at the Lab's output so far, such as an automated tool to help Minnesota tenants report bedbugs and a data science project that helped a personal injury law firm more quickly identify the hallmarks of an intake call likely to lead to a case that reached a successful conclusion. Another exciting development is the LIT Lab's participation in grants, including a project underway in conjunction with

the Pew Foundation and Stanford University dubbed *Learned Hands* focused on allowing for more robust tools for legal aid organizations to connect the community with resources. [7]

Interested? Intrigued? Eager to collaborate or learn more? What about legal professionals or lawyers who never received these types of opportunities in law school? Suffolk's online LIT Certificate Program provides an online certificate for legal professions (with and without JDs) who seek to modernize their legal skill set and maintain a leg up in today's changing legal marketplace. [8]

The bottom line is that what a successful future lawyer needs is a complicated puzzle. If the LIT Institute can foster Suffolk Law students' innovative thinking, hands-on skills, and creative imagination then we are proud to contribute to improving the legal field.



Notes

[1] See Sherry Karabin, *Best Schools for Legal Technology*, National Jurist, <https://blue-toad.com/publication/frame.php?i=537753&p=&pn=&ver=html5> (last visited July 25, 2019).

[2] See American Bar Association Commission on Ethics 20/20, https://www.americanbar.org/groups/professional_responsibility/committees_commissions/standingcommitteeonprofessionalism2/resources/ethics2020homepage/ (last visited July 25, 2019).

[3] QnAMarkup, <https://www.qna-markup.org/> (last visited July 25, 2019).

[4] See *LIT Con 2019 Conference*, Suffolk U., <https://suffolklitlab.org/LITCon/> (last visited July 25, 2019).

[5] Orrick, Herrington & Sutcliffe LLP, <https://www.orrick.com/People/3/4/F/Vedika-Mehera> (last visited July 20, 2019).

[6] Davis Wright Tremaine LLP, <https://www.dwt.com/people/g/glover-gerald?tab=overview> (last visited July 18).

[7] Learned Hands, <https://learnedhands.law.stanford.edu/> (last visited July 25, 2019).

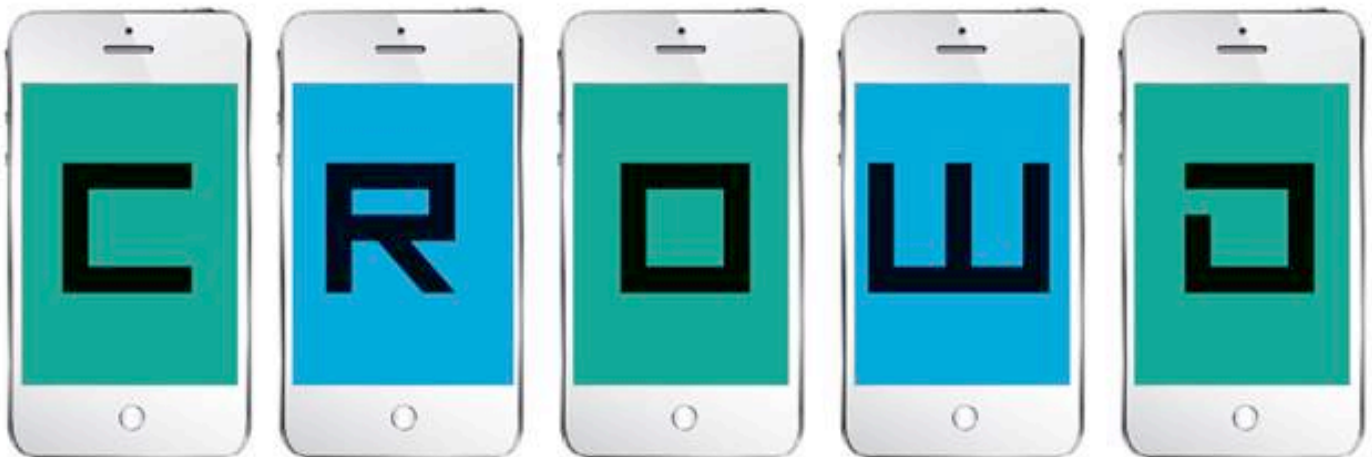
[8] See *Legal Tech Certificate*, Suffolk U., <https://www.legaltechcertificate.com/> (last visited July 19, 2019).

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The LIT Lab's Learned Hands crowdsourcing tool, co-created by the Legal Design Lab at Stanford, was shortlisted among 30 of the most innovative access to justice projects in the world by the World Justice Project (WJP). The Lab earned an invitation to The Hague for the WJP's World Justice Forum. Learn more at bit.ly/crowdsourcejustice



THE LEGAL INNOVATION AND TECHNOLOGY (LIT) LAB IS AN EXPERIENTIAL PROGRAM COMBINING THE VISION OF SUFFOLK LAW'S [LEGAL INNOVATION AND TECHNOLOGY INSTITUTE](#), WITH THE PEDAGOGY AND ACCESS-TO-JUSTICE MISSION OF OUR NATIONALLY RANKED [CLINICAL PROGRAMS](#). THE LAB ALLOWS STUDENTS TO CONDUCT RESEARCH AND DEVELOPMENT (R&D) ON LEGAL TECH AND DATA SCIENCE PROJECTS. THE LAB SERVES NON-PROFIT AND GOVERNMENTAL CLIENTS, AS WELL AS FOR-PROFIT INSTITUTIONAL CLIENTS WHO CONTRIBUTE TO THE LIT LAB'S MISSION. STUDENTS AND FACULTY IN THE LIT LAB HAVE BUILT EXPERT SYSTEMS, CREATED ON-LINE GUIDED INTERVIEWS TO SIMPLIFY LEGAL PROCESSES, AND WORKED TO TRAIN COMPUTERS TO ASSIST WITH LEGAL DECISION-MAKING.



Innov

Legal Tools of the Future: Transitioning from Student to Innovator

By Nicole Siino, Consultant at Fireman & Company and former NextGen Fellow at American Bar Association

Nicole Siino, a Suffolk alum, recently completed a NextGen fellowship with the American Bar Association Center for Innovation. Combining her unique perspective from experience as an editor on the Journal of High Technology Law while at Suffolk, a student attorney in the Juvenile Defender Clinic, and a Legal Innovation & Technology clinical fellow, Nicole explains a tool she created using a spreadsheet app called Airtable to provide a comprehensive list of youth programs and resources in the greater Boston area, and how as an ABA fellow she has navigated expansion of the tool to include adult criminal justice resources and make larger inroads to help bridge the access to justice gap in Massachusetts – and hopefully beyond.

Law students are taught to participate, listen, and think like a lawyer. This includes researching case law and statutes to influence legal outcomes. Students are rarely given the opportunity to flex their creativity muscle when it comes to solving problems in the legal field. Other professions use techniques such as Design Thinking [1] or Kata Process Improvement [2] to solve everyday annoyances or complex, systemic problems. The legal industry has been stagnant in this area for far too long. Suffolk Law recognizes this gap and teaches students new ways of tackling legal problems.



By the time I graduated in May 2018, I learned not only how to think like a lawyer, but also as an innovator.

During my final year at Suffolk Law, I was given the opportunity to become a Legal Innovation & Technology (LIT) Fellow within the Juvenile Defender Clinic. LIT Fellows have reduced clinic case load in order to create a process improvement or technology project to advance the clinic in some way. I had no technology or coding experience so the thought of creating a tool to improve the clinic seemed extremely daunting. The LIT fellowship also required me to take one legal tech class per semester. I took both Lawyering in the Age of Smart Machines and 21st Century Lawyer. It was through those classes I learned how to innovatively approach a problem plaguing the legal industry and come up with a solution.

The screenshot shows a web application titled "Juvenile Resource Finder". It includes a dropdown menu for "Choose a Location", an input field for "Input Age", and a list of service types with checkboxes: Community Outreach, Counseling, Job Opportunities/Training, Health Services, High Risk, and Multi-Service. There are buttons for "List View" and "Map View", and a "Find Resources" button at the bottom.

I learned that generally the first step behind innovating is getting to know the people you are trying to help. My goal was to help my clin-

ic & juvenile defense lawyers work more effectively and efficiently. I spoke with my clinic supervisors and clinic colleagues and figured out a reoccurring problem within the juvenile court system. When attorneys were tasked with finding informal diversion programs for clients, there was no master list of programs to choose from. The attorneys would have to contact social workers to see if they knew of any resources or they would have to research and find a program themselves. More often than not, clients' participation in these programs determined whether their case would be dismissed prior to arraignment. It was crucial that the attorney moved quickly so that the charges did not go on their client's criminal record. I thought if I could create a tool that held all the programs and resources for juveniles then it would cut down on attorneys' research time.

The second step behind innovating is to see if the problem identified can be solved by implementing a process improvement technique or type of technology. Based on the problem I found, I decided to create a website application that houses a comprehensive list of juvenile resources in and around the Boston area so that attorneys could quickly find programs on their phone in court or on a computer at their office. I spent all of my 3L year learning how to code a website from scratch and inputting juvenile resources into an [Airtable](#). [3] I then linked the Airtable data to HTML code. I relied heavily on my clinic colleagues and supervisors to give me lists of resources. David Colarusso, Director of the Legal Innovation and Technology Lab & Clinical Fellow, became instrumental in teaching me how to code a website application.

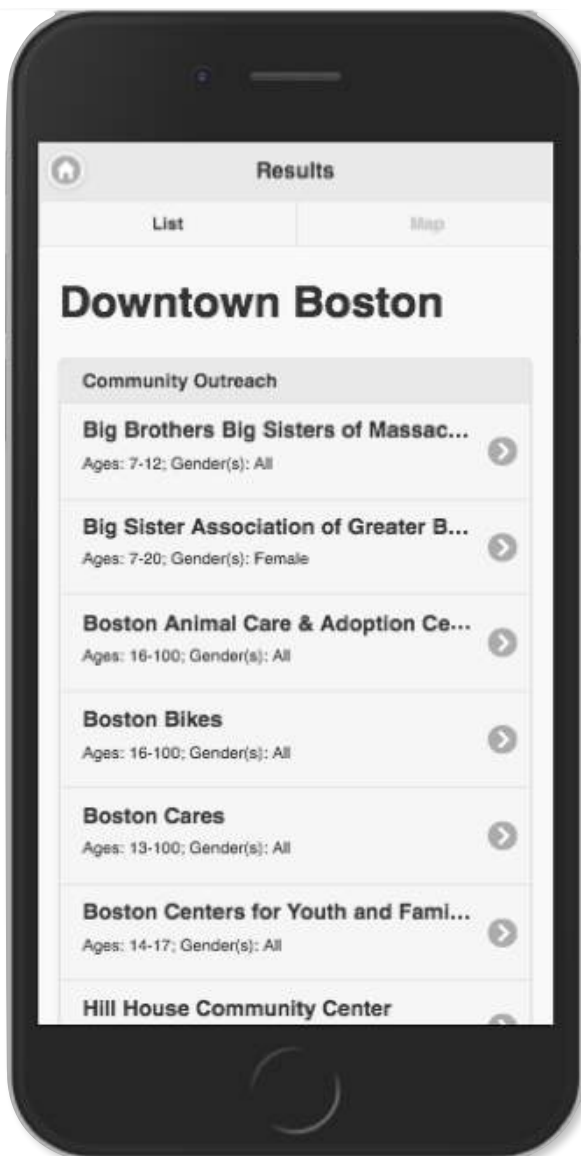
The third step in innovation is to get as much user feedback as possible and continuously integrating feedback into the tool. After I built the app, I asked my clinic colleagues, supervisors, and even attorneys I had met in the juvenile court system to use the app and give me feedback. This is a recursive process because things can always be improved.

Each step of the innovative process comes with challenges. Prior to becoming a LIT Fellow, I had no experience coding but with the support of colleagues and professors at Suffolk I was successful. The great thing about the in-

novative process is that it can be applied to any area of the law. Many legal technologists have gone through the same steps outlined above to create document automation tools, streamlined client intake forms, and more. Anyone can use any iteration of innovative thinking to solve most problems they're facing.

My experience building the juvenile app led to me to apply to the American Bar Association (ABA) Center for Innovation's NextGen Fellowship. [4] In this one-year fellowship, I am expanding the juvenile app to include juvenile resources throughout Massachusetts and to include adult criminal justice resources. To ensure the legitimacy of such resources in the app, I am asking legal aid organizations across Massachusetts to contribute lists of resources in their area to my master list. Most organizations have already compiled lists of their favorite resources so why not share that information with everyone? All these organizations have to do is add their resources into the Airtable spreadsheets.

So what next? The unique and exciting part of the updated app is that it will be self-sustaining. Many legal tech projects fail because after they are built, no one is left to maintain them. I am trying to combat this problem by building an infrastructure that requires very little to no maintenance once my ABA fellowship ends in August 2019. Organizations that wish to contribute can also take over a regional spreadsheet. They will be responsible for updating that list of resources on an annual basis but they can add whatever content is helpful to them. Updating the resources can be a simple task for a summer intern or new attorney trying to learn the resources themselves.



My experience as a NextGen Fellow imbedded in such an important organization in the legal profession in the United States has been very similar to my experience as a LIT Fellow in law school. I am constantly going back to those innovative design techniques to advance my app. The skills I learned at Suffolk Law have helped me shape my career in the legal technology field. Suffolk will continue to teach newer generations of lawyers how to approach problems and solutions differently, and I'm honored to help pave the way.

Notes

[1] Rikke Dam & Teo Siang, 5 Stages in the Design Thinking Process, Interaction Design Foundation March 2019, <https://www.interaction-design.org/literature/article/5-stages-in-the-design-thinking-process>.

[2] What is Kata Process Improvement?, Six

Sigma March 3, 2017, <https://www.6sigma.us/six-sigma-articles/what-is-kata-process-improvement/>.

[3] Airtable, <https://airtable.com>.

[4] New Class of ABA Innovation Fellows Will Tackle Diverse Group of Access to Justice Projects, September 27, 2018, <https://www.americanbar.org/news/abanews/aba-news-archives/2018/09/new-class-of-aba-innovation-fellows-will-tackle-diverse-group-of/>.

About the Author

Nicole Siino is a former American Bar Association NextGen Fellow and 2018 graduate of Suffolk University Law School. She's currently a Consultant at Fireman & Company.

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Suffolk University Law School's Legal Innovation and Technology (LIT) Certificate program prepares you to deliver legal services more effectively and efficiently in a rapidly changing marketplace.

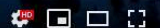
Questions about the LIT Certificate? [Contact Professor Gabriel Teninbaum.](#)

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Modernize Your Legal Skillset



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*"Et Tu,
Elle Woods?"*

Advice to Future Law Students

By Sammi Elefant, Corporate Counsel at Liberty Mutual Insurance (Suffolk JD Graduate)

[Samantha Elefant](#), a recent graduate of Suffolk, compares past perceptions of what “going to law school” means for many students with her own experience in the world of legal tech, and discusses the importance of introducing the “triple threat” Delta Model of professional lawyering to students.

For sale: law degree, no promises.

I wrote this story à la Hemingway in the middle of my first year of law school. Like Elle Woods, [1] I ended up a law student for reasons other than the expected “I want to be a lawyer.” It was not too long before I felt betrayed by what was proclaimed a pedestaled profession. That was, until I discovered an unexpected interdisciplinary approach to the less-than-gilded future of the pin-striped shark. If you are Elle Woods-ing your way in, like I did, you should be so lucky to uncover the future of a profession notoriously adverse to change. Without such a discovery, well, you are sure to understand why Brutus stabbed Caesar.

I. Progress: Since No One Was Listening Everything Must Be Said Again

*My wing is ready for flight,
I would like to turn back.
If I stayed timeless time,
I would have little luck. [3]*

Walter Benjamin, famed philosopher, critic, and essayist believed his prized possession to be the Paul Klee painting, *Angelus Novus*. Benjamin’s analysis of the painting is that the Angel of History has his face turned towards

the Past. A storm from Paradise has caught the Angel’s wings so violently that he can no longer close them. Almost irresistibly, the storm propels the Angel into the future, to which his back is turned. According to Benjamin, the storm is what we would call *progress*. [4]

Like the Angel of History, the legal profession has caught the gusts of Paradise. Historically, lawyers were viewed as the “technicians of change,” [5] when the United States was expanding both economically and territorially after Independence. For such a reputation at the nation’s birth, one would think today’s practitioners would be slightly more Hamilton than Burr. However, it is no secret that the “law is wedded to the past as no other profession is.” [6] Where our jurisprudence is reliant on precedent, aversion to risk is inherent. Regardless, attorneys will have to unearth their roots, as “Beware the Luddite Lawyer!” bat-signals through law firms and legal departments. [7]

In the first edition of *Tomorrow’s Lawyers*, Richard Susskind predicted that the practice of law would change more in the next twenty years than it has in the past two centuries. [8] It seems to me he was right on track. **The problem remains however, that few law schools are adapting to this shift, and few law students have an awareness of what they should be expecting, and perhaps even demanding of their legal education.** No longer are the Harvey Specters of this profession future-proof.

We begin with what prospective law students

already know:

1. Your judgmental and argumentative reputation with your family is not a business case for law school.
2. The reality of practicing law is not “as seen on TV.”
3. Law school is not the only use for your bachelor’s in philosophy or the Classics.
4. You do not need a J.D. to change the world.
5. Debt, debt, and more debt. [9]
6. Law school is not the cure for not knowing what to do with your life.

Forgive me, dear reader, if this was not glaringly obvious to you. As a confession, it wasn’t for me – particularly numbers four and six. I believed law school would rid me of my anxieties about everything that was horribly wrong in this world. And if it couldn’t do that, then I was convinced it would arm me with the superpower of effectuating peace on earth. Don’t believe me? Here is an excerpt from my application essay...

My mother is the order that kept the links in my own personal chain of being balanced. With so little to be sure of in the world, if you can really be sure of anything at all, I was sure of my mother. [...] I believe that law extends far beyond the written rule and the courtroom. Each of us live by our own created set of individual laws that keep us in order and attempt to fight off chaos. In ‘The Power of Myth,’ Joseph Campbell [...] saw the position of Judges in mythological terms rather than sociological. He says that if the position were just a role, the judge

could don a grey suit to court instead of the domineering black robe.

For the law to hold its authority, the power of the judge has to be mythologized, ritualized – just as a person’s own individual laws are. Law School is the ultimate exploration of the universe’s chain of being. Reason is the knowledge, and Passion is the drive. I want to study law so that I can re-order chaos for people, like my mother has done for me.

A bit romantic, no? What made the difference, was that I found myself at a law school that flaunted not only foundational doctrinal requirements, but also a culinary cabaret of courses that prepared students for both traditional and non-traditional legal employment.

You are already ahead if you understand that law is a lagging, not a leading indicator of trends. After 1L year, law students are freed from mandate to begin selecting courses that may interest them. I started looking to pack my schedule with a balance of garden-variety law topics, as well as classes that would get me thinking in terms of what a client might expect in practice. This is how I found the Legal Innovation and Technology Concentration at Suffolk Law.

Ranked by National Jurist as the #1 school in the country for legal technology, [10] it was as if I had gone down the rabbit hole to Wonderland. Not only was I taking courses in Trusts & Estates, Commercial Paper, and Copyright Law – but I was pairing those with courses in

Process Improvement & Project Management and Lawyering in the Age of Smart Machines. Of course, this is almost as fine a pairing as a Vintage Port and Stilton. But the trouble is, not every law student knows to go looking for this.

It was only in combining the traditions of legal education, with a sort of renaissance in what, and how the law is being taught, that the analytical framework provided by mandatory first year courses started to have a tangible and measurable impact.

This is the part where I start begging. Future law student, if you are still reading this, and you are hell-bent on going to law school, then choose a school that teaches you what it means to be a lawyer with no expiration date. Otherwise, you might wake up a mid-career lawyer, uttering the iconic “*so long, partner*” as the profession passes you by.

This is not simply about learning how to use the newest and best technology. Rather, as Suffolk Law’s dean, Andrew Perlman stated, it is about a “new kind of issue spotting.” Dean Perlman says, “we want our students to be able to identify when a legal service is being delivered inefficiently and to know that there are tools and methods that can improve quality and reduce prices.” [11]

This idea brings to mind a business formula which is directly applicable to lawyers.

Satisfaction = experiences/expectations.

Whether consciously or not, this is how clients

determine the value they derive from legal services. Where experience does not meet expectation, satisfaction can never be achieved.

It has already been proven that where lawyers are tech literate and include the standard tenets of business in their practice, a higher value is likely being delivered to clients. If you plan on committing three years of your life in time and treasure to a legal education, I strongly encourage you to seek out courses that will put you on the pulse of the profession’s future, in tandem with the foundational legal offerings, so that your J.D. is not already outdated by the time you are handed your diploma.

You can build your critical thinking muscles through doctrine, while also becoming versed in expert systems, process improvement, project management, Artificial Intelligence, Design Thinking, and even coding for the law. As the Angel of History knows, there is no present or future without the past.

II. EPILOGUE

“End? No, the journey doesn’t end here.” [12]

If you have made it this far, I thank you. Truthfully, all I hope to accomplish is to add an important perspective that was missing from my decision-making process when I was applying to law school.

We are very much operating in a world where lawyers must make law work in a business environment, and business professionals must

make business work in a legal environment. Legal problems, underneath the glitz and the glam, are just problems. What a legal education should be about is learning to become a problem-solver, to accumulate the delta model skills [13] that will allow you to survive and adapt – like Jack Dawson might have if Rose had scooped. It will be a monumental disservice to not expose yourself to the part of law school that teaches law students how to collaborate, communicate, and empathize with their clients and business counterparts.

So, make me a promise dear reader. If the law is your heaven's call, immerse yourself in not only doctrine and lawyering skills, but make legal innovation and technology a priority as well. If you do this, you will not only graduate more practice-ready, but you will also be more marketable to hiring managers. Your relationships will matter, but so will the keywords and skillsets that trigger the algorithm which gets you past the stormtroopers.

I will leave you with one final piece of advice. Before boarding Captain Ahab's ship, it is imperative that you answer the question: ***Will this school prepare me, not only for how the law is practiced today, but also for how it will be practiced tomorrow?*** If you cannot answer this question in the affirmative, then you should reconsider whether you are applying to the right school. Whatever your choice may be, remain a discerning consumer of ***your*** legal education.

What, like it's hard?

Notes

[1] Amanda Brown, *Legally Blonde* (AuthorHouse, 2001). Elle Woods is the protagonist of the novel and is later portrayed by Reese Witherspoon in the popular film adaptation. The novel and film were subsequently adapted into the 2007 Broadway musical of the same name.

[2] TEDxPuget Sound, Simon Sinek Start With Why, YouTube, (Sept. 2009), [Go to video](#).

[3] Gershom Scholem, *Greetings from Angelus* (To Walter on July 15, 1921). This poem was composed about Paul Klee's painting *Angelus Novus*, written to Walter Benjamin.

[4] Walter Benjamin, *Illuminations* 257-58 (Schocken Books 1969).

[5] Robert Stevens, *Law School: Legal Education in America from the 1850s to the 1980s* 7 (The University of North Carolina Press 1987).

[6] Richard A. Posner, *What is Obviously Wrong with the Federal Judiciary, Yet Eminently Curable*, *The Green Bag*, (June 2016), <https://www.law.uchicago.edu/news/richard-posner-what-obviously-wrong-federal-judiciary-yet-eminently-curable>.

[7] Thomson Reuters, *Overcoming Lawyers'*





Sammi Elefant

Resistance to Change, <https://legal.thomson-reuters.com/en/insights/articles/overcoming-lawyers-resistance-to-change> (last visited May 18, 2019).

[8] Richard Susskind, *tomorrow's lawyers an introduction to your future* (Oxford University Press 1st ed. 2013).

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[12] J.R.R. Tolkien, *The Return of the King* (2003).

[13] Legal Executive Institute, Natalie Runyon, *Delta Model Update: The Most Important Area of Lawyer Competency – Personal Effectiveness Skills*, (March 2019) <http://www.legalexecutiveinstitute.com/delta-model-personal-effectiveness-skills/>.



Lean Sigma's Lesson Number One: Be Receptive to Respond Effectively

By Radhika Akhil, SJC Rule 3:03 Certified Student Attorney at Suffolk University Law School Health Law Clinic

Innovative law schools no longer just offer a basic menu of traditional courses. As the legal profession changes, so too must legal education. Suffolk student Radhika Akhil introduces readers to how the business concepts of process improvement and project management are slowly, but surely, making their way into the legal profession and (at least at Suffolk!) law school. During her 2L year, Radhika earned a certified Yellow Belt as part of the Legal Lean Sigma Institute and

is taking the lead among the next generation of law students with her new and improved way of thinking through complex legal and business problems.

Any avid fan of *Mulan 2* knows that the first lesson in mastering the martial arts is not simply about learning the stances and moves. It is just as important to learn to be receptive to one's environment. [1] After all, the first step in responding effectively to the environment is to be receptive to it. Similar to mastering the martial arts, lawyers must also be receptive to the environment around them in order to respond effectively. Stereotypically



speaking, the legal tradition is infamous for being reluctant – if not averse – to shifting tides due to our inherently cautious nature. Adopting Legal Lean Sigma philosophy, however, provides a simple but elegant solution to combining our guarded nature as well as responding to changing tides.

To provide some background, Lean Sigma philosophy is actually a coming-together of two separately developed methodologies. First, “Lean” refers to the various techniques by which we eliminate waste. For clarity, waste is anything superfluous to the bare minimum required in creating value to the product that the

client is seeking. Lean can be traced back to the automobile factory floor; it was arguably most popularized by Toyota’s Just In Time manufacturing process with its focus on eliminating waste. [2] Toyota’s philosophy to eliminate waste clearly proved to be a strong strategy as they became, and still remain, one of the most well-known automobile manufacturers internationally. Second, “Six Sigma” refers to various techniques by which we reduce variation in manufacturing products. Its main goal is to achieve consistency and reduce if not eliminate undesirable variation, which translates to satisfying clients’ expectations. [3] Without delving too deeply into actual calculations, the term itself comes from mathematical formulas that deal with determining the number of products that fail to meet specifications. “Six Sigma” specifically translates to a maximum of 3.4 defects per 1 million products; this is the ideal that we strive toward when applying this methodology. The framework used to achieve this ideal is succinctly organized in the acronym “DMAIC” (which stands for Define, Measure, Analyze, Improve, and Control). DMAIC is the order of operations we follow when tackling issues regarding less-than-ideal client deliverables that stem from bad processes. Through DMAIC, we come to fully understand the current process in question, brainstorm various possible fixes, and ultimately end up with a newly improved process that we ensure achieves the goals we want it to. If it is for implementing a completely new process flow, “DMADV” (Define, Measure, Analyze, Design, Verify) provides a similar step-by-step plan in establishing the new process. In short, Lean Sigma aims to remove waste and reduce errors, thereby achieving the right results the first time around. [4]

I was first introduced to the Lean Sigma

methodology and how it applies to the law through a course offered during the 2019 Spring semester at Suffolk University Law School. The course essentially familiarized us with the foundational principles of Lean Sigma through real-world examples and in-class exercises. In class, we examined various common legal processes (such as time-keeping, closing a real estate deal, e-discovery, etc.) and identified various common process flow issues and the resultant failures for each legal process.

We applied the DMAIC technique in order to systematically understand and improve each process, i.e. we defined the problem, measured data points, analyzed the data, brainstormed and analyzed the strengths/shortfalls of various possible improvements, and finally, implemented a system of checks to ensure control. To be concise, the methodology was teaching us to be receptive to the (simulated) environment around us in order to respond effectively – and do so in a systematic, disciplined way. At the heart of this methodology, as I gathered, was the subconscious understanding that we were trying to respond to the often-repeated infomercial complaint, “There must be a better way!” [5]

To drive this philosophy further home, we also looked at various real-life examples of Lean Sigma being implemented in action. [6] The fruits of our labor culminated in us attaining Yellow Belt certifications in Legal Lean Sigma® Process Improvement and Project Management, identifying (and distinguishing) us as those who understood and could employ Legal Lean Sigma methodologies and tools. As a quick explanation of the certification framework, there are four belts (White, Yellow,

Green and Black), each signifying a higher level of mastery of Legal Lean Sigma principles. The belts are achieved via various certification and training programs, such as the course I took, and projects. [7]

Though nowhere near mastering Lean Sigma principles, I quickly realized the true power of such simple ideas, as especially relating to the legal world. Even in my initial experience as a law clerk, how many times had I spent frantically scribbling down vague notes of tasks I had completed in order to submit my timesheet for billing? How many follow-up phone calls and emails had I sent back and forth chasing after documents I needed for different cases? Through my experience, I saw where along my daily processes there were process flow obstacles that led to errors, wasted time, etc. and how DMAIC could contribute toward better outcomes. In fact, coming from a Lean Sigma perspective, I wondered: if I am experiencing these frustrations and seeing opportunities for improvement as a temporary law clerk, imagine how much more complicated it is – and how much room for improvement there is – for full-time, busy lawyers!

Living in our technology-dependent present, perhaps the first question that comes to mind is, “Isn’t technology the answer to human errors and inefficiencies? Why not just automate everything?” There is some validity to that contention. For instance, we can make sure we do not miss an important deadline by putting reminders or alarms in our phones. As another example, we can set up an alert system to warn us if we are about to email the wrong recipient. Technology certainly has evolved in our minds to be the ultimate panacea to modern day problems, but there

are a few issues with that. First, a quick glance at how many IT help desk tickets are still created at any given time at any organization reveals that our technology is still imperfect. Sometimes, we have no control over faulty technology, for example, if there is a power outage following a storm. Other times, human error is the cause of faulty technology – ever been locked out of an account by repeatedly typing the wrong password, for instance? At the end of the day, technology is a tool just like any other; it is only as good as the user and only serves certain functions well.

To be clear, Lean Sigma does recognize the potential that technology has in process improvement but does not automatically defer to its implementation as a means of doing so. Further, Lean Sigma does not necessarily advocate for implementing the most efficient route. The goal is to implement a process that is the best way to complete a task with as few errors as possible the first time around, even if that means choosing a process that requires additional steps. We are striving toward a maximum of 3.4 defects out of 1 million products after all.

This practice, and more broadly, these concepts have a place in the law. Some firms are already leading the charge on implementing this methodology in their own practices. For instance, Baker McKenzie proudly advertises its recently developed Legal Project Management process. [8] As another example, Huno-Val Law Firm has utilized the methodology in their services as well in order to achieve high quality services at a faster rate. [9] We are now at the phase where Lean Sigma is no longer just a business buzzword but a methodology requiring adherence to/implementation of, as

more clients are looking for cost-savings and efficiency when they seek out legal services. At the end of the day, we are client-driven; our world heavily revolves around client delivery and satisfying client expectations. We must be receptive to our environments in order to respond in the most effective way. **As a future lawyer, I am preparing myself by learning to follow the first lesson of Lean Sigma methodology: be receptive to respond effectively.**

Notes

[1] For a better explanation, see the master at work here: <https://www.youtube.com/watch?v=A3lvmq-iG4c>.

[2] Toyota explains the Just In Time (JIT) process here: <https://blog.toyota.co.uk/just-in-time>.

[3] See https://en.wikipedia.org/wiki/Six_Sigma (detailed explanation of history and methodology).

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[5] The course I took was taught by Adjunct Professor Catherine Alman MacDonagh. She developed Legal Lean Sigma® and is the Founder & CEO of Legal Lean Sigma Institute LLC, which provides consulting expertise as well as Lean Sigma certification courses and workshops for legal and business professionals. Legal Lean Sigma programs are the first to be designed exclusively for the legal profession. See <http://legalleansigma.com>

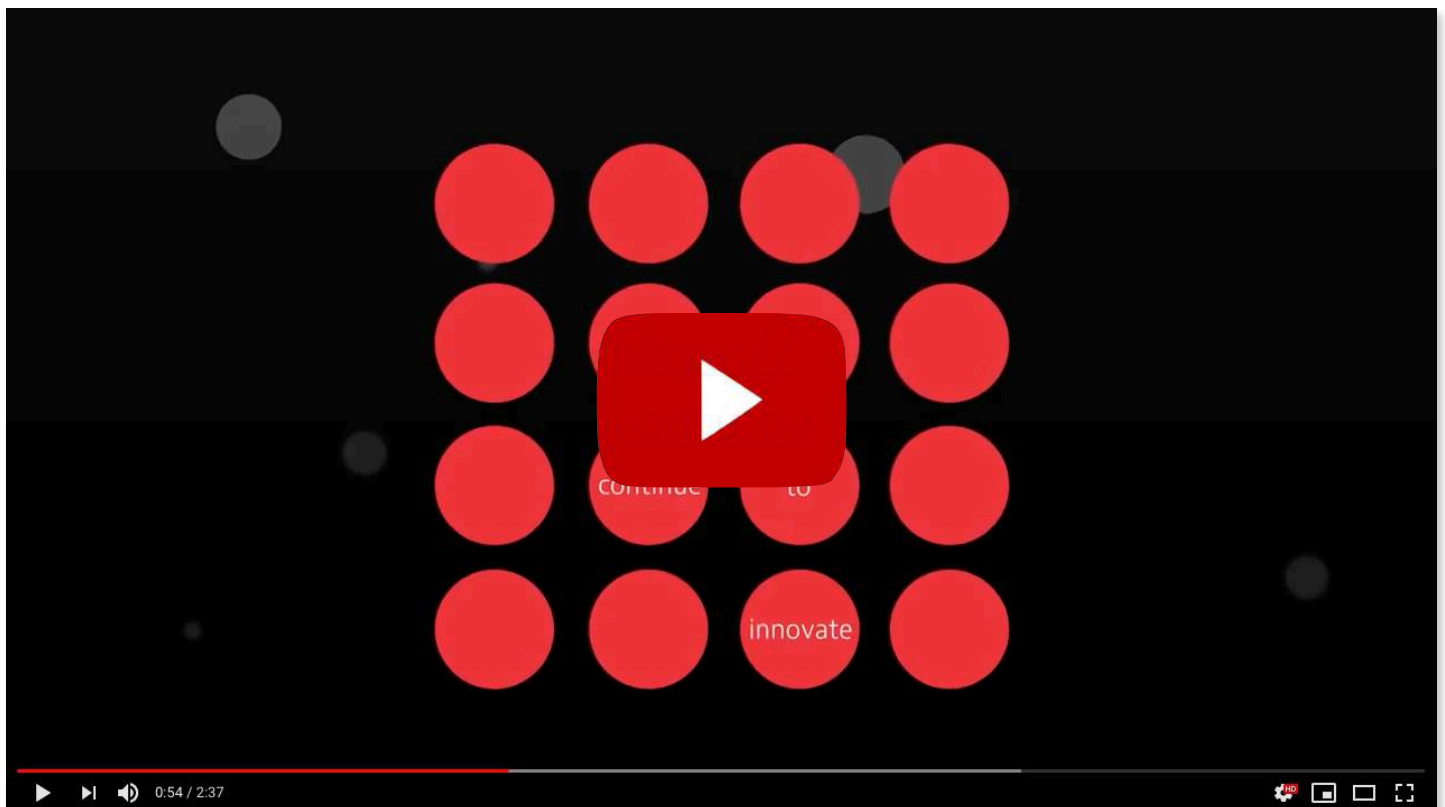
[6] For an example of the philosophy in action, see <https://www.youtube.com/watch?v=izjhx17NuSE>. Who knew shopping carts could be revamped?

[7] For a more detailed explanation of what the four belts signify and how to achieve them, see <http://legalleansigma.com/certifications-and-programs/#private>.

[8] See Baker McKenzie's video below or here, <https://www.youtube.com/watch?v=X4Wbh-QwHtTY>. [9] A report on Hunoal's process improvement is available at http://www.abajournal.com/magazine/article/foreclosure_firm_goes_statistical_to_improve_speed_and_quality/.

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Paul Knapp

Re-imagining Experiential Legal Education

By Paul Knapp, Suffolk University Law School Class of 2020 and David Colarusso, Director of the Legal Innovation & Technology Lab

Suffolk student Paul Knapp and Practitioner-in-Residence on the Clinical Faculty at Suffolk Law School David Colarusso explore the changes Suffolk has initiated in blending technology with its nationally ranked clinical programs. Suffolk's Legal Innovation and Technology Lab (LIT Lab) is among the first of its kind in the United States, and matches students with actual clients seeking new ways to improve delivery of legal services. What's more, LIT Fellows are embedded within Suffolk's other clinics such as Health Law, helping to im-

prove how students learn and support clients within the traditional clinical setting.

Imagine you are a rising 2L with the 1L prescribed curriculum behind you, tasked with selecting courses that will determine your future as a law student and maybe even your career. Some will choose to focus on doctrinal courses aimed at preparing for the bar exam. Others will take a different direction, selecting a concentration or taking a variety of courses that interest them. For



David Colarusso

many law students eager to get their feet wet with actual legal practice, enrolling in a law school clinic or experiential course work are terrific options.

Clinical programs give students the opportunity to learn about the practice of law in real-world conditions, while providing essential services to the local community in a broad range of legal fields. Suffolk currently offers 10 in-house clinics, such as the Accelerator Practice (focusing on housing discrimination and fee-shifting cases), Family Advocacy Clinic, and Immigration Clinic. In addition, the hybrid Prosecutors Program embeds students in local District Attorneys Offices under the joint supervision of Assistant District Attorneys and Suffolk's clinical faculty. With few exceptions, clinics are offered for a full year, allowing students to invest in the longer-term progression of a client's case. Suffolk's clinics and externships currently serve more than 100

law students per year, with students providing more than 40,000 hours of pro bono legal services last year. For many, participation in a clinic is the turning point in their legal education – the point at which they experience the privilege and responsibility of using their legal educations to represent real people who need and rely on their help.

But at Suffolk, with the premium placed on producing “practice ready” lawyers and a recognition that what “practice” means is changing, that traditional model of clinical education is expanding in two exciting ways: **the LIT Lab and LIT Fellow Program.**

The LIT (Legal Innovation and Technology) Lab is a new experiential program that combines the longstanding pedagogy and legal services mission of Suffolk's Clinical Programs with the modern vision of Suffolk's Legal Innovation and Technology Institute. The Lab

has a dedicated physical space within the law library where students work as part of a consultancy and research & development team focused on legal tech and data science work. Students in the Lab work to develop legal technology and data science solutions for real-world clients (e.g., legal aid organizations, courts, firms, and nonprofits), keeping a trained and critical eye toward efficiency and effectiveness for clients who may not have any expertise in, for example, automating tools, engaging in process improvement, and data analytics. Lab student work spans the spectrum of legal tech from training a machine learning algorithm to encode a firm's choice to take a case to automating document creation.

LIT Fellows take the experience a step further. LIT Fellows are clinical students with a reduced caseload working within other clinics such as Health Law or Juvenile Defenders. Their reduced caseload frees them up to focus on LIT work, allowing them to spot issues and help resolve them much as a firm's innovation officer might. For example, Suffolk's most recent cohort of LIT Fellows identified a need for improved training for new clinical students. So, they created a virtual clinical assistant to provide just-in-time training on the use of clinical tech and procedures over their phones.

The LIT Lab and LIT Fellows work as interdisciplinary teams, building on both technology skills and non-technical builds and innovation ideas such as process changes. Of course, Suffolk's course electives help to prepare students for both angles of modern lawyering. For example, the course Coding the Law can be a first step into the heart of experiential LIT education. In Coding the Law, stu-

dents explore the technical, legal, and ethical dimensions behind the use of computer algorithms by legal practitioners and the justice system by actually writing computer code.

Now, we know what you're thinking: "Wait, I subjected myself to countless hours of briefing cases, writing legal memoranda, and drowning in test preparation; now you want me to learn computer programming?" Fear not, future lawyers. The LIT Program's experiential courses were specifically designed to accommodate coders and non-coders alike. Much like in baking, the inexperienced can "follow the recipe" to create and utilize modern legal tech tools, while veterans may choose to deviate from the recipe, creating their own novel products. Supported by Suffolk's LIT concentration, both cohorts of students get their hands dirty writing actual code, and when possible, for actual clients. LIT Fellows find their work situated in the broader context of law and society, preparing them for the holistic evaluation of a case or legal issue and new approaches to legal practice.

But what does coding have to do with a clinical experience for law students? Why should a law school concern itself with what sounds like computer science? After all, shouldn't we leave tech to the "techies?" The answer to those questions is a resounding "no" if the goal is to create a clinical, hands-on experience for today's law students. To be sure, countless complicated and theoretical questions are worth exploring in the future of law practice: What are the benefits and risks of using algorithms and data science for pretrial release decisions? Does the same conclusion hold when measured against one's individual rights? If AI-assisted document review is better at

finding responsive documents, and less expensive than a first-year associate, is it malpractice if I don't use it?

These questions are too important to be left to the “techies” alone, and too important not to be paired with an experiential opportunity to learn and explore. Lawyers need not be coders, and the LIT programs focus on general technological literacy instead of mastery of specific tools. But lawyers working at the intersection of technology and law should understand something about both. Those with a foot in both worlds are well-positioned to help lead the charge, and clinical programs and experiential courses are an ideal setting to foster that growth.

Despite excitement over e-discovery and AI-powered legal research, we have only seen the tip of the iceberg that is legal technology. Many ask, with varying degrees of sarcasm, will robots replace lawyers and judges? The question is no doubt premature, but in a world where lawyers spend the majority of their time engaged in non-billable work, tools that promise to rebalance this division of attention are poised to make a big difference, allowing a lawyer to practice at the top of their license.

The question is no doubt premature, but in a world where lawyers spend the majority of their time engaged in non-billable work, tools that promise to rebalance this division of attention are poised to

make a big difference, allowing a lawyer to practice at the top of their license. The robots may not take our jobs, but they will change the nature of them.

It is incumbent upon law schools to take these changes seriously, and in a world where the rules change faster than syllabi, nothing substitutes for the lessons of experience. As the saying goes, it is the difference between knowledge and wisdom. At least within Suffolk's clinical programs and associated experiential courses, students can rest assured: they will be prepared for the reality of tomorrow's practice because they've already lived it.

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Dabble in Design: How Competition Sparks the Traits of the Next Generation Lawyer

By Anthony W. Metzler

Anthony Metzler was the Managing Editor of Suffolk's Journal of High Technology Law and former President of Suffolk's Legal Innovation and Technology Student Association. Anthony is a 2019 graduate of Suffolk Law and currently a Legal Project Manager at the global law firm Baker McKenzie. He tackles the "hot topic" of design thinking, discusses how it is now used in the business and legal sectors, and explores the benefits of using design challenges within legal education to spark innovative thinking beyond the law school basics.



The Cathedral of Santa Maria del Fiore

Competitive by their nature, law students are prime candidates for a daylong exercise where pride, renown, and cold hard cash are on the line. However, the competitions flooding today's legal arenas are not the Courtroom dramas your grandparents told you about. The new trend in Legal? Design challenges.

I. The Premise

Design challenges are events where skilled individuals work together in a time-pressured setting to solve problems. [1] While the popularity of design challenges increased dramatically in recent years, the origin can be traced back centuries. [2] The Cathedral of Santa Maria del Fiore had been erected throughout the 14th century and was already becoming a Florentine architectural masterpiece. [3] During construction, The Opera di Santa Maria del Fiore commissioned a contest to design the largest brick and mortar dome in history. [4] Filippo Brunelleschi won the contest with his self-standing two layer octagonal dome, the first of its kind and to this day the largest ever built. [5] Brunelleschi's mastery of technical knowledge and his innovative design breathed life into the Renaissance, transforming his industry forever.

In the 21st century, design challenges have helped mold the software industry. Many applications and companies come from Hackathons, a type of design challenge that originated with groups of programmers collaborating in teams to create better products. [6] For examples of the work product derived from traditional Hackathons one need look no further than popular modern services such as Lyft, Tinder, and GroupMe. [7] Design challenges are valuable because they connect participants, expose great ideas, and identify common issues. [8] The tenants of design thinking guide design challenges. [9] Design thinking is an iterative, flexible process that aims to bring ideas to life with the highest consideration of what users want and need. [10] At one time, design thinking was not a tactic often used in the legal profession.

However, the market for legal services has swayed, and more clients now value efficiency and transparency over the traditional smoke-and-mirrors tactics of lawyers past. Increasing efficiency and providing transparency require lawyers to be self-aware of strengths and weaknesses, focus and priority on improving their processes, and superior communication skills with persons in and outside of the profession. Design thinking and design challenges are paramount in building these skills.

To satisfy demand based on client values, innovation has become paramount for lawyers and law firms. Firms need new approaches to solve problems and are finding them in several ways. One way is the integration of new roles, such as Chief Innovation Officers. [11] These roles differentiate law firms, develop cultures of innovations and delight clients to drive business. [12] These opportunities can be filled by seasoned attorneys, or professionals with little to no legal experience. The commonality between these individuals? They all have a passion for transforming the way legal professionals work. [13]

Transforming the way legal professionals work is not only for c-suite executives. Real change occurs from the bottom up; from person to person. [14]

First year associates, law students, and aspiring law students are driving change in the legal industry. To do so, they must hone their skills in collaboration, empathy, and adaptability. One of the best ways to hone these skills come from Design Challenges. Design Challenges produce innovative ideas because they bring

diversity of thought. Group collaboration allows individuals from different backgrounds to come together, producing novel ideas and approaches to old problems.

Today Design Challenges are not only emerging into the legal ecosystem, they are increasing in popularity. The question is not what companies *do* Design Challenges, but what companies *don't*. [15]

II. The Trailblazers

Liberty Mutual Insurance and Suffolk University Law School are making serious headway in this space. [16] [The B.O.L.D. Challenge](#) [17] presented by Liberty Mutual Insurance is held annually at Suffolk University Law School. [18] The event is organized by professionals from Liberty Mutual and Suffolk University, and boasts participants from law schools and business schools in the Boston area. [19] The competition awards cash prizes for the top placing teams, as well as networking opportunities for students that could lead to future collaboration. [20]

B.O.L.D. is unique in that it is the only inter-law/business school design challenge in Boston. This aspect of B.O.L.D. is monumental because in order to coexist, the legal industry and the business world must understand each other. A strong partnership between legal and business creates a natural incubator of ideas that can be developed upon and iterated to serve both business purposes and compliance with the law.

The B.O.L.D. Challenge provides valuable training for law and business students. By

working collaboratively with their business counterparts, law students gain valuable insight to how business students think and what non-legal needs and considerations business have. Business students are empowered because the law becomes accessible to them and they can apply certain routine legal practices, such as disclaimers, prior to formal legal review. The parameters of the event make students work together under pressure in timed exercises. Oftentimes, this is the first time these participants do a time-pressured, design-focused type of team exercise.

The partnership between Liberty Mutual and Suffolk University is not the only Hackathon happening in legal. Hundreds occur around the globe each year. For example, the Global Legal Hackathon has made serious waves in the legal industry.[21] In its inaugural year, 5,000 participants from 40 cities in 22 countries came together in a herculean effort. That number increased to 6,000 participants from 46 cities in 24 countries in its second year. The Global Legal Hackathon is a non-profit that brings together law schools, law firms and in-house departments, legal technology companies, governments, and service providers to further innovation and problem-solving within legal – on a global scale. This Hackathon rallies the best thinkers, doers and practitioners in law in support of a unified vision: agile development of solutions to improve the legal industry world-wide. [22]

III. The importance

The archaic mystique of the law and lawyers no longer defines the value of legal service delivery. Clients now hold the power defining

expected value and driving the legal market. With this, design challenges bridge the gap between clients and legal professionals because they teach students the skills they need to be 21st century lawyers. Design challenges help current practitioners identify common problems and work collaboratively to solve issues. Design challenges also help c-suite executives innovate their practice and hone their processes by capitalizing on diversity of thought.

To be practice ready, law students should be versed in three things: (1) empathy, (2) adaptability, and (3) collaboration. Empathy allows attorneys to really understand their clients – identifying goals and ways to cost-effectively achieve those goals. Adaptability encourages new ways of thinking, and malleability as circumstances change. Collaboration is perhaps most important, and is something not often helped by a naturally adversarial profession. However, team work does make the dream work and clients expect to be treated as collaborators in solving their legal challenges. Being able to utilize the strengths of fellow attorneys, paralegals, business partners and other team members creates stronger solutions. Most law schools do not offer the opportunity to hone these skills through course work, which is why design challenges have become a crucial academic initiative. They are tangible opportunities to develop these skills, in what is normally an individual quest to the JD degree. Design challenges also spotlight common issues the legal industry faces that may often be swept under the rug within the traditional legal curriculum. Forcing soon-to-be lawyers to think differently about years-old

challenges better prepares them to counsel clients in ways that may defy the traditional experience.

My advice to anyone in law school or interested in law school? Find law school experiences that will hone your skills in collaboration, empathy, and adaptability. The legal industry is facing its own rebirth. There is a call to action in all legal professionals; we must adapt and change the way we deliver legal services. By using the tenants of design thinking, and practicing those tenants through design challenges, future-lawyers and law firm partners alike can take measurable action towards adapting the way we approach opportunities therefore improving the profession. Like Brunelleschi, we must answer the call, be masters of our craft, and approach problems with innovative solutions.

Notes

[1] Dyane O’Leary, *License to Hack* (Suffolk University Law Sch. Legal Studies Research Paper Series., Paper No. 19-5, 2019), https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3328874.

[2] *Cathedral of Florence Basilica di Santa Maria del Fiore*, Hidden Italy (http://www.-museumsinflorence.com/musei/cathedral_of_florence.html).; Maya Lekach,, [The History of Design Contests 99 Designs](#) .

[3] *Dome*, [Il Grande Museo Del Duomo](#).

[4] *Id.*

[5] Gina Mussio, *7 Things You Didn’t Know About the Incredible Florence Duomo*, Walks of Italy, (<https://www.walksofitaly.com/blog/florence/7-things-didnt-know-incredible-florence-duomo>); *Id.*

[6] O’Leary, *License to Hack*, supra note 1.

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[8] Dean Sonderegger, [Why We Need More Hackathons](#), Above the Law (January 22, 2019),

[9] Anthony W. Metzler, [Traits of the Next Generation of Lawyer; Why Design Thinking Matters](#), The Journal of High Technology Law, (2019)

[10] *Id.*

[11] *The Law Firm Chief Innovation Officer*, The Practice (January/February 2019) (<https://thepractice.law.harvard.edu/article/chief-innovation-officer>) quoting Michele DeStefano *The Law Firm Chief Innovation Office: Goals, Roles, and Holes*.

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[13] *Id.*

[14] Paul Hawken. (Paul Hawken is an American environmentalist, entrepreneur, author and activist).

[15] O’Leary, *License to Hack*, supra note 1.

[16] [Liberty Design Challenge: Looking for Big Ideas](#), Suffolk University Law School, (2018)

[17] B.O.L.D. stands for Boston’s Original Legal Design Challenge. Formerly known as The Design Challenge presented by Liberty Mutual Insurance.

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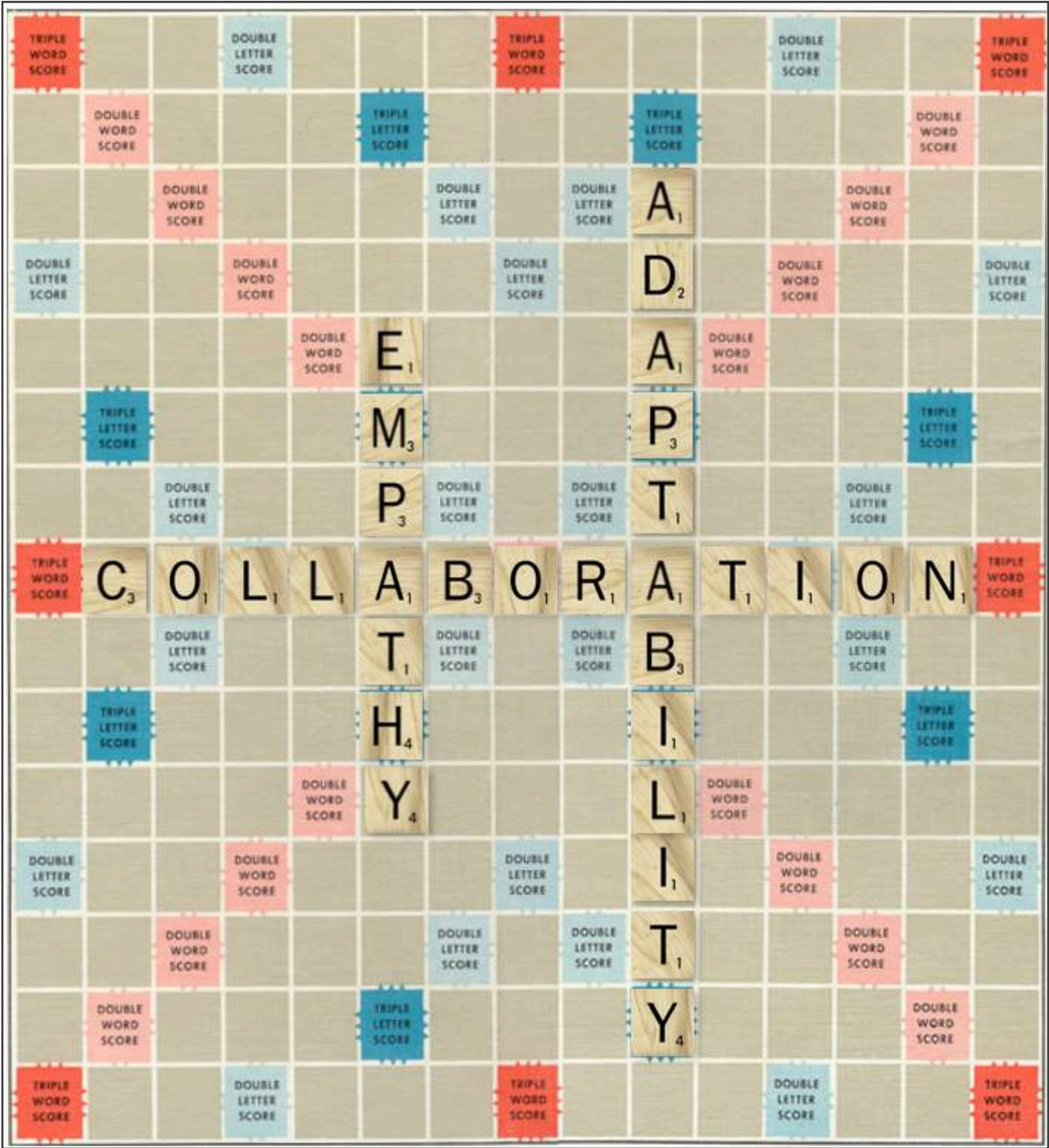
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[22] Global Legal Hackathon, Inc. (2019), <https://globallegalthackathon.com/gh2019-round-1/>

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A man with short brown hair, wearing a dark suit jacket and a striped scarf, is smiling slightly. He is standing outdoors in a city setting with trees and a building in the background.

From Theory to Practice:

Using Machine Learning to Help Those in Need ^[1]

By David Colarusso, Director of the Legal Innovation & Technology Lab

Director of Suffolk's LIT Lab David Colarusso has collaborated with Stanford University's Legal Design Lab to create an online game called "Learned Hands" to crowdsource the labeling of laypeople's legal questions. He describes Suffolk's work in using artificial intelligence and pattern recognition to now develop a one-of-a-kind issue spotter called "Spot" that will be made available for free to pro bono, government, and non-profit legal services providers to help address the access to justice crisis in the United States.

Last year, Suffolk's Legal Innovation & Technology (LIT) Lab, in collaboration with Stanford's Legal Design Lab, created an online game to crowdsource the labeling of laypeople's legal questions. The effort aimed to address the dearth of high-quality labeled data for the training of machine learning (ML) models. The game's name, Learned Hands, nods both to the ethos that many hands make light work and the prominent jurist Learned Hand. [2] After racking up more than 50,000 labels on thousands of texts, the LIT Lab is building on this work to create an online ML-powered issue spotter called Spot. With funding from Pew Charitable Trusts, this issue



AI solution. The Learned Hands project served as a proof-of-principle, establishing that a crowd could help produce the data needed to train such models. The Lab's current work will move from theory to practice, producing public issue spotting tools for public interest service providers.

Consider two areas where AI's pattern recognition might have something to offer A2J. There are a number of services that match people with legal questions to lawyers offering pro bono limited representation (think free advice "calls" over email). Unfortunately, some questions go unclaimed. In part, this is because it can be hard to match questions to attorneys with relevant expertise. If I'm a volunteer lawyer with twenty years of health law experience, I probably prefer fielding people's health law questions while avoiding intellectual property ("IP) issues.

To get health law questions on my plate and IP questions on someone else's, a user's questions need to be (quickly, efficiently, and accurately) labeled and routed to the right folks. Sure, people can do this, but their time and expertise are often better deployed elsewhere, especially if there are lots of questions. Court websites try to match users with the right resources, but it's hard to search for something when you don't know what it's called. After all, you don't know what you don't know. Complicating matters further, lawyers don't use words like everyone else. So it can be hard to match a user's question with a lawyer's expertise. Wouldn't it be great if AI's knack for pattern recognition could spot areas of law relevant to a person's needs based on their own words (absent legalese), then direct them to the right guide, tool, template, resource, attorney,

spotter will be made available free to pro bono, government, and non-profit legal service providers to help address the access to justice (A2J) crisis.

Machine Learning, the sub discipline within AI around which the current hype cycle revolves, is good at pattern recognition. Acquaint it with a sufficiently large number of example items, and it can "learn" to find things "like" those items hiding in the proverbial haystack. To accomplish such feats, however, we have to satisfy the machine's need for data. Consequently, AI's appetite is often a limiting factor when it comes to deploying an

or otherwise? That's what we're working towards here.

I know what you're thinking, but we are NOT talking about a robot lawyer. When we say "AI," think augmented intelligence, not artificial intelligence. What we're talking about is training models to spot patterns, and it's worth remembering the sage advice of George Box, "all models are wrong, but some are useful." Consequently, one must always consider two things before deciding to use a model: First, does the model improve on what came before? Second, is it starting a discussion (not ending it)? Unless the data are pristine and the decision is clear-cut, a model can only inform, not make, the decision.

An automated issue spotter has the potential to improve access to justice simply by making it a little easier to find legal resources. It doesn't need to answer people's questions. It just needs to point them in the right direction or bring them to the attention of someone in a position to help. It can get the conversation started by making an educated guess about what someone is looking for and jumping over a few mundane—but often intimidating—first steps.

Alternatively, a professional or paraprofessional could be presented with helpful resources based on a client's reply to intake questions.

The promise of these use cases underlines why Suffolk Law's LIT Lab will be offering the issue spotter as an online service and downloadable library for use by those working on A2J issues. A private beta is expected in January 2020 with a public release set to follow in late 2020.

This will allow a community of public interest users to develop tools such as those imagined above.

The original Learned Hands game is still running, and it continues to produce data for Spot. The game presents players with a selection of lay peoples' questions and asks them to confirm or deny the presence of issues. For example, "Do you see a Health Law issue?" These "votes" are combined to determine whether or not an issue is present. As you can imagine, deciding when you have a final answer is one of the hard parts. After all, if you ask two lawyers for an opinion, you'll likely get five different answers.

The final answer is decided using statistical assumptions about the breakdown of voters without requiring a fixed number of votes. Effectively, if everyone agrees on the labeling, the final answer can be called with fewer votes than if there is disagreement. Consequently, the utility of the next vote changes based on earlier votes. This fact is used to order the presentation of questions and make sure that the next question someone votes on is the one that's going to give us the most information or move us closest to finalizing a label. This means players don't waste their time seeing a bunch of undisputed issues.

Players earn points based on how many questions they mark (with longer texts garnering more points). Players are ranked based on the points they've earned multiplied by their quality score, which reflects how well their markings agree with the final answers.

That's right. You can compete against your colleagues for bragging rights as the best issue

spotter (while training AI to help address A2J issues). Don't forget to play Learned Hands during your commute, over lunch, or while waiting in court. To play visit: <https://learnedhands.law.stanford.edu>

Notes

[1] Portions of this text were adapted from How an Online Game Can Help AI Address Access to Justice (A2J), originally published on Lawyerist. See <https://lawyerist.com/learned-hands-launch/>

[2] Old English Proverb. John Heywood, *The Proverbs and Epigrams of John Heywood* (A.D. 1562) 54 (Burt Franklin ed., 1967) (1562); *Learned Hand*, Wikipedia, https://en.wikipedia.org/wiki/Learned_Hand

About the Author

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Legal Business World Podcast series



The image shows a podcast cover for 'Reinventing Professionals'. At the top, there is a logo consisting of a red lightbulb with a microphone inside it, and a pair of headphones around the top. To the right of the logo, the words 'REINVENTING' and 'PROFESSIONALS' are written in a bold, sans-serif font. Below the logo and text, there is a portrait of Ari Kaplan, a man in a dark blue suit, white shirt, and purple patterned tie. To the right of the portrait, there is a block of text: 'This podcast series is designed to offer ideas, guidance, and perspectives on how to effectively navigate a perpetually shifting professional landscape, with a unique focus on the legal industry and the technology that is driving its evolution. By Ari Kaplan, Legal Industry Analyst, Speaker and Author'.

Legal Business World
Podcast





Law Library Efforts Fueling Innovation

By Rick Buckingham and Liza Rosenof, Librarians at Suffolk University Law School



Liza Rosenof



Rick Buckingham

Librarians Richard Buckingham and Liza Rosenof discuss the library's unique connection with Suffolk's Legal Innovation and Technology Institute, and detail particular projects the Suffolk library has pursued to offer yet another angle to the student "LIT" experience.

"Everything changes and nothing stands still." Any librarian would nod knowingly upon hearing this line from the Greek philosopher Heraclites. In a world where nothing stands still, librarianship has demonstrated its ability not only to adapt and grow in the face of change, but to further drive progress through its own invention. [1]

Centuries of innovation throughout history have spawned lasting changes that patrons still enjoy today. Law librarianship specifically has undergone its own evolution. While it is perhaps taken for granted today, patrons can now access thousands of law library resources from beyond the walls of a brick and mortar building, something that would have been unheard of only twenty-five years ago.


At Suffolk University Law School, law librarians already offer training on research databases, experiment with new technology to improve library services, engage in research projects for faculty who write on the intersection of law and technology,

and explore new tools for students and faculty to improve and track their own research projects. Given this adaptive and exploratory role, it is fitting that librarians at Suffolk would support the Law School’s Legal Innovation and Technology Institute’s mission to leverage technology and innovation to improve delivery of legal services and respond to the new demands and opportunities within the practice of law. Librarians at the Suffolk’s Moakley Law Library have been using their unique skills to advance innovation through a number of channels.

By way of just one example, a library without a leader dedicated to collaboration cannot fuel innovative efforts in a law school. As Director of the Law Library, Rick Buckingham has spurred innovation both within and outside of Suffolk. He co-developed one of the Law School’s first fully online courses, an advanced legal research course focused on Massachusetts practice. Last year, he managed the

build-out of the registration and payment systems for the Law School’s new Legal Innovation and Technology Certificate program. [2] And he was part of the winning team at the third annual American Association of Law Libraries Hackathon. [3] His team’s “hack” was a chatbot, built using QnA markup [4] – a computer language developed by David Colarusso, the Director of Suffolk’s Legal Innovation & Technology Lab – that would help library users navigate the often-confusing process of finding government documents online.

That librarians perform research is not news to those in the academic community. At the Moakley Law Library, librarians have been involved in a number of projects related to law and technology. For example, to help build the Hate Crimes Reporting App—a project from the American Bar Association Center for Innovation [5] —Legal Research Librarian Greg Ewing provided comprehensive research on



Legal Research Tool	Free	Natural Language	Terms & Connectors	Chains	Secondary Sources	All Federal & State Primary Law	Federal & State Statutes	Federal & State Regulations	Smart Phone App	Search
Bloomberg Law		▲	▲	▲	▲	▲	▲	▲	▲	
CanLII	▲		▲	▲	▲	Canada Federal Precedent	Canada Federal Precedent	Canada Federal Precedent		
Casemaker	Free with some law membership	▲	▲	▲	▲	▲	▲	▲	▲	
casetext	▲	▲	▲	▲	▲	▲	▲	▲		
CL	▲	▲	▲	▲		▲				
darts-ip		▲			▲	If necessary				
DOCKET ALARM		▲	▲		▲	▲			▲	
fastcase	Free with some law membership	▲	▲	▲	▲	▲	▲	▲	▲	
FindLaw	▲	▲			▲	▲	▲	▲		
Google	▲	▲	▲	▲	▲	▲			▲	

state and federal hate crime statutes that was used as the dataset. To help with another project, Legal Research Librarian Ana Delgado researched and built a Quick Guide Research tool that compares twenty different legal research databases in more than a dozen categories, including cost, coverage, and finding tools. [6]

The idea for the resource was borne out of a collaboration between the Law School's Institute on Legal Innovation & Technology, the Legal Innovation & Technology Concentration, and Suffolk's Legal Practice Skills program. [7] Finally, several librarians worked together to create the most far-reaching list of legal writing competitions open to students who attend law school in the United States. Larry Flynn, the library's Computer Services Specialist, used the list as the dataset to build the interface for what is now called iCompete Writing: A Compilation of Legal Writing Competitions. [8] The library continues to update the list regularly.

In 2017, the Moakley Law Library administration decided to formalize the library's connection to the various legal innovation and technology efforts and programs at the Law School and created the new position of Legal Research and Innovation Librarian. A Legal Research Librarian already at the library, Liza Rosenof, was hired to fill the role in 2018. About one-third of her time is dedicated to exploring, using, and teaching about legal innovation and technology. This includes serving as the library's liaison to the Law School's Institute on Legal Innovation & Technology; working on projects that provide educational opportunities for students and create user-

friendly technological solutions to legal issues; identifying legal technologies that are relevant to law students, staff, and faculty; and developing and implementing training programs on legal technologies.

Like most librarians, Liza wears many hats. She still operates as a research librarian at the law library, staffing the reference desk, participating in the 1L legal research and writing program, and teaching for-credit Law School courses as an adjunct. In addition, she dedicates about a third of her time to working as liaison to Suffolk's Legal Innovation & Technology Institute. Prior to this move, she was already playing the role of investigating technology and implementing new programs into library services. She has regularly trained students in upper-level courses and in moot court [9] to take full advantage of Microsoft Word's more advanced features so that they could format legal memoranda neatly and efficiently. After adding a piece of citation management software called Zotero to her own research arsenal, she introduced it to the rest of the library staff, as well as a number of students and faculty.

What's more, today's cutting-edge librarians are even learning how to code. Liza is running a study group for students who want to learn Python [10] (and learning Python herself in the process). She has also supplemented this by regularly attending Suffolk's LIT Lab—located within the Law Library—where students used Python (among other tools) to build a website to facilitate faculty members sharing open source textbooks. To help with marketing the LIT academic concentration, she learned how to use Visio to create a flowchart that

would be featured on a flyer. One final example of a contribution is that she reviewed a number of modules with videos and written content for the Legal Innovation & Technology Certificate program. Much of her transition into her new role has focused on gaining competency in a new area. Though this position is new, it is in keeping with the general librarian responsibility to constantly be learning about new content areas in order to assist patrons and perform research.

Law librarians are adept at developing their skills and competencies to be able to stay ahead of industry changes and better serve their patrons. They're used to mastering new tools in order to train students and provide the best research results for faculty.

It is a natural fit for them to be involved in fueling legal innovation and technology efforts, and they make an impactful difference for students and faculty at Suffolk.

Notes

[1] See, e.g., Amanda Robert, *Law Libraries Chart a New Direction for the Future, New Report Shows*, ABA Journal Web First (April 16, 2019), <http://www.abajournal.com/web/article/law-libraries-chart-new-direction-for-the-future-aall-report-shows>, on law librarians adapting to recent technological shifts in librarianship.

[2] <https://www.legaltechcertificate.com/>. The certificate program offers fully online courses for legal professionals who want to develop their knowledge of tools and techniques that are changing the way legal services are being delivered.

[3] AALL eNewsletter/August 2016, <https://www.aallnet.org/enewsletter/aall-enewsletter-august-2016/>.

[4] QnA Markup (<https://www.qna-markup.org/>) “is a really simple, easy-to-use question-and-answer tool for lawyers. You can even use it as a basic document assembly tool.” Sam Glover, *QnA Is a Free Tool for Adding Questions and Answers to Your Website*, Lawyerist.com (April 28, 2015), <https://lawyerist.com/qna-is-a-free-tool-for-adding-questions-and-answers-to-your-website/>. It allows users with little to no programming experience to create chatbots for their websites.

[5] *ABA Center for Innovation Will Hold Design Event to Create App for Hate Crime Victims*, ABA J. (Mar. 3, 2017), http://www.abajournal.com/news/article/aba_center_for_innovation_to_hold_design_event_for_hate_crimes_app.

[6] *Quick Guide Research Tool*, https://www.suffolk.edu/-/media/suffolk/documents/law/academics/lps/lps-research-tools-quick-guide_pdfxt.pdf?la=en&hash=6A70FCE83EC4236F56A1BD-F108E34C4ECC391071.

[7] Legal Practice Skills is a required course for first-year law students focusing on legal research and writing. See <https://www.suffolk.edu/law/academics-clinics/academic-resources/legal-practice-skills---lps>.

[8] *iCompete Writing: A Compilation of Legal Writing Competitions*, <https://www.suffolk.edu/law/academics-clinics/academic-resources/legal-practice-skills---lps/icompete-writing--a-compilation-of-legal-writing-competitions>.

[9] Moot court is an extracurricular activity at many law schools in which students prepare memoranda and participate in oral arguments

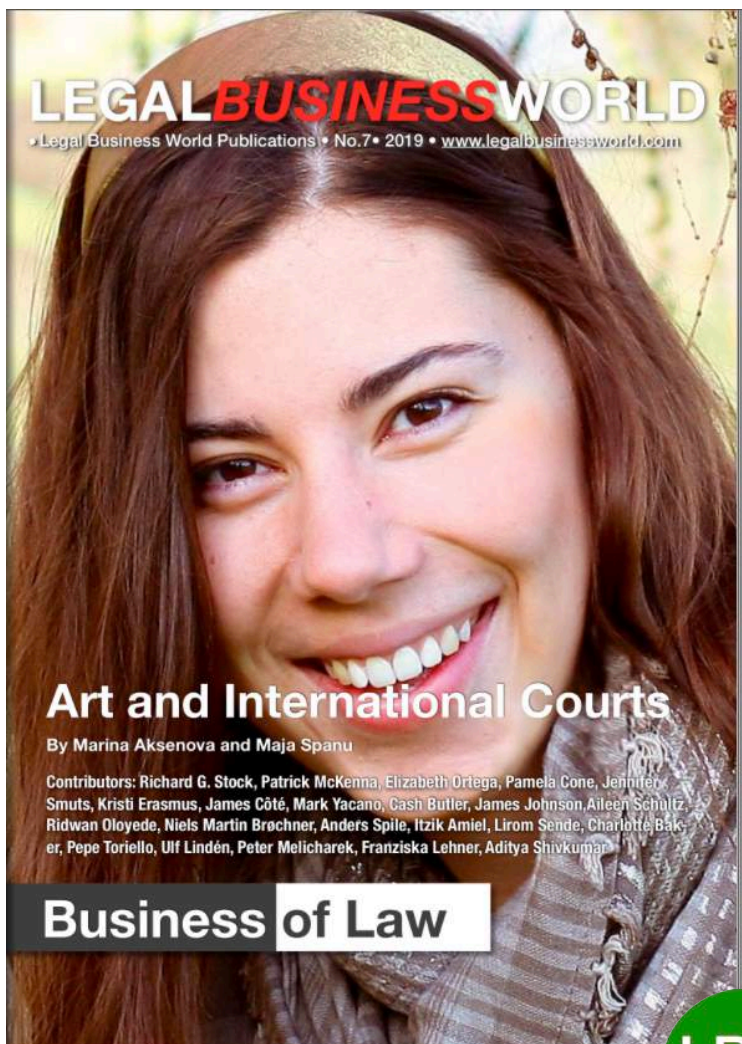
in a simulated appellate courtroom. See, e.g., <https://www.suffolk.edu/law/academics-clinics/student-life/competition-teams/moot-court>.

[10] Python is a general, high-level programming language. *What Is Python? Executive Summary*, <https://www.python.org/doc/esays/blurb/>.

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Starting Start-Ups:

Leveraging Technology to Protect IP

By Lauren Sabino, J.D. at Suffolk University Law School

Suffolk alum Lauren Sabino discusses her classroom work using the [community.lawyer](#) tool to create an automated platform directed at providing cost-effective support to emerging start-up companies seeking to protect their intellectual property.



As a student at Suffolk University Law School I have been fortunate to have been exposed to legal technology and the opportunity to take courses that have taught me the important role of technology in the future of the legal profession. During my 3L year I enrolled in a course called Lawyering in the Age of Smart Machines and I'll admit it, I was a bit skeptical at first. I consider myself technologically savvy in that I feel comfortable and confident using computers and other smart machines. That being said, I had never even heard of the vast majority of the programs and software programs that I was introduced to in this course. The course's final project, which consisted of creating a technological innovation and building an app, was certainly out of my comfort zone. With the help of an encouraging professor, I chose to build a trademark cease and desist letter document assembly tool using the Community.lawyer [1] platform.

My final project focused on the basic idea of helping those who can't afford expensive legal services gain access to legal help. Particularly, my project aimed to provide a solution to protecting intellectual property (IP) rights at a much lower cost than hiring an attorney. Startups and their founders have a lot on their plates. They're looking for the best employees to help their vision become a reality, they're looking to clear out of the garage and into new office space, they're busy creating an interesting, functional website, and they're looking for customers, of course. So, where does protecting IP fall on the list of priorities? Perhaps somewhere in the middle if the business has some knowledge or awareness on the topic. But maybe at the bottom (or off the list com-

pletely) if the business is of the creative kind that would rather leave business logistics to someone else. Too often startups and their founders think of IP as something they can deal with later, when they're a little more established and have a little more cash. However, ignoring IP is a mistake.

IP is the foundation of hard work, the backbone of a business and often a business's most valuable asset. For example, the trademark, the name, or logo created to identify a business to the consuming public is often worth a lot of money. Any tagline or phrase used in connection with a company's goods or services is also valuable IP. All these assets serve to identify the business and its owners or contributors, including customer good will and satisfaction. Notably, trademarks account for an average of one third of corporate value. The top ten trademarks in the United States are all worth billions of dollars. [2] Google's trademark is worth \$44.3 billion, Microsoft's trademark value is \$42.8 billion, and Walmart has a trademark value of \$36.2 billion. [3] Thus, protecting and developing a trademark is an investment worth making early in the collaborative process. Unfortunately, the cost of prosecuting a trademark can run a client thousands of dollars in attorney's fees. Further, the cost of enforcing IP rights after obtaining them can also be costly.

What many people don't know is that once you have a registered mark, it is extremely important to enforce that mark diligently. While there is no hardline rule as to what constitutes "enough" enforcement, ignoring infringers can cost a trademark owner their rights. Equally as

significant, infringement can result in damage to the business in the form of lost profit and loss of the investment (time and money) made to build the brand, create the mark, and market a product or service.

The document assembly tool I built is geared toward startups and was built with startups in mind. The app starts off with a series of questions with the intent to provide information and educate the user on their rights. My idea was to create a technically useful tool but also a learning tool to help startups understand their rights. Using the knowledge of U.S. trademark law that I gained throughout my time as a law student, I began to brainstorm what basic information I would need to draft a cease and desist letter, such as the name of the mark, the name of the mark’s owner and a potential USPTO registration number.

From there, I began to think of information that would be helpful in determining the scope of a potential mark owner’s rights (i.e. federal rights via registration with USPTO or common law rights based on use). A common misconception is that you must register your trademark with the USPTO to have enforceable rights. While my tool doesn’t specifically meet the needs of a common law rights holder, it was important to me that the app inform that user of their rights and encourage the protection of their mark.

The app is very simple and user-friendly. The user is prompted to enter requested information manually and at other times is asked a question and provided with a simple “yes” or “no” button to guide them to the next appropriate question or statement of information. The app begins with the threshold inquiry of

First, let’s determine if you have federal trademark rights or common law trademark rights.

Have you registered your mark with the United States Patent and Trademark Office (USPTO)? *

Yes

No

Have you used the mark in commerce in connection with your goods and services? *

Yes

No

Did you start using your mark in commerce within your geographic location on a date prior to the date the infringer began using the mark? *

Yes

No

Good news, we think you have common law trademark rights! This app only addresses federal trademark rights but give us a call and we’d be happy to help you enforce your common law rights!

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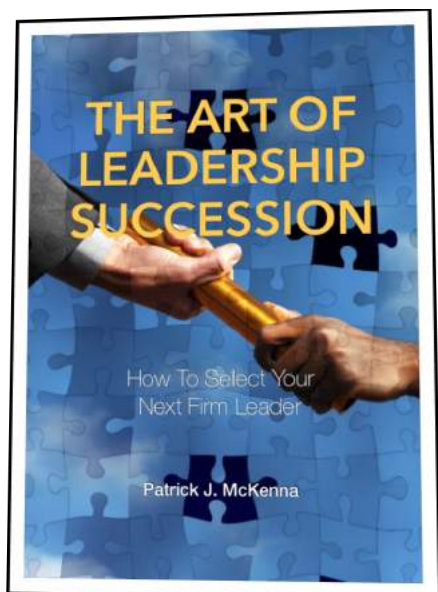
[Save and continue later](#)

registration. So, for example, if the user answers “no” to the initial question of federal registration, the following questions help the user come to a preliminary conclusion regarding common law rights. One of the many great things about the tool is that it can also provide guidance to individuals and serve larger businesses and firms. The app integrates U.S. trademark laws and regulations in a way that would empower an IP attorney to feel confident using it but is simple enough to assist someone with the most basic level of trademark knowledge. It could also be used by paralegals or other legal staff if they are provided the pertinent information. The tool still has a long way to go. I have several ideas to improve the app and make the tool more useful for the user and for the legal community. Some of these ideas include incorporating a specific tone as chosen by the user and creating an additional document to help those with common law rights enforce their rights as well.

Coincidentally, the week I submitted this final project for the Lawyering in the Age of Smart Machines course I was given an assignment at work where I was asked to contribute to a unique software application that provides trademark searching and monitoring services and provides the user with help registering a mark. The service specifically targets small businesses to inform them of the importance of registering their mark and subsequently monitoring the mark. The assignment allowed me to talk about my tool and share with my colleagues what I now know about the legal tech space. I am grateful to Suffolk Law for introducing me to legal tech, providing me with a safe space to be creative, and encouraging me to take on a challenge

About the Author

[Lauren Sabino](#) Lauren is a 2019 graduate of Suffolk University Law School.



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Accelerating Today's Student to Become Tomorrow's Lawyer

By Garrett Dubois, SJC Rule 3:03 Student Attorney
& Legal Innovation and Technology Fellow at
Suffolk University Law School's Accelerator Practice

Suffolk student Garrett Dubois discusses his experience in Suffolk Law's Accelerator-to-Practice Program. This unique program is an exclusive course of study designed to prepare a select group of law students to practice in a solo or small firm immediately after graduation. Garrett is learning how core principles of technology and innovation can improve delivery of legal services in that setting, and describes his "real world" experiences putting his Accelerator lessons to use.



I entered law school unlike many other law students, with a family and a previous career. When I first applied to schools, I didn't concern myself with bar exam passage rates, nor did I focus on the ominous annual law school rankings. Instead, I focused on what each individual school could offer to prepare me for the real world -- for real clients and real problems. I didn't want to enter this career field and still have to learn on the job. I had experienced the other side of the legal field in my work as a police officer, but would that patrol experience translate to the courtroom? What could I offer a prospective *legal* employer that the rest of my peers couldn't? I knew that I needed something to help me stand out amongst the rest of the crowd, and in my search, I found that Suffolk's Accelerator-to-Practice Program was exactly what I was looking for.

Suffolk University Law School's Accelerator-to-Practice Program is an exclusive course of study designed to prepare a select group of law students to practice in a solo or small firm immediately after graduation. Students are provided with small-group instruction on law practice planning, practice management, and legal technology, combined with the experience of being student attorneys in the third-year clinic, the Accelerator Practice, and spending the first and second summers of law school in an experiential learning environment. This comprehensive three-year course of study, which combines traditional legal instruction with hands-on experience and training in legal technology, with a focus on small firm management, was created to ensure that law students can enter the legal field practice-

ready, including being in the position to harness efficient tools to create sustainable legal practices for underserved populations. [1]

Technology in Accelerator

A core principle of the Accelerator Program is not only that students be technologically prepared to operate within the legal landscape, but that they are able to view legal technology as a tool *and* a solution to their client's issues. Students are encouraged to think of new and creative ways to solve client problems, and to think outside of the box. Integration of legal technology into a student's education allows for them to not only anticipate their client's needs, but to better prepare them for on-the-fly problem solving.

The first major class students take in the second year is a broad-sweeping course on legal technology and how to apply it. "Legal Tech: Small Firm" is a course designed to introduce students to a new legal technology each week, coupled with learning assignments and hands-on education in a small-class setting. For many students, myself included, this is the first classroom instruction in which the professor no longer relies on the Socratic method, but focuses on each student individually, ensuring they are prepared to not only use these new forms of legal technology, but are able to confidently teach others to use them as well.

Assume for example, your client, an individual, requests any "information relevant to the subject matter" in their litigation against a major corporation. Does your client have the thousands of dollars it will cost to review the thousands of pages of documents the

corporation provides in response? Can the client afford to risk the corporation flexing its legal muscle and abusing the discovery process?

Many clients, if not most, do not. The Accelerator program prepares a law student to anticipate this as a solo or small firm practitioner, and gives them the tools to solve it. The student is prepared to integrate an immediate solution to a problem, in this case with something such as an AI-based discovery tool. AI-based discovery uses artificial intelligence to comb through thousands of documents in seconds, faster than any law clerk ever could. Instead of individuals sorting through thousands of pages of documents, programs such as *Logikcull* allow you to upload all of your documents to its cloud-based platform, where its AI indexes and sorts the information into an easily searchable database.

Even those with little knowledge of technology are able to search through vast amounts of information easily, using *Logikcull*'s search feature. If you can search the internet using Google, you can search documents and data using *Logikcull*. [2]

Many small firms send discovery data and documents to outside vendors, paying significantly more for others to do what could be done in-house for a low monthly fee. Services like *Logikcull*, however, provide attorneys with both per-matter and monthly fee options and can help reduce risk with respect to client data'. [3] In the American Bar Association's *2018 Legal Technology Survey Report*, 23% of respondents reported a security breach of

their data. [4] According to a 2017 *Law Department Operations Survey* by a legal insight company, almost 2/3 of legal departments do not use any type of AI-based discovery tool. [5] Keeping work in-house reduces the risk of failing to protect client data, and ensures both the client and the attorney are protected.

After an entire class period comprised of a presentation and hands-on experience indexing and searching for specific files using *Logikcull*, Accelerator students leave the classroom prepared to apply this technology to their own firms.

Accelerator Lessons in the Real World
Suffolk Law's "Legal Tech" was my first introduction to the emerging market of legal technology, a portion of the legal field that goes relatively unnoticed. While students and attorneys are well-versed in the Microsoft Office suite, specific instances of legal technology are still relatively obscure. Even when the technology is readily available, and attorneys are aware of it, there is a resistance to its implementation. Through my summer placement with Accelerator-to-Practice Program, I saw this disinclination toward the use of legal technology first hand.

I spent my first summer as a law student at a small real estate firm outside of Boston, where four attorneys all shared one single central computer drive. This setup is not uncommon, where each attorney's computer is linked to a central hard drive located within the office space. Each attorney can save files to this drive to share with others, while retaining individual files and information on their own computer.

With real estate closings across Massachusetts, the attorneys were in and out of the office often. Their IT technology firm had provided them with a central server and remote access, but had not prepared the system (or the attorneys) for what to do in the event this drive was inaccessible, or there was an interruption in their remote connection (which was not uncommon).

My experience through the Accelerator program gave me the ability to envision the ways that new technologies could make the office more efficient, thereby saving money and time for the firm and its clients. Every time the office lost its remote connection, IT consultants billed them to travel to the office and reset their equipment, and clients became more and more frustrated at being turned away on the phone. Remote connection issues, among the other hiccups in running a firm, cost money to the client *and* the attorney, both in lost business opportunity, and the actual cost of repair and consultancy.

In anticipation of these issues, a firm could protect itself and its clients through the use of a cloud-based backup, like those found in the Clio or MyCase suites, which we learned about and had a chance to use in the Legal Tech: Small Firm course. [6]

Cloud-based practice management software like Clio is designed to provide attorneys with access to their client files 24/7, both through their computers and their phones or tablets, along with secure messaging and billing systems. Using a convenient web link, attorneys can conduct business even when they are away

from their office, keeping productivity high and costs down. Cutting the downtime of an office can significantly impact its efficiency, and can provide attorneys with the ability to take on more clients, and with them, more profit.

It is no secret that small and solo practitioners are resistant to change and concerned with the overhead costs of doing business, but the integration of legal technologies can streamline legal work, allowing lawyers to take on more clients in the same amount of time. [7] I quickly became aware of the advantages Suffolk University Law School was providing me through the exposure and experience with different legal technologies. Seeing legal tech *for what it could be* by learning about it in class, and seeing what it currently was by working in the field at this particular practice emphasized to me the power that legal technology has to provide real solutions to keep small or solo firms profitable and engaged with clients.

Accelerating Forward

Classes in legal technology and law practice management and summer positions with law firms are designed for students to obtain the baseline skills needed to operate a successful law practice, so that we may then apply them within the third year of school in Suffolk's Accelerator Practice. [8]

The Accelerator Practice, one of 10 Clinical Programs at Suffolk, is a fee-generating law practice fully managed by student attorneys and clinical staff, where low or average-income clients can obtain legal services from student attorneys and their supervisors, and

the students apply skills they've learned in the classroom to actual clients. Students are expected to work with clinical faculty as they will in any other practice, all the while maintaining the education-focus of the Accelerator program. The Accelerator Practice primarily represents clients in Housing Discrimination and Consumer Protection cases, partnering with the Suffolk University Housing Discrimination Testing Program. [9] Students approach tasks and issues head on and develop their own solutions to problems. The clinical faculty supervise students in their practice, and provide them with individualized feedback, developing the attorney mindset even further.

The hands-on experience the Accelerator Practice provides is unlike any other I've come across as a law student. Student attorneys are encouraged to introduce technologies or solutions in a narrow focus.

For example, if a client is concerned with their living situation but scheduling makes a home visit difficult, the student is encouraged to seek alternate efficient and convenient solutions, such as conducting a meeting through Skype or FaceTime. I chose to work in the Accelerator Practice in my second summer instead of with a local law firm so that I could begin working directly with clients as soon as possible. I've been tasked with drafting documents, conducting research, and advising clients directly about their case. Within the first week of being in the Practice, our clinical attorney involved me in the process with ease, and expected me to apply the skills I'd learned to our current clients. While most students only sit through a class on negotiation and

mediation, my first major task in the Practice was to attend a housing discrimination mediation with our client, and to counsel her before and after the session.

I started law school resigned to the idea of sitting in a corner desk somewhere copying and pasting contracts together, and have now changed my entire track towards a focus on client advocacy, protecting the rights of those who would otherwise be disadvantaged. **I know that regardless as to where my legal career takes me, I'm prepared to develop *with* the legal technology field, not against it.** Being able to enter a law firm and streamline a client's representation will be beneficial both to me and my future employer. I look forward to being able to take the wealth of information that the Accelerator-to-Practice Program has offered me and to use it toward a greater benefit.

Notes

- [1] <https://www.suffolk.edu/law/academics-clinics/clinics-experiential-opportunities/accelerator-to-practice-program>
- [2] <https://www.logikcull.com/features>
- [3] <https://www.logikcull.com/public/files/Michelle-Jordan-Case-Study-1-page.pdf>
- [4] https://www.americanbar.org/groups/law_practice/publications/techreport/ABAT-ECHREPORT2018/2018Cybersecurity/
- [5] <http://blicksteingroup.com/wp-content/uploads/2017/11/LDO-Survey-Supplement-2017.pdf>
- [6] <https://www.clio.com/practice-types/solo-lawyer-software/>; <https://www.mycase.com/>
- [7] <https://www.law.com/legaltechnews/2019/07/09/a-small-firm-trying-to-gain-new-clients-try-legal-tech/>

[8] <https://www.suffolk.edu/law/academics-clinics/clinics-experiential-opportunities/clinics/accelerator-practice>

[9] <https://www.suffolk.edu/law/academics-clinics/clinics-experiential-opportunities/housing-discrimination-testing-program>

About the Author

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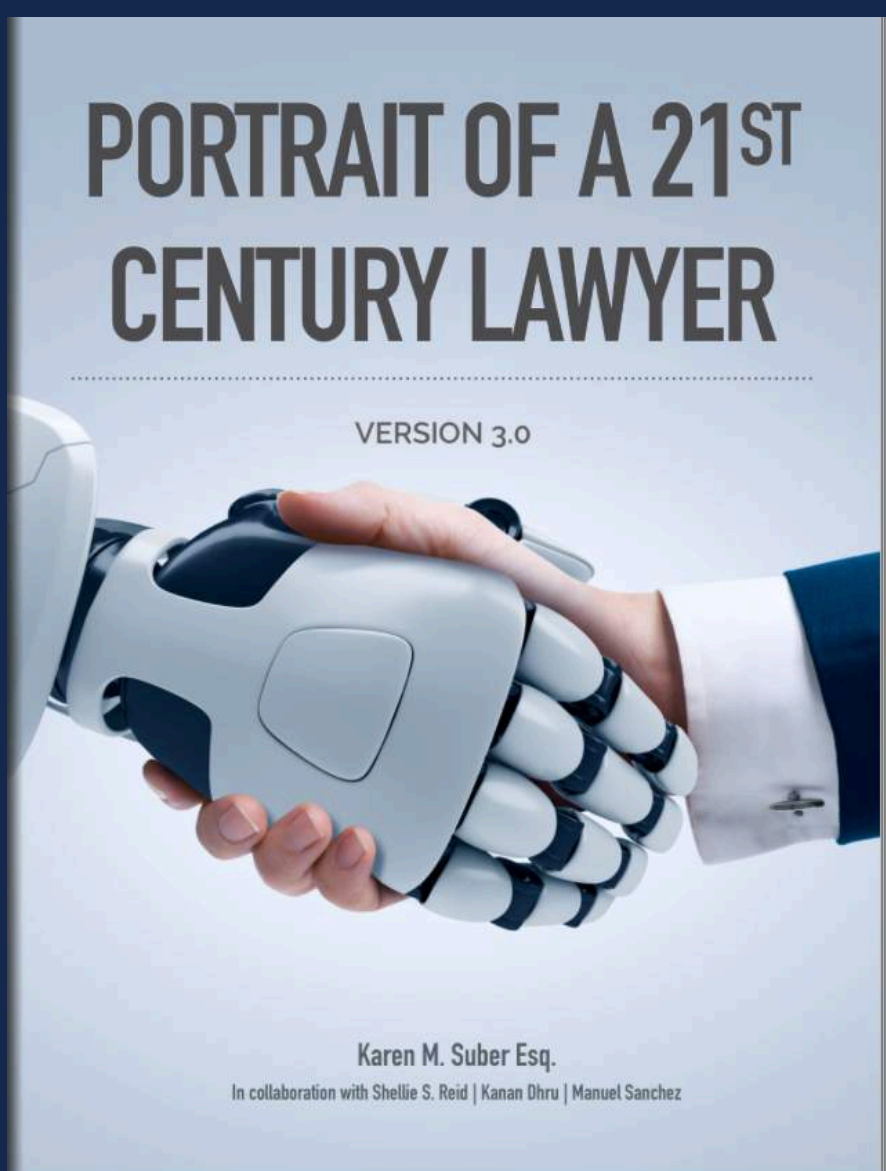
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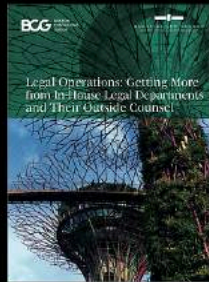
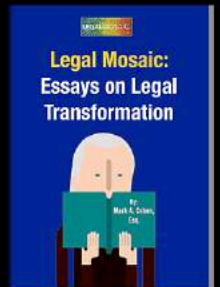
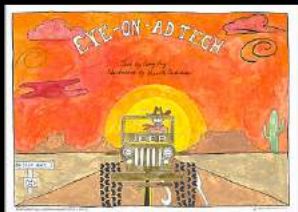
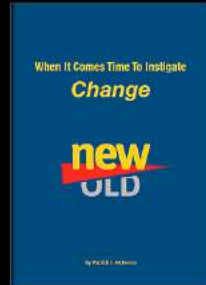
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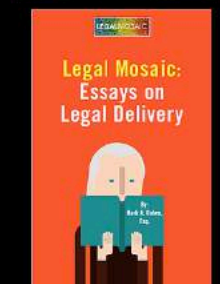
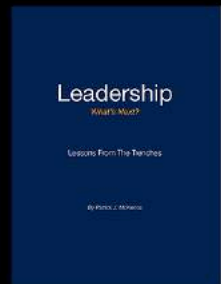
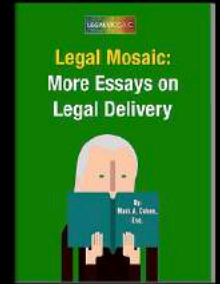
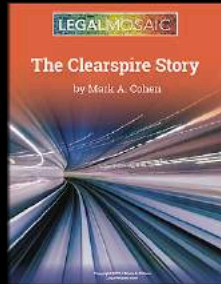
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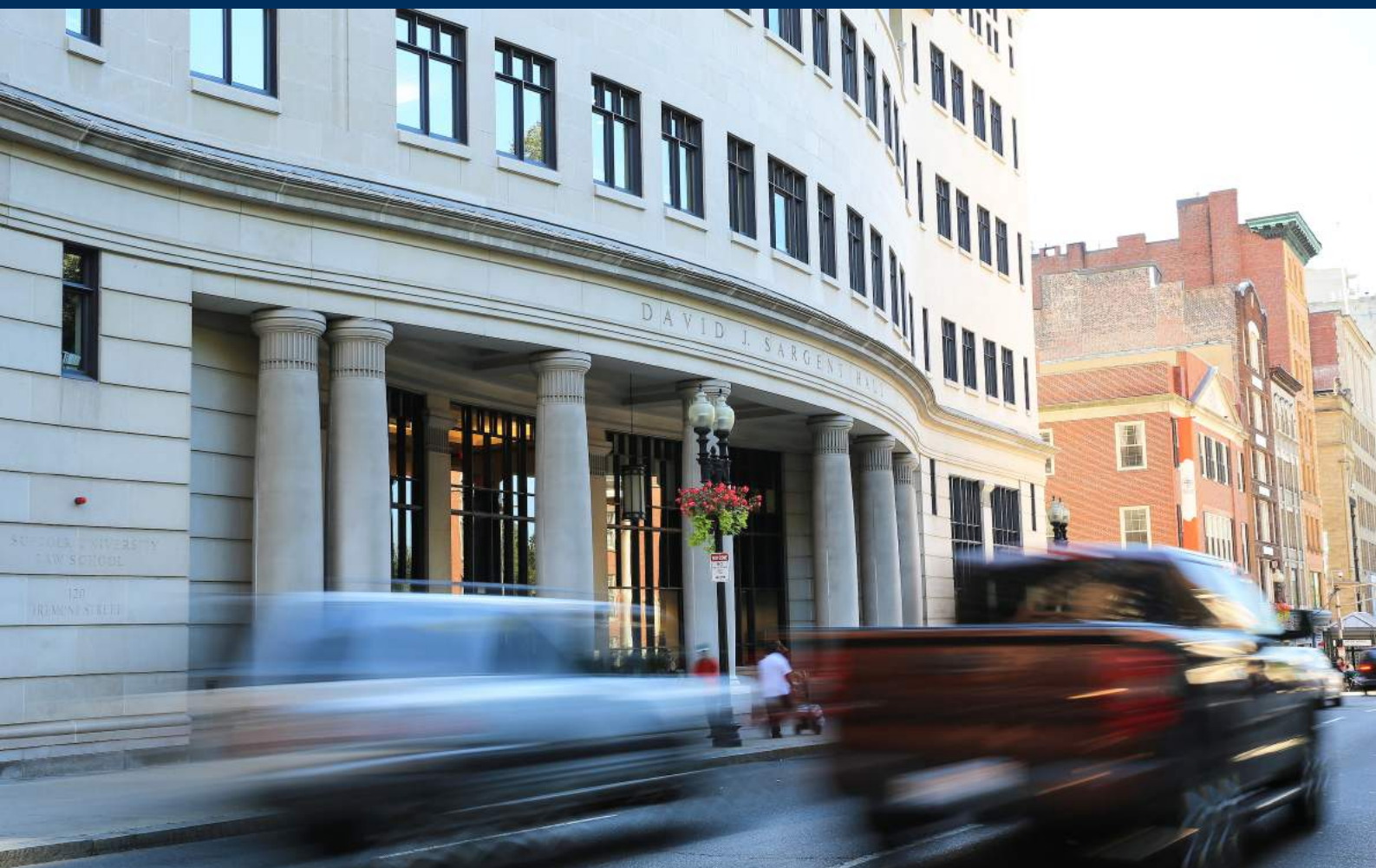


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