

What Really Makes a Difference? Vision and Action for Diversity in the Legal Profession

Keynote Speech by Martha Minow¹

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When a 15-year old in Mongolia named Battushig Myangabayer earned a perfect final score on the first free online course offer by the Massachusetts Institute of Technology—a course on Circuits and Electronics—it made international news.² This is an impressive feat. It was also demonstration of the power of outreach and the promise of diversity. But the most instructive message is not “star student found in Mongolia” but instead “The Student Becomes the Teacher.”³

You see, the course designers at MIT were thrilled about Battushig success but unhappy that the vast majority—some 70%-- of those taking free MIT courses were already college graduates. Committed to more outreach and service to disadvantaged learners, the MIT instructors hired Battushig to advise them on improvements. Course leader Anant Agarwal wanted to know, how did this student master the course without having taken the prerequisites? There was nothing “dumbed down” in the course. It required concepts like differential equations. Battushig was one of only 340 students—from 150,000 registered students—to get a perfect score.⁴ This young man explained that he spent about a quarter of the time he spent on the course scouring the internet for supplemental material, essentially using other free resources to teach himself what he needed. Inspired by his story, the course designers have revised the courses to include tutorials on key concepts. They are working to reach potential students where they are. That means offering avenues to experiences and knowledge that people may have not otherwise been privileged to gain.

I think there are real lessons here for us—in the legal profession—as we work to make real our stated commitments to diversity. How can a law office make sure that individuals have the

¹ Morgan and Helen Chu Dean and Professor, Harvard Law School.

² Laura Pappano, The Boy Genius of Ulan Bator, <http://www.nytimes.com/2013/09/15/magazine/the-boy-genius-of-ulan-bator.html?pagewanted=all> (Sept. 12, 2013).

³ Jeffrey R. Young, The Student Becomes the Teacher, http://www.slate.com/articles/technology/future_tense/2014/04/battushig_myanganbayer_aced_an_edx_mooc_then_gave_lessons_to_mit.html (Sept. 27, 2015).

⁴ Id.

chance to overcome gaps in their experience or knowledge—so they can bring their talents and show their capabilities? One GC told me how law firms often say they do not have a woman or person or color with sufficient experience to take on a particular matter. She challenged the firms to produce development plans to tackle the gaps in experience—and offered project from the General Counsel office as well. These are steps that can make legal organizations long-time diverse, rather than temporarily diverse, with revolving doors for women and people of color.

I am honored to join you today. I admire your commitment, demonstrated by your most valuable resource, your time. The networks you build here and the investments of time and effort you contribute make a real difference. I don't have to tell you why diversity matters to law and the legal profession—but that doesn't mean I won't talk about it! True opportunity and involvement in law means Blacks and Hispanics, veterans, first generation college-goers, new immigrants and children born into poverty, women, people with disabilities, and people of any sexual orientation or gender identity are not only present but also succeeding and thriving in law schools and law firms, general counsel departments, the judiciary, and all domains where law is practiced, used, critiqued, and reformed.



Above: Dean Martha Minnow during her keynote speech. (Photos by Joe Mahoney)

Why? Law is the building block of liberty, the solvent of conflict, the mechanism for transactions, and the language of rights and justice. Law critically frames the ambit for creativity and innovation, through intellectual property and contract, through companies and nonprofits. Ensuring that those schooled in the law reflect the diversity of society thus matters for the dignity of all, the success of conflict resolution, well-crafted transactions, and the equal access to rights and justice. Because law and legal institutions are the central nervous systems of a democracy, diversity matters for democracy. For fairness and sheer effectiveness, we all have an enormous interest in overcoming the accumulated effects of past disadvantage in access to resources and skills

Let me in slower motion underscore two of these reasons why diversity matters within law. One is creative problem-solving. “We have no hope of solving our problems without harnessing the diversity, the energy, and the creativity of all our people.” Those are the

words of civil rights leader Roger Wilkins. And it turns out, powerful research demonstrates the value of diverse teams to problem-solving and creativity.⁵

Studies from natural experiments and laboratory exercises indicate the power of diverse groups bring people to work together, to generate new solutions to problems, and to exhibit other forms of creativity.⁶ For example, Scott Page's research draws on the notion of "smart mobs" or "the wisdom of crowds."⁷ Diverse groups are better at solving a variety of problems in work settings than do homogeneous groups even when rated higher on standard ability measures.⁸ Differences in socioeconomic class and schooling background matter here as well as differences in race and gender.

Page's examples include the redesign of the Chicago "El" and the accuracy of juries. Each of these dimensions of diversity demonstrably produce different perspectives, different knowledge, and different inferences about cause and effect which each can contribute to improving the understanding, efforts, and results of teams. Page emphasizes that diverse groups "sometimes start out performing worse but end up performing better than homogeneous groups" if the members feel that their identities are validated and their contributions are valued.⁹ Page is careful to reject any claim that people's social or demographic traits determine their cognitive tools or perceptions, and instead emphasized cultural and experiential differences as the source of differences in perceptions and approaches.¹⁰ His research may help to explain why cities with diverse populations across time and place so often create economic growth, artistic surges, and other indicators of

⁵ The following discussion draws upon Martha Minow, *In Brown's Wake* 158-159 (2010).

⁶ *E.g.*, T. Cox, Jr., *Cultural Diversity in Organizations: Theory, Research, and Practice* (1993); Antonio et al., *supra* note 182; Patricia M. King & Bettina C. Shuford, *A Multicultural View is a More Cognitively Complex View*, 40 *Am. Behav. Sci.* 153 (1996); Jeffrey F. Milem & Kenji Hakuta, *The Benefits of Racial and Ethnic Diversity in Higher Education*, in *Minorities in Higher Education: Seventeenth Annual Status Report* 36-67 (Deborah J. Wilds ed., 2000); Poppy Laretta McLeod, Sharon Alisa Lobel & Taylor H. Cox, Jr., *Ethnic Diversity and Creativity in Small Groups*, 27 *Small Group Res.* 248 (1996); Margaret Ormiston & Charlan J. Nemeth, *Creative Idea Generation: Harmony Versus Stimulation*, 37 *Eur. J. Soc. Psychol.* 524 (2007).

⁷ Scott E. Page, *The Difference: How the Power of Diversity Creates Better Groups, Firms, Schools, and Societies* 4-10, 13, 43 (2007).

⁸ *Id.*

⁹ Scott E. Page, *supra*, at 328.

¹⁰ *Id.*, at 308.

productivity and creativity.¹¹ Each of us who increases the diversity of a group of lawyers makes a difference.

Diverse groups bring more experiences, perspectives, points of view, and knowledge than a homogeneous one. Diverse groups help their members take the perspective of others—surely something valuable for lawyers representing clients, trying to persuade judges and lawmakers, and working in societies that are themselves diverse. In addition, research shows that a racially mixed group is more likely to resist stereotypical inferences; a group with women as well as men is more likely to communicate effectively.¹² Page notes that when we see people who seem different, we should recognize that “a talented ‘I’ and a talented ‘they’ can become even more talented ‘we.’”¹³



Members and Diversity Professionals during the Sixth Annual LCLD Membership Meeting.

And, a second reason for increasing diversity within the legal profession: it advances our central commitment to justice. Diverse groups working together can overcome and even better prevent stereotyping and dehumanization of those who seem “different,” cultivate appreciation, cross-cutting connections, and overarching identities that nurture a sense of solidarity and civic membership. I am sure I am not the only person who has been asked about how

being woman affects my work as a lawyer, professor, and dean. I cannot help but reply: I don’t know; I have never been another kind. But I am gratified to see how contact between members of an in-group and an out-group reduced prejudice by enhancing knowledge among the in-group about the out-group; and encouraging people to empathize with and take the perspective of others.¹⁴ By working together and developing friendships between people of

¹¹ *Id.*, at 221-22 (citing the work of Jane Jacobs, Richard Florida, et al.)

¹² Cass Sunstein, *Wiser: Getting Beyond Groupthink to Make Groups Smarter* (2014).

¹³ Ioannides, *supra*, at 22 (quoting Page).

¹⁴ For a review of 515 studies involving 250,000 participants in 38 nations, see Thomas F. Pettigrew & Linda R. Tropp, *How does Intergroup Contact Reduce Prejudice? Meta-analytic Tests of Three Mediators*, 38 *Eur. J. Soc. Psychol.* 922 (2008).

different backgrounds, people build trust, understanding, and understanding of the needs and hopes of others.

I am honored to serve on ABA President Paulette Brown’s Commission on Diversity and Inclusion 360. There we are pursuing sustainable action plans and practical tools to move measurably the needle on diversity and inclusion. The commission focuses on the economic case for diversity, and also on obstacles—including implicit bias and barriers in the pipeline, topics that I know are familiar to folks here.

Tackling obstacles to successful diversity inclusion is hard work. Implicit bias, stereotypes, and subtle forms of exclusion prevent us from realizing the benefits of diversity. Small teams and large communities alike need to overcome tensions and mistrust across lines of racial, ethnic, religious or other differences which can undermine the gains from diversity. The pipeline issues start with inadequate schooling, starting in pre-kindergarten.

The record of schools run by the U.S. Department of Defense is instructive.¹⁵ Governed and financed by federal legislation, 223 schools enroll 105,000 students, with 70% of them overseas and the rest attending Department of Defense schools in the United States.¹⁶ Resembling the composition of student enrollments in the state of New York, about 40% of the students in these schools are members of racial minority groups.¹⁷ The students are 58% white, 22% black, 10% Hispanic, 9% Asian or Pacific Islander; 7.9% are of limited English proficiency, and 8.8% are in special education plans.¹⁸ And these schools have more successfully reduced the racial gap in achievement experienced in schools across the United States.¹⁹ And the Department of Defense schools scores on standardized tests are much

¹⁵ Exempt from No Child Left Behind, these schools nonetheless have significantly better results in closing the racial gap in achievement when compared with schools covered by the Act, as explored below. For general information, see U.S. Department of Defense Education Activity, Domestic Dependent Elementary and Secondary Schools Home Page, <http://www.dodea.edu/Americas/> (last visited Oct. 28, 2009).

¹⁶ See National Center for Education Statistics, DoDEA State Profile, <http://nces.ed.gov/nationsreportcard/states/profile.asp> (last visited Aug. 7, 2009).

¹⁷ *Id.*

¹⁸ *Id.*

¹⁹ The schools make heterogeneous classes the norm rather than using ability groups. A staff member explained, “If we expose all of our kids to rigorous courses, this will go a long way toward bridging the minority gap....You don’t want to drop expectations for anyone.” The Department of Defense has sufficient but not unusually high levels of spending.

higher than those predicted based on the levels of education, occupational prestige and income of the students' parents.²⁰

How do they do it? The Department of Defense schools are clear about their mission and clear about their standards and accountability; they use rich and varied instructional methods.²¹ They provide afterschool homework programs at all schools.²² Crucial are the high expectations and opportunities for advanced instruction offered to all students.²³ There is no testing to get into an Advanced Placement course; this opportunity is available to all. The seamless connection between the military employer and the schools helps. Commanding officers can and do require their troops to attend parent-teacher conferences and to be involved in their children's learning.²⁴

²⁰ See Leslie R. Hinkson, *Schools of the Nation: Department of Defense Schools and the BlackoWhite Test Score Gap* (Sept. 2007)(unpublished Ph.D. dissertation, Princeton University)(on file with Mudd Library, Princeton University).

²¹ Claire Smrekar, James W. Guthrie, Debra E. Owens, and Pearl G. Sims, *March Toward Excellence: School Success and Minority Group Achievement in Department of Defense Schools* (Sept. 2001), at ix-xi, <http://govinfo.library.unt.edu/negp/reports/DoDFinal921.pdf>.

²² *Id.*, at 28.

²³ The schools make heterogeneous classes the norm in terms of student achievement rather than using ability groups or tracks. Hence, the schools integrate low and high achieving students and students with disabilities in the same room. A staff member told an evaluation team, "If we expose all of our kids to rigorous courses, this will go a long way toward bridging the minority gap. Especially in middle school, kids' bodies and brains take them out of action for a while but they are still sponges. They are absorbing a lot around them. You don't want to drop expectations for anyone." In terms of resources, the Department of Defense has sufficient but not unusual levels of spending; while the schools spend 22% more per pupil than the national average, they spend less than the average high-minority-enrollment school district. They do compensate teachers at a level slightly higher than the national average and these schools are "communally organized." See Smrekar, et al., *supra*; Collyn Bray Swanson, *A Comparison of Achievement Between African American Military Dependent High School Students in Department of Defense Schools and a Public School system* (Aug. 2004)(unpublished Ph.D. dissertation, University of Denver)(available at Penrose Library, University of Denver).

²⁴ Claire E. Smrekar & Debra E. Owens, "It's a Way of Life for Us": High Mobility and High Achievement in Department of Defense Schools, 72 *J. Negro Educ.* 165, 167 (2003); Daniel Golden, *Making the Grade: Pentagon-run Schools Excel in Academics, Defying Demographics*, *Wall. St. J.* Dec. 22, 1999, at A1.

It is also striking that the military is the only sector of American society where whites are routinely supervised by African-Americans and Hispanics.²⁵ Role models reflect the diversity that the enterprise seeks. This suggests that LCLD is absolutely on the right path in aiming for 10,000 role models.

Diverse role models can help ensure that people do not feel they constantly have to cover-up their differences while at work. Here we can all learn from the work of Kenji Yoshino, NYU law professor, one of the ethicist columnists in the New York Times, and a partner with the Center for Talent Innovation and Deloitte’s Inclusion External Advisory Council on an initiative challenging “covering.” His work shows that employers do not bring all their energies and commitments to work if they feel they have to cover-up their “differences” in terms of appearance, affiliation, association, or advocacy for their own group.²⁶



Professor Yoshino found that 75% percent of a large number of Deloitte employers reported covering along at least one axis at work. 94% of Blacks, 91 % of women of color, 91 % of LGB individuals, and 80 % of women cover—and 50 percent of straight white men reported covering. And they reported harms, like:

- “I stay away from work seen as stereotypically Asian,”
- “I was coached to not mention family commitments (including daycare pickup, for which I leave half an hour early, but check in remotely at night) in conversations with executive management, because the individual frowns on flexible work arrangements;”
- “[I have] no pictures of my partner in the office, [and leave] off personal pronouns in discussion,”

²⁵ Evaluators of the Department of Defense schools acknowledge the benefits of being “nested within a tightly-knit community life on U.S. military installations,” without illicit drug activity or gang violence, and with only 6.2% single-parent households, compared with the national average of 27%. The military culture and community and the commitments of teachers to ensuring that each student learns may be the most critical factors in the success of Department of Defense schools. See Charles Moscos and John Sibley Butler, *All That We Can Be: Black Leadership and Racial Integration in the Army Way* (1996).

²⁶ Kenji Yoshino and Christie Smith, *Uncovering Talent: A New Model of Inclusion*, <http://gender.stanford.edu/sites/default/files/06%20UncoveringTalentPaper.pdf>

- “I am hesitant about taking time off during the day to attend doctors’ appointments,”
- “I didn’t always volunteer the information that I grew up very poor and that I was the first to go to college.”²⁷

Look, I am a boss. I know that suppressing some of the ways we differ from others can be relevant and justifiable at work,²⁸ but the psychological toll and lost engagement and commitment reported in this work harms the enterprise—especially one that says it cares about diversity. And it harms individuals, who report they could not associate with each other fully without penalty.

I am very sobered by a Harvard Business Review report of studies showing two different routes to top corporate jobs. There is a fast track, predominantly for whites, picked up early as promising; there is another track, where promotions come slowly, with more steps, and this is the more common pattern for members of racial minorities who ultimately rise.²⁹ Members of racial minorities risk demoralization, seeing whites receive promotions faster. The same goes for women, who watch men advance. If they get prepared for new opportunities and receive challenging assignment, individuals who bring diversity to the workplace can gain experience and signal to others they are noticed and they are talented. It is not enough then for mentors to give career advice in such circumstances. Mentors need to open doors to challenging assignments and send messages to rest of organization that these people are high and trusted performers. And it helps when mentors confront any who bring unfair criticisms, reflecting possible biases.

Those who are mentored should not be shy about asking for these kinds of assistance. And what should any of us do about uncomfortable conversations? Especially when an issue that may have overtones or racial, gender, or class bias in matters of style, communication, we may shy away from discussion. Yet mentors need to have those conversations and communicate trust. It may work to offer open ended advice, like, “this might not work for you, but...” or explore problem solving together.³⁰ And for those being mentored: how can you seek out even uncomfortable conversations, and talk candidly about what works for you and what does not? It is extra work. But that’s what it takes.

If it is not already clear, let me underscore that law schools struggle with these issues, too. So I ask you to include law school leaders in your efforts—as partners across the board-

²⁷ Id., 11-14.

²⁸ Id., at 14.

²⁹ David A Thomas, The Truth About Mentoring Minorities, Harv. Bus.Rev. 2001 Apr;79(4):98-107, 168.<http://www.ncbi.nlm.nih.gov/pubmed/11299697>

³⁰ Id.

teaching, training, service, and pipeline outreach, on how to have the difficult conversations, on how to supply opportunities to overcome gaps in demonstrated experience. And here are two more areas where, as partners, law schools, law firms, and GCs together could advance the needs of the legal profession and diversity priorities together-- advancing access to justice and pursuing innovation.

Advancing access to justice, and justice itself—always goals, justice deserves our attention now more than ever. Global justice challenges—refugee crises, kidnapping of school girls-- shock the conscience. In the United States, this wealthiest of all nations, shrinking legal services and strained budgets for public defenders and courts may have something to do with the rising distrust of political and legal institution. In this post-Ferguson moment, criminal justice and civil justice are truly in crisis.

Just focus on veterans seeking benefits they have earned, victims of domestic violence needing legal protection, tenants and homeowners seeking shelter since the financial disaster. Our justice system has become inaccessible to millions of poor people and so every day, we violate the “equal justice under law” engraved on the front of the grand United States Supreme Court. Americans who cannot afford legal help routinely forfeit their basic rights because they cannot afford legal help. Without that help, cynicism and disillusionment with law will grow. The law does not enforce itself.



I serve with Robert Grey on the federal Legal Services Corporation, which also distributes grants to state legal services providers based on the number of low-income individuals. When this bi-partisan federal effort started in 1974 with legislation signed by President Nixon, 12% of the population was qualified but today, due to soaring poverty levels, nearly 21% of Americans are eligible. Yet the federal contribution

has dropped \$35 million in the last 20 years. Currently, the United States rates as 65th out of 102 nations in terms access to and affordability of justice.³¹ A full reckoning requires

³¹ World Justice Project, Rule of Law Index 2015, <http://data.worldjusticeproject.org/>; James Lamont, United States Ranks 65th for the Accessibility and Affordability of its Civil Justice, June 18, 2015, <http://law.passle.net/post/102ctvr/united-states-ranks-65th-for-the-accessibility-and-affordability-of-its-civil-jus?TW>.

inclusion of criminal law and the impact of America's extraordinary incarceration levels on the civil justice needs of affected individuals and their families.³²

The problem is not remote: low income people denied their legal rights live around the corner from you. In Massachusetts, nearly 1 million people qualify for legal aid services. Despite steady funding from the Legislature, and the excellent donation of services and money by lawyers in the Commonwealth, the private bar, the 15 legal aid organizations supported by Massachusetts Legal Assistance Corporation, must turn away some 64% of those eligible for help.

Yet every dollar spent on legal assistance for low-income individuals returns between \$1 and \$5 dollars to the Commonwealth in savings to foster care, emergency housing, emergency health care, and other social services. Leaders of the bar and law schools can make a difference on these issues in every state. A task force created by the New York Legislature and led by New York's Chief Judge Jonathan Lippman showed the benefits of civil legal assistance and now New York has increased yearly funding of civil legal assistance to \$70 million. In Tennessee, civic and religious organizations offer legal clinics to help low income individuals, and public libraries across the country are finding ways to offer low income people crucial access to on-line court forms and assistance with legal needs.

Making access to justice our priority would help make the legal profession once more a beacon and standard-bearer. This would only help in recruiting to law the best and most talented in the upcoming and exceptionally diverse generations. Most law schools now have substantial clinics, working to address unmet legal needs while offering training programs. We could and should do so much more—in scale and in systemic efforts—if law schools and practicing lawyers collaborate. There are potential roles for high school and college students, for retired lawyers and retired judges, and for nonlawyers, too. And how rewarding it is to play a part in helping law help people.

³² Consider the problems posed by internet records that include arrests even when no conviction resulted. "One recent study found that 49 percent of African American men are arrested by 23. Further, this criminal-record penalty is twice as likely to punish black job seekers as it is white ones. This penalty also has fiscal ramifications: by one account, criminal records as a hurdle to employment cost the U.S. economy up to \$65 billion each year." Jason Tashea, Jon Tippens, Helping Expunge an Inaccurate Criminal Record, The Blog: Huffington Post, April 2, 2015, http://www.huffingtonpost.com/jason-tashea/helping-expunge-inaccurate-criminal-record_b_6988750.html. As expungement of a criminal records is not "do-it-yourself-friendly," lawyers or other sources of expertise are needed. Id.

And secondly, wouldn't it be wonderful if law firms, GCs, and law schools would collaborate around innovation? This time of disruption is a time of opportunities for better delivery of legal services to all kinds of clients. New technologies, including digital texts, artificial intelligence, the internet, and video-conferencing shape our brains and expectations--and enable new ways to obtain and share information, generate documents, resolve disputes, give advice, teach, and collaborate.

Great opportunities and great challenges arise as digital tools and other innovations move into law. IBM's Watson computer is now reading X-Rays; AI discovery management is on its way. I asked the head of a very large global law firm, how's business? He replied, "Which business? We are in five businesses." His firm has created online data analytics businesses; state research businesses; a one-stop compliance tool, and other products which they market in addition to conventional legal representation.

Innovations in technology and business models point toward blending on-line tools with in-person legal services, potentially reducing costs and facilitating access. For example, State Side Legal is an interactive website that helps armed service members returning home and their families with easy access to the information to the legal issues that affect them.³³ This and similar resources can also point individuals to lawyers when needed. Lawyers will play indispensable roles in tackling the issues raised by the digital revolution. Can we also harness opportunities to secure orderly change and enhance human welfare by changing how we do law itself.

A student exactly a year ago told me that he quit his summer job, which is not a great thing to do in this market. The firm asked him to read many contracts and compare their terms. Because he had majored in computer science in college, he wrote a program to do it quite quickly. His employers were not happy, and asked about billable hours. He quit. This May, he graduated from law school and now he runs an energy start-up. I am happy for him but sad for the law. We need to attract and keep people with such



Left to Right: Brad Smith, LCLD Board Chair and President & Chief Legal Officer at Microsoft; Martha Minow, Morgan and Helen Chu Dean and Professor at Harvard Law School; Robert Grey, LCLD President; and Rick Palmore, LCLD Founding Chair Emeritus, Senior Counsel at Dentons US LLP, and former General Counsel at General Mills, Inc.

³³ See <http://statesidelegal.org/pine-tree-legal-assistance-inc-bangor-area-office>

initiative, knowledge, and creativity—and support them to build tools making legal help and legal education more accessible and affordable. Legal education is likely to remain largely in-person and interactive, but blending technology and face-to-face learning, with better understanding of how people learn afford real chances for significant innovation.

Law schools are experimenting with on-line tools and with incubating tech platforms to assist practice. Some schools use video-conferences to connect students in different countries for negotiation simulations and other learning. What if we combined innovation in learning and in using technology to address the access to justice crisis? Law schools, law firms, and GCs could collaborate in designing tech platforms to tackle the crisis in access to justice. Then, I bet we could address gaps in all our knowledge and attract and engage diverse teams in the process.

I suggest that the creativity we need itself will be advanced realizing real diversity in law. Businessman Malcom Forbes in another context said: “Diversity: the art of thinking independently together.”

A few moments ago, I noted the value of diversity to creativity and problem-solving? PIXAR, the company that brought us “Toy Story,” “Finding Nemo,” “Monster’s, Inc.,” and other pathbreaking and beloved computer animated films (what’s your favorite?), cultivates a diverse workforce predicated on democratic collaboration. Founder Ed Catmull calls it, “fearless collaboration and tireless communication;” this he says generates creativity.³⁴ PIXAR ensures that critiques of emerging ideas can come from the messenger as well as the producer and anyone can talk with anyone. People with very different kinds of training work together. The results: memorable story-telling, technical innovation, creative problem-solving, and transformative filmmaking and culture-making.

Lawyers need creativity and effective problem-solving every bit as much as do product-developers, scientists, traffic designers, and economic predictors. What if we devise projects in which students and faculty and practicing lawyers organize wicki-based international discussions and co-produce contract terms, treaty terms, and other legal materials? Can we use “big data” to improve legal outcomes—and monitor and improve our own diversity and our own effectiveness? Could we convene public and private actors around issues – like internet governance, human rights and corporate behavior, environmental and energy planning—where traditional legal tools of litigation and legislation can at best offer partial solutions in concert with private enterprise, agreements, and collaborations? Maybe LCLD

³⁴ Ed Catmull and Amy Wallace, *Creativity, Inc.* (2014).

and law schools could dive into projects like this, with models like Michele DeStefano's "Law Without Walls,"³⁵ and other forms of virtual and in-person collaboration?

We may not get our own PIXAR movie, but we lawyers bring strengths include navigating rules and regulations, crafting and revising laws and institutions, organizing complex bodies of material and to reorganize it along different axes. Lawyers need to dig into our traditional skills. We ask critical questions, we learn from different points of view, we get to the bottom of knotty problems that entwine economics, politics, language, ethics, and psychology, and we persuade. We also need to work with others and build our own capacities to innovate, devise new compensation and delivery systems, comprehend and shape new technologies, and do the deep hard work of building real diversity and real trust. LCLD exemplifies the key ingredients: real commitment of time and effort, focused on building meaningful relationships and networks that in turn pass on the commitment.

Author Jacqueline Woodson once said, "Diversity is about all of us, and about us having to figure out how to walk through this world together. Thank you for your work, as we figure out how to walk through this world together, reinvent it and reinvent what can be seen.

³⁵ See Law Without Walls, <http://lawwithoutwalls.org/>.