

**ELIZABETH M. BLOOM**

416 Huntington Avenue, Boston, MA 02115  
e.bloom@northeastern.edu  
SSRN page: <http://ssrn.com/author=1184843>

---

**ACADEMIC APPOINTMENTS**

**Northeastern University School of Law, Boston, MA**

*Teaching Professor, 2017-present*

Teach “Legal Skills in Social Context,” where first-year students learn and apply legal research, analysis and writing skills in the context of an extensive social justice project. Introduce students to social justice lawyering by developing research, analysis, teamwork, and communication skills to use in service of public interest organizations. Explore how lawyers can play an effective role in pursuing justice for vulnerable and marginalized groups, while examining systemic inequities created and reinforced by the legal system. Supervise social justice projects promoting educational justice and children’s rights.

Service includes: Chair, Academic & Student Life Committee (2017-present); Upper-level Writing Committee (2019-present).

**New England Law | Boston, Boston, MA**

*Professor of Law & Director of the Academic Excellence Program, 2016-2017 (tenure track); Associate Professor of Law & Director of the Academic Excellence Program, 2013-2016 (tenure track); Academic Excellence Professor & Assistant Director of the Academic Excellence Program, 2008-2013*

Led academic support program for all students. Taught multiple sections of “Academic Excellence” and “Legal Analysis” and provided individualized academic counseling for students, with a primary focus on those who were underperforming in law school.

- Academic Excellence is a weekly class for first-year law students focusing on the skills necessary to succeed in law school. Topics covered in the fall semester include reading and briefing cases, taking effective class notes, outlining, and legal analysis. The spring semester concentrates on exam skills, which includes working on hypotheticals (coordinated and co-taught with doctrinal faculty) in different substantive areas of the law.
- Legal Analysis is a weekly class for second-year students who underperformed in their first year. The course incorporates problems and multiple formative assessment exercises set in the context of Evidence, which the students take contemporaneously, to further help these students build self-directed learning skills.

Service included: Chair, Bar Passage Task Force (2015-2017); First Year Instruction Task Force (2015-2016); Curriculum Committee (2013-2017); Advisor for Academic Concern Students (2008-2017); Orientation Committee (2010-2017); Coordinator, Academic Excellence Resource Collection (2009-2017); Community Building Initiative (2013-2015); Adjunct Faculty Development Committee (2012-2013); Adjunct Faculty Recruitment Committee (2010-2012).

Northeastern University School of Law, Boston, MA

Adjunct Professor, 2006-2008

Taught two sections of legal research and writing to first-year law students. Evaluated student writing, conducted individual student conferences for purposes of formative assessment, assisted with development of overall program curriculum, and facilitated mock oral arguments.

## PUBLICATIONS

*Improving Student Learning in the Doctrinal Law School Classroom: Skills & Assessment*, J. OF LEGAL EDUC. (2020) (book review).

*Creating Desirable Difficulties: Strategies for Reshaping Teaching and Learning in the Law School Classroom*, 95 U. DET. MERCY L. REV. 115 (2018).

*Choosing a Better Future in the Classroom*, in THE DOCTRINE-SKILLS DIVIDE: LEGAL EDUCATION'S SELF-INFLICTED WOUND 300 (Linda H. Edwards ed., 2017).

*A Law School Game Changer: (Trans)formative Feedback*, 41 OHIO N.U. L. REV. 227 (2015).

*Teaching Law Students to Teach Themselves: Using Lessons from Educational Psychology to Shape Self-Regulated Learners*, 59 WAYNE LAW REVIEW 311 (2014).

*Achieving Balance Between High Tech and “Old School:” Counseling Underperforming Students in the Age of the iPhone*, THE LEARNING CURVE (2013).

*Academic Support Methods in the Hands of Doctrinal Professors: Tricks of the ASP Trade for Assisting Underperforming Students*, THE LAW TEACHER (2012).

*Integrating Doctrinal Material and Faculty into Academic Support Courses*, THE LEARNING CURVE (2009) (with Louis Schulze).

*Legal Issues in Fertility Preservation in the Male*, INFERTILITY IN THE MALE (Cambridge University Press) (4th ed. 2009) (with Susan L. Crockin).

*Genetic Tests are Testing the Law*, TRIAL (2006) (with Susan L. Crockin, Gail Javitt, and Susannah Baruch).

## SELECTED PRESENTATIONS

“Women Bringing Social Justice,” at Northeastern University Future Leaders Conference, March 14, 2022.

“Fostering Inclusive Classroom Participation Through Online Platforms,” at Association of Legal Writing Directors Virtual Front Porch Conference, August 12, 2021.

“Tools for Teaching Antiracist Lawyering,” at Association of Legal Writing Directors Biennial Conference, University of Michigan Law School, June 17, 2021 (with Stephanie Hartung).

“Utilizing the State Complaint Process to Achieve Educational Justice,” at National Allies for Parents

in Special Education Annual National Conference, December 7, 2020.

“Understanding and Addressing Structural Racism: Teaching Exercises for the Legal Skills Classroom,” at Legal Writing Institute One-Day Conference, Northeastern University School of Law, December 3, 2020 (with Stephanie Hartung and Deborah Johnson).

“From Complaint to Compliance: Analyzing State Education Complaints to Deliver a Tool for Parents and Advocates,” at Special Needs Advocacy Network Annual Meeting, October 20, 2020.

“Teaching Systemic Oppression: Building Cultural Competency in the Skills Classroom,” at Legal Writing Institute Virtual Biennial Conference, July 2020 (with Stephanie Hartung).

“Integrating Social Justice Issues into Our Teaching,” at Association of Legal Writing Directors Virtual Front Porch Conference, June 15, 2020.

“Developing Effective Communication Skills: Finding Common Ground in an Era of Polarization,” at Association of American Law Schools Annual Meeting, Washington, DC, January 4, 2020 (with Stephanie Hartung).

“Intercultural Pedagogy: Challenging Narratives in the Skills Classroom,” at New England Consortium of Legal Writing Teachers Annual Conference, Boston College Law School, October 11, 2019 (with Stevie Leahy).

“Bursting the Bubble: Developing Cultural Competency in the Skills Classroom,” at Central States Legal Writing Conference, UIC John Marshall Law School, September 13, 2019 (with Stephanie Hartung).

“Bursting the Bubble: Developing Cultural Competency in the Skills Classroom,” at Association of Legal Writing Directors Biennial Conference, Suffolk University Law School, May 31, 2019 (with Stephanie Hartung).

“Creating Desirable Difficulties: Strategies for Reshaping Teaching and Learning in the Legal Skills Classroom,” at Legal Writing Institute One-Day Conference, Northeastern University School of Law, December 7, 2018.

“Creating Desirable Difficulties: Strategies for Reshaping Teaching and Learning in the Law School Classroom,” at Association of Academic Support Educators National Conference, Texas A&M University School of Law, May 23, 2017.

“The Impact of Formative Assessment: Emphasizing Outcome Measures in Legal Education,” at University of Detroit Mercy Law School, March 3, 2017.

“ASP Tackles new ABA Standards: Creating Desirable Difficulties,” at New England Consortium of Academic Support Professionals Conference, Western New England University School of Law, December 5, 2016.

“Best Practices of Formative Assessment: No Red Pens Required,” (with Lisa Freudenheim), at Association of Academic Support Educators National Conference, CUNY School of Law, May 25, 2016.

### **Curriculum Vitae – Elizabeth M. Bloom**

“Improving Both Teaching and Learning in the Law School Classroom: Tangible Strategies for Introducing Desirable Difficulties,” at New England Regional Junior Faculty Workshop, New England Law | Boston, February 12, 2016.

“Designing Courses that Propel Student Learning Outcomes: How to Make Learning Happen,” at New England Consortium of Academic Support Professionals Conference, New England Law | Boston, December 7, 2015.

“Flipping the Curriculum: Everything You Need to Know About Teaching through Formative Assessment,” at Association of Academic Support Educators National Conference, The John Marshall Law School, May 27, 2015.

“(Trans)formative Assessments,” at Annual Meeting of Adjunct Faculty, New England Law | Boston, March 18, 2015.

“A Law School Game Changer: (Trans)formative Feedback,” at Association of Academic Support Educators National Conference, Indiana University Robert H. McKinney School of Law, May 29, 2014.

“Helping Law Students Become Lifetime Learners: Using Formative Assessment to Enable Self-Regulated Learning,” at New England Regional Junior Faculty Workshop, New England Law | Boston, February 7, 2014.

“Teaching Law Students to Teach Themselves: Using Lessons from Educational Psychology to Shape Self-Regulated Learners,” at New England Consortium of Academic Support Professionals Conference, University of New Hampshire School of Law, December 12, 2012.

“Making Learning Matter to Students: Connecting ‘Learning Objectives,’ Assessments, and Teaching Practices” (with Janet Fisher and Louis Schulze), at New England Law | Boston, September 26, 2011.

### **PROFESSIONAL AFFILIATIONS**

Journal of Legal Education, 2021-present; Associate Editor

Legal Writing Institute, 2017-present; Member

Association of Legal Writing Directors, 2017-present; Member, Diversity Committee 2019-present

New England Consortium of Legal Writing Teachers, 2017-present; Member

Association of Academic Support Educators, 2013-2017; Chair, Mentoring Committee, 2015-2017. Recipient of the 2017 AASE Excellence Award.

New England Consortium of Academic Support Professionals, 2008-2017; Founding member and Secretary, Treasurer, Vice Chair, and Chair.

## EDUCATION

### **Georgetown University Law Center**, Washington, DC J.D., May 2001, *cum laude*

Honors: Dean's List; Senior Writing Fellow, Legal Research and Writing, 2000-2001; Law Fellow, Legal Research and Writing, 1999-2000  
Journal: *Georgetown Journal of Legal Ethics*

### **Wesleyan University**, Middletown, CT B.A. in Government, May 1995, with High Honors

Honors: Phi Beta Kappa  
High Honors Thesis: "I Will Not Pledge Allegiance to the Court Order: Political Capability Versus Public Will in School Desegregation"

## LEGAL PRACTICE EXPERIENCE

### **Crockin Law & Policy Group**, Newton, MA

*Associate*, 2005-2008

Provided legal assistance to individuals, programs, and policy makers in the area of reproductive technology; drafted and negotiated contracts between intended parents, donors, and gestational carriers; obtained pre-birth parentage court orders; advocated for clients denied insurance coverage for medical services; and researched and drafted reports and memoranda on evolving legal issues in the reproductive technology field.

### **Goulston & Storrs, P.C.**, Boston, MA

*Litigation Associate*, 2001-2005; *Summer Associate*, Summer 2000

Conducted broad-based litigation practice focusing on complex commercial matters, including land use, zoning, commercial lease, contract, tort, and employment disputes.

- Experience in multiple phases of litigation, including trials, depositions, and motion hearings.
- Represented wide spectrum of clients in state and federal courts and administrative and alternative dispute forums.
- Successfully defended at trial two different appeals of comprehensive permits obtained for affordable multi-family apartment complexes.
- Represented pro bono clients from Legal Clinic for the Homeless and Horizons for Homeless Children.
- Coordinated law firm's involvement and participated in Citizen Schools volunteer programs to mentor local middle school students, including 8<sup>th</sup> Grade Academy and the Federal Court Mock Trial program.

### **Georgetown University Law Center Family Advocacy Clinic**, Washington, DC

*Family Advocate*, Fall 2000

Competitively selected to provide special education representation and assistance obtaining government benefits to families of limited income with special needs children in the Washington, DC public schools.

**The Center for Law and Education**, Washington, DC

*Equal Justice Foundation Fellow*, Summer 1999

Analyzed federal education and civil rights laws regarding the inclusion of limited English proficient students in assessment systems. Reviewed proposed federal education legislation.

#### **COMMUNITY SERVICE AND LEADERSHIP POSITIONS**

**School Council for Needham High School, Pollard Middle School, High Rock Middle School, and Sunita Williams Elementary School** Needham, MA *Member*, 2009-present

Elected member of principal advisory committees responsible for setting educational goals for the schools in accordance with statewide policies and standards. Drafted comprehensive school improvement plans and presented them to the town's school committee.

**Town of Needham Representative Town Meeting**, Needham, MA *Town Meeting Member*, 2015-present

Serving second consecutive term as elected member of Needham's legislative body. Focused advocacy on facilitating racial equity and inclusion in the schools.

**Needham School Committee**, Needham, MA *Liaison*, 2012-present

Serving as the official liaison between Sunita Williams Elementary School's Parent Teacher Council and the town's school committee.

**Citizens for Needham Schools**, Needham, MA *Clerk*, 2013-2018, *Board member*, 2012-2018

Advocated for strong public schools, educated the public on issues pertaining to school funding and capital projects, and supported the town's school administrators and school committee members.