Press Release


New study shows, when planning a successful career, law students may find the best guidance outside the USN&WR rankings.

Buffalo, New York, March 12, 2015: University of Minnesota Law Professor Edward S. Adams (Holder of the Howard E. Buhse Chair in Law and Finance), Samuel P. Engel, and the Buffalo Law Review are publishing a study of the more than 33,000 law partners at the top 115 law firms in the country. The study shows that the USN&WR rankings are not the best metrics of a school’s graduates’ potential for success in becoming a partner at one of these firms—and earning a potentially lucrative living. Indeed, when ranked according to the success of their graduates at these firms, some schools find themselves in drastically different company. The study shows that certain factors that go completely unconsidered by the USN&WR rankings—such as geographical location relative to a major legal market—may play a significant role in “big” law firm partnership prospects.

In addition to analyzing partnership prospects at these law firms as a function of law school attended, the article also provides all law firms with insights into which school’s graduates are the most profitable and provides a rich opportunity for the legal profession and academia to study law firm culture, behavior, history, and the business of law more deeply. Beyond law school graduation information, the dataset includes information on firm and/or partner office location, age, gender, revenue, and profitability. Never before has such a robust dataset on the characteristics of “big” law firm partners been compiled or analyzed.

Adams’s article, Does Law School Still Make Economic Sense?: An Empirical Analysis of “Big” Law Firm Partnership Prospects and the Relationship to Law School Attended, will appear in the May 2015 issue of the Buffalo Law Review and is the first in a series of articles that will use his data to also investigate the role of gender in law firm partnerships and the relative economic value of a law degree from different schools. An executive summary of the article is attached and will be made available at www.buffalolawreview.org. A draft of the complete article is forthcoming and will also be made available through the website.

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