



2014

AALS WORKSHOP FOR PRETENURED PEOPLE OF COLOR LAW SCHOOL TEACHERS

Washington, D.C. | June 21 - June 22

Supported by a grant from the Law School Admission Council



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Association of American Law Schools

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Workshop for Pretenured People of Color Law School Teachers

June 21 – 22, 2014
Washington, DC

TABLE OF CONTENTS

	Page
Introduction from Jennifer Rosato Perea, Chair, Planning Committee for AALS Workshop for Pretenured People of Color Law School Teachers.	5
Sponsors of the Association of American Law Schools	7
Program	9
Workshop Planning Committee, 2014 Committee on Professional Development and AALS Executive Committee	13
Biographies of Planning Committee Members and Presenters.	15
Exhibitors	19
 Workshop Materials	
Rory D. Bahadur, Solangel Maldonado, Michael A. Olivas	23
Emily M.S. Houh	25
Blake D. Morant	27
 Other Information	
Walking Directions to AALS New Headquarters	31
Hotel Floor Plan	33
Blank Pages for Notes	35

IMPORTANT

**The Evaluation Survey is not included in this booklet.
It will be emailed to you soon after the conclusion of the Workshop.
Your comments will assist us in planning future workshops.**







Introduction

Welcome to the 2014 AALS Workshop for Pretenured People of Color Law School Teachers! The Planning Committee members are delighted to have you here.

This Workshop demonstrates the AALS Executive Committee's commitment to assisting pretenured faculty of color to prepare for and achieve success in the legal academy. This Workshop is designed to supplement the annual Workshop for New Law Teachers by including expert panels, open discussions, and an opportunity to present your current work (as teacher or scholar) so that you can receive helpful feedback in a safe space. We are very grateful to the Law School Admission Council for providing the necessary financial assistance for this program.

The Planning Committee is pleased to bring to you an outstanding group of faculty from across the nation and from diverse backgrounds and expertise. They will share with you their wisdom and advice, and offer mentorship. They each bring with them a commitment to ensure your personal and professional success in the legal academy. While the sessions will focus on scholarship, teaching and service, they are intended to highlight particular issues of concern to pretenured faculty of color. These issues are particularly important as the legal academy undergoes significant transformation in the years to come, and diversity and inclusion remain essential core values more now than ever.

The Planning Committee also hopes that you will have the opportunity to network and build friendships with colleagues across the country. One of the most valuable aspects of this Workshop is the chance to build life-long friendships. To that end, there will be some social time as well as conference time so that you can all take advantage of being together.

Thank you for attending this Workshop. We hope the information is useful and inspiring, and that you have great success in your career. We wish you the best of luck!

Jennifer Rosato Perea
Northern Illinois University
Chair, Planning Committee for 2014 AALS Workshop for Pretenured People of Color
Law School Teachers

Fabio Arcila, Jr.
Touro College, Jacob D. Fuchsberg Law Center

Cheryl Hanna
Vermont Law School

Carol L. Izumi
University of California Hastings College of the Law

Barbara A. Schatz
Columbia University School of Law





UPCOMING EVENTS

www.aals.org/calendar

2014

Faculty Recruitment Conference

Washington, D.C.

Thursday, October 16 –

Saturday, October 18, 2014

2015

Annual Meeting

Washington, D.C.

Friday, January 2 –

Monday, January 5, 2015

Law Clinic Directors Workshop

Rancho Mirage, CA

Sunday, May 3 –

Monday, May 4, 2015

Conference on Clinical Legal Education

Rancho Mirage, CA

Monday, May 4 –

Thursday, May 7, 2015

Early June 2015 Midyear Meeting

Locations not yet determined

Workshop on Measuring
Learning Gains

Workshop on Next
Generation Issues of Sex,
Gender, and the Law

Workshop on Shifting
Foundations in Family Law

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We would like to thank the following for their donations to AALS for the 2014-2015 Academic Year

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Association of American Law Schools

WORKSHOP FOR PRETENURED PEOPLE OF COLOR LAW SCHOOL TEACHERS

June 21-22, 2014
The Renaissance Mayflower Hotel
Washington, D.C.

*AALS would like to thank and recognize the Law School Admission Council
for their generous grant to support this Workshop.*

Saturday, June 21, 2014

12:45 - 2:15 p.m.

AALS Luncheon

Colonial Room
Lower Level

Welcome

Blake D. Morant, Wake Forest School of Law, and AALS President-Elect (As of September 1st,
Dean, The George Washington University Law School)

Introduction and “Icebreaker”

Jennifer Rosato Perea, Northern Illinois University College of Law and Chair, Planning
Committee for 2014 AALS Workshop for New Law School Teachers and Workshop
for Pretenured People of Color Law School Teachers

2:15 - 3:30 p.m.

**Plenary Session - Navigating the Path to Tenure and Promotion
(Things I Wished I Had Known When I Started)**

Grand Ballroom
Lobby Level

Rory D. Bahadur, Washburn University School of Law
Solangel Maldonado, Seton Hall University School of Law
Michael A. Olivas, University of Houston Law Center

Each speaker will focus his/her remarks on how to successfully navigate the tenure and promotion process. Topics will include how to balance scholarship with teaching and service, how to build an external network of support, and how to overcome common obstacles often encountered by teacher-scholars of color. This session is intended to provide participants with very practical, concrete advice about how to set a scholarly agenda, manage internal and external reviews, and to position oneself for success.

3:30 - 3:45 p.m.

Refreshment Break

Grand Ballroom Foyer
Lobby Level





Saturday, June 21 continued

3:45 – 5:00 p.m.

Grand Ballroom
Lobby Level

Plenary Session – Successfully Navigating Relationships On and Off Campus

Devon Wayne Carbado, University of California Los Angeles School of Law
 Emily M.S. Houh, University of Cincinnati College of Law
 Blake D. Morant, Wake Forest School of Law (As of September 1st, Dean, The George Washington University Law School)

One of the most difficult aspects of being a law professor is the extra demands on one’s time beyond teaching, scholarship, and service. Professors of color often find that these demands exert even more pressures on them. This session will focus on the relationships that we build with others – students, colleagues, administrators, the university, and the legal community. The panelists will offer insights on how to build meaningful relationships that enhance one’s development as a scholar and teacher and community citizen, and how to prioritize one’s career goals and ambitions.

5:00 – 6:00 p.m.

Grand Ballroom
Lobby Level

Plenary Session – Lessons Learned

Mark Niles, American University, Washington College of Law
 Anita G. Ramasastry, University of Washington School of Law
 Ron Tyler, Stanford University School of Law
 Moderator: Jennifer Rosato Perea, Northern Illinois University College of Law

This session provides participants with the opportunity to ask all of those questions that they have been hoping to ask throughout the workshop, and to hear from professors at different stages in their careers about the lessons they have learned. Dean Rosato Perea will ask each presenter to offer the two or three most important lessons that they learned on their journey, and then invite reflection and discussion from the entire workshop.

6:30 – 7:30 p.m.

1614 20th Street, NW
Washington, DC

Reception at AALS New Headquarters

AALS recently purchased a building at 1614 20th St. NW Washington, DC, and moved to this location in early November 2013. Built in 1894, the building was designed by renowned Washington-area architect Thomas Franklin Schneider. We invite all attendees of the Workshop to attend a reception at the AALS’ new headquarters.

The building is conveniently located on the southwest corner of Hillyer Place and 20th St NW, with the front of the building overlooking Connecticut Avenue, just north of Dupont Circle and one short block from the Dupont Circle metro stop – the Q Street entrance.

Map and directions on page 31.





Sunday, June 22, 2014

10:00 a.m. - 12:00 p.m.

Small Groups on Teaching and Scholarship

See your handout for your small group assignment and meeting room location.

This session is intended to help participants gain some professional development as either a scholar or a teacher. They will have the choice to focus on either track and will be asked to indicate such at the time of registration. Faculty from the previous day will facilitate these sessions.

For those attendees looking for professional development in teaching, they should bring a videotape or DVD of teaching, syllabus, exam question, or another teaching tool to share with the group to get feedback and comments.

For those attendees seeking feedback on their written work, they should have submitted in advance a draft or abstract of a work in progress that will be reviewed by faculty ahead of time.







Planning Committee for 2014 AALS Workshop for Pretenured People of Color Law School Teachers

Fabio Arcila, Jr., Touro College, Jacob D. Fuchsberg Law Center

Cheryl Hanna, Vermont Law School

Carol L. Izumi, University of California, Hastings College of the Law

Jennifer Rosato Perea, Northern Illinois University College of Law, **Chair**

Barbara A. Schatz, Columbia University School of Law

2014 Committee on Professional Development

I. Bennett Capers, Brooklyn Law School

Susan D. Carle, American University, Washington College of Law, **Chair**

Sheila Foster, Fordham University School of Law

Shauna I. Marshall, University of California, Hastings College of the Law

Elizabeth E. Mertz, University of Wisconsin Law School

Carol A. Needham, Saint Louis University School of Law

Jason Palmer, Stetson University College of Law

Barbara Schatz, Columbia University School of Law

Michael Waterstone, Loyola Law School

AALS Executive Committee

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Blake D. Morant, Wake Forest University School of Law, **President-Elect**

Leo P. Martinez, University of California, Hastings College of the Law, **Immediate Past President**

D. Benjamin Barros, Widener University School of Law

Devon Wayne Carbado, University of California, Los Angeles

Guy-Uriel E. Charles, Duke University School of Law

Vicki C. Jackson, Harvard Law School

Wendy C. Perdue, The University of Richmond School of Law

Kellye Y. Testy, University of Washington School of Law





Biographies of Planning Committee Members and Presenters

Arcila, Fabio Professor, Touro College Jacob D. Fuchsberg Law Center. JD, 1994, Cal., Berkeley.; BA, 1991, Michigan. Visiting Prof., Brooklyn Law School (11-12); Visiting Assoc. Prof., Fordham Univ. Law School (08-09); Prof., Touro Law Center Litig. Assoc., Fried Frank (01-04); Clerk, Hon. Julio M. Fuentes U.S.C.A. 3rd Cir. (00-01); Clerk, Hon. Julian Abele Cook Jr. U.S.E.D. MI (97-99); Staff Att'y, Legal Services of Southeastern MI (94-97) *Subjects:* Civil Procedure (9); Criminal Procedure (5); Administrative Law (4); Federal Courts (2); Welfare Law *Books and Awards:* James Madison Prize (from Soc'y Hist. in the Fed. Gov't) for 50 B.C. L. Rev. 363 (2009): (10); Professor of the Year: (07) *Memberships:* ; 3d Nat'l People of Color Legal Scholarship Conf.-Planning Comm.-2010; Northeast People of Color Legal Scholarship Conf.-Planning Comm. NY

Bahadur, Rory D. Associate Professor of Law, Washburn university School of Law. JD, 2003, St. Thomas University; MA, 1992, Rosenstiel School of Marine and Atmospheric Science, University of Miami; BSc, 1990, University of the West Indies. Associate, Downs & Associates, P.A. (03-04) *Books and Awards:* West Outstanding Scholastic Achievement Award: (03); West Outstanding Scholastic Achievement Award: (01)

Carbado, Devon Wayne Professor, UCLA School of Law. JD, 1994, Harvard.; BA, 1991, U.C.L.A. Assoc. Dean, Acad. Affrs. U.C.L.A. (06-07); Fac. Fellow & Vis. Assoc. Prof., Iowa (95-95); Assoc., Latham & Watkins L.A. (94-95) *Subjects:* Civil Rights (5); Criminal Justice (5); Criminal Procedure (5) *Books and Awards:* Time on Two Crosses: The Collected Writings of Bayard Rustin (with Weise...; Rutler Award for Excellence in Tchg.; Black Like Us: A Century of Lesbian, Gay and Bisexual African American... *Memberships:* Phi Beta Kappa; SALT.

Hanna, Cheryl Professor, Vermont Law School. JD, 1992, Harvard. BA, 1988, Kalamazoo Coll.. Prof.; Ass't Prof. (97-99); Vis. Ass't Prof. (96-97); Ass't Prof., Legal Writing (95-96); Instr., Legal Writing Vermont (94-95); Ass't St.'s Att'y, Balt. City St.'s Att'y Balt. (93-94); Admin. Dir., MD Clinton-Gore MD Democratic Campaign Balt. (92-92) *Subjects:* Criminal Law (10); Evidence (10); Constitutional Law (5); Jurisprudence (5) *Memberships:* Phi Beta Kappa; Law & Soc. Ass'n; AALS (Chair, Law & Social Sci., since 1998).

Houh, Emily M.S. Gustavus Henry Wald Professor of Law and Contracts, University of Cincinnati College of Law. BA, 1993, Brown Univ.; JD, 1996, Michigan.. Associate Dean of Faculty, University of Cincinnati College of Law (10-12); Gustavus Henry Wald Professor of Law and Contracts, University of Cincinnati College of Law; Professor, University of Cincinnati College of Law; Assoc. Prof., Cincinnati (03-05); Ass't Prof., No. Ky.-Chase (00-03); Assoc., Miller Canfield Paddock & Stone P.L.C. Detroit (99-00); Staff Att'y, Legal Assist. Fdn. of Chgo. (98-99); Clerk, Hon. Anna Diggs Taylor U.S.D.C. ED MI Detroit (96-98); *Subjects:* Contracts (12); Commercial Law (10); Critical Race Theory (10) *Memberships:* Association for the Study of Law, Culture, and the Humanities; Law and Society Association Michigan, Illinois

Izumi, Carol L. Clinical Professor of Law, Hastings College of the Law. BA, 1976, Oberlin Coll.; JD, 1980, Georgetown.. Clinical Professor, UC Hastings College of the Law; Assoc. Dean, Clin. Affrs. (03-07); Ass't Dean, Clin. Affrs. (00-03); Professor of Clinical Law, George Washington University Law School (93-10); Clin. Assoc. Prof. (90-93); Clin. Instr., Geo. Wash. (86-89); Assoc. Smink & Scheuermann, P.C. DC (83-86); Clerk, Hon. Harriett R. Taylor DC Superior Ct. (81-83); Ass't Dir., Public Serv. DC Bar (80-81) Consumer Mediation Clinic (24); Mediation Course (10) *Books and Awards:* Race, Rights and Reparation: Law and the Japanese American Internment ... *Memberships:* American Bar Association Section of Dispute Resolution; Ass'n for Conflict Resolu.; ALL.



Maldonado, Solangel Professor, Seton Hall

University School of Law. JD, 1996, Columbia Law School; BA, 1993, Columbia College. Prof., Seton Hall; Assoc. Prof., Seton Hall (03-06); Ass't Prof., Seton Hall (01-03); Assoc., Sidley & Austin NYC (99-00); Clerk, Hon. Joseph Greenaway U.S.D.C. NJ (98-99); Assoc., Kaye Scholer Fierman Hays & Handler LLP NYC (96-97) *Subjects:* Family Law (12); Torts (12); Estates & Trusts (5); Gender & the Law (5); International & Comparative Family Law (5); Lat Crit: Beyond the Black/White Paradigm (5) *Books and Awards:* Family Law in the World Community (with Blair, Weiner, Stark) *Memberships:* American Law Institute NY; NJ

Morant, Blake D. Dean., Wake Forest University

School of Law. JD, 1978, Univ. of Va.; BA, 1975, University of Virginia. Dean and Professor of Law, Wake Forest University; Assoc. Dean, Acad. Affrs. (06-07); Vis. John Stone Prof., The University of Alabama School of Law (02-02); Dir., Frances Lewis Law Cntr. (01-06); Prof., Washington and Lee University School of Law (00-07); Assoc. Prof. (97-00); Vis. Prof., Wash. & Lee (96-96); Vis. Assoc. Prof., Michigan (94-94); Assoc. Prof., Toledo (92-97); Prof'l Lect., American (88-92); Ass't Gen. Counsel, DC Metro Transit Auth. (87-92); Sr. Assoc., Braude Margulies et al. P.C. DC (85-87); Ass't Staff Judge Advocate, USA J.A.G. Corp DC (78-85) *Subjects:* Contracts (10); Administrative Law (5); Communications Law - Law & Journalism (5); Law & Education (5); Legal Method (5) *Books and Awards:* Law Touched Our Hearts -- A Generation Remembers Brown v. Board of Education...; Communications Law: Media, Entertainment, and Regulation (with Lively,...) *Memberships:* Raven Society; Phi Beta Kappa.

Niles, Mark Professor, American University

College of Law. JD, 1991, Stanford.; BA, 1988, Wesleyan Univ. Dean and Professor of Law, Seattle University School of Law; Staff Att'y, U.S. Dep't of Just. Civil Div. DC (94-98); Assoc. Hogan & Hartson, DC (92-94) *Subjects:* Administrative Law (5); Civil Procedure (5); Law & Literature (5)

Olivas, Michael A. William B. Bates Dist.

Chair in Law, Dir., Inst. for Higher Educ. Law & Governance., University of Houston Law Center. JD, 1981, Georgetown.; MA, 1974; PhD, 1977, Ohio State; Non US Undergrad, 1972, Pontifical Coll. Josephinum. Assoc. Dean, Student Dev. (02-04); William B. Bates Dist. Chair, Houston; Mason Ladd Dist. Vis. Prof., Iowa (97-97); William B. Bates Prof. (96-01); Assoc. Dean, Houston (90-95); Vis. Prof., Wisconsin (89-90); Prof. (86-96); Assoc. Prof. & Dir., Inst. for Higher Educ. Law Houston (82-86); Dir., Res. LULAC Educ. Serv. Cntr. DC (79-82); Sr. Fellow & Ass't Dir., Howard I.S.E.P. (77-79) *Subjects:* Higher Education Law (30); Immigration (28) *Books and Awards:* No Undocumented Child Left Behind; Colored Men and Hombres Aqui; The Law and Higher Education: Cases and Materials on Colleges in Court...AERA Distinguished Fellow: (11); NACUA Fellow: (09) *Memberships:* ; Nat'l Acad. of Educ.; ASHE

Perea, Jennifer Rosato Dean and Professor,

Northern Illinois University College of Law. JD, 1987, University of Pennsylvania; BS, 1983, Cornell. Associate Dean and Professor, Drexel University College of Law (06-09). *Subjects:* Bioethics; Children and the Law; Civil Procedure; Family Law; Professional Responsibility. *Memberships:* American Law Institute

Ramasastri, Anita G. Professor, Co Director, Law Technology and Arts, University of Washington

School of Law. BA, 1988, Harvard Coll. JD, 1992, Harvard.; Non US Advanced, 1990, Univ. of Sydney, Australia. Senior Advisor, International Trade Administration, US Dept Commerce; Professor, University of Washington; Consultant, Stolen Asset Recovery Initiative (08-08); Fulbright Scholar and Visting Professor, Irish Center for Human Rights, Natl University of Ireland Galway (08-08); Vis. Prof., Miami (04-04); Assoc. Prof., Wash. Seattle; Att'y, Claims Resolu. Tribunal for Dormant Accts. in Switzerland Zurich (98-99); Atlantic Fellowship in Public Policy, Univ. of London (98-99); Ass't Prof., Wash. Seattle (96-03); Att'y, Fed. Res. Bank of NY NYC (94-96); Assoc., White & Case Budapest Hungary (93-94); Ass't Prof., Central European Univ. Budapest (93-94); Jud. Clerk, Just. Alan B. Handler NJ Sup. Ct. Trenton





(92-93) *Subjects*: Contracts (15); Payment Systems (15); Law & Development in Transition Economies (10); E-Commerce Law (5); Law, Globalization & Multinational (5) *Books and Awards*: Fulbright Fellowship, NUI Galway, Ireland, 2007- *Memberships*: British Inst. for Int'l & Comp. Law., ASIL.; Fellow, Am. Bar Fdn.

Schatz, Barbara A. Clinical Professor, Columbia Law School. BA, 1969, Pennsylvania; JD, 1973, Harvard.. Dir., Clin. Progs. (96-01); Clin. Prof.; Lect., Columbia (85-85); Exec. Dir., Coun. of NY Law Assocs. NYC (now Lawyers Alliance for New York) (77-85); Assoc., Rosenman & Colin NYC (74-77); Ass't Gen. Counsel, Health Servs. Admin. NYC (73-74) *Subjects*: Clinical Teaching (Nonprofit Organizations/ Microenterprise) (15); *Books and Awards*: Getting Organized (with Bromberger & Hobish), 5th ed. *Memberships*: Phi Beta Kappa.







EXHIBITORS

Workshop for Pretenured People of Color Law School Teachers

June 21 - 22, 2014

Take the opportunity during refreshment breaks to visit the display tables of the exhibiting companies to view and discuss products, teaching methods and new technologies that can enhance your teaching and career. The display tables are located in the foyer, directly outside of the Grand Ballroom.

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Workshop Materials

Workshop speakers were invited to submit discussion outlines for those in attendance.
These outlines and other materials are presented in sequence of the program.







RORY D. BAHADUR

Washburn University School of Law

SOLANGEL MALDONADO

Seton Hall University School of Law

MICHAEL A. OLIVAS

University of Houston Law Center

- Devon W. Carbado & Mitu Gulati, *Tenure*, 53 J. Legal Educ. 157 (2003)
- Robert S. Chang & Adrienne D. Davis, *An Epistolary Exchange Making Up is Hard To Do: Race/Gender/Sexual Orientation in The Law School Classroom*, 33 Harv. J. L. & Gender 1 (2010)
- Michael G. Chiorazzi, *Mentoring, Teaching, and Training the Next Generation of Law Librarians: Past and Present as Prologue to the Future*, 106 Law Libr. J. 69 (2014)
- Richard Delgado & Derrick Bell, *Minority Law Professors' Lives: The Bell-Delgado Survey*, 24 Harv. C.R.-C.L. L. Rev. 349 (1989)
- Gabriella Gutierrez y Muhs, Yolanda Flores Niemann, Carmen G. Gonzalez, Angela P. Harris, *Presumed Incompetent: The Intersections of Race and Class for Women in Academia* (2012)
- Report of the American Association of Law Schools Committee on the Recruitment and Retention of Minority Law Teachers—Committee Commentary, *The Racial Gap in the Promotion to Tenure of Law Professors* 2005), <http://www.aals.org/documents/racialgap.pdf>
- Deborah J. Merritt, *Bias, the Brain, and Student Evaluations of Teaching*, 82 St. John's L. Rev. 235 (2008)
- Denise C. Morgan and Gabriel J. Chin, eds., *Breaking into the Academy: The 2002-2004 Michigan Journal of Race and Law Guide for Aspiring Law Professors*, 7 Michigan Journal of Race & Law 452 (2002)
- Pamela J. Smith, *Teaching the Retrenchment Generation: When Sapphire Meets Socrates at the Intersection of Race, Gender, and Authority*, 6 Wm. & Mary J. Women & L. 53 (1999)
- Kathryn Pourmand Nordick, *A Critical Look at Student Resistance to Non-Traditional Law School Professors*, 27 W. New Eng. L. Rev. 173 (2005)
- Therese A. Huston, *Race and Gender Bias in Higher Education: Could Faculty Course Evaluations Impede Further Progress Toward Parity?*, 4 Seattle J. Soc. Just. 591 (2006)
- Kathryn L. Vaughns, *Women of Color in Law Teaching: Shared Identities, Different Experiences*, 53 J. Legal Educ. 496 (2003)
- Trina Grillo, *Tenure and Minority Women Law Professors: Separating the Strands*, 31 U.S.F. L. Rev. 747 (1997).
- Donna E. Young, *Two Steps Removed: The Paradox of Diversity Discourse for Women of Color in Law Teaching*, 11 Berkeley Women's L.J. 270 (1996)
- Wirt Soetenhorst, *Law Publishers in the Twenty-First Century: Part of the Problem or Part of the Solution? or The Need for a Paradigm Shift in Publishing for the Legal Education Market*, 14 Leg. Info. M'gt 74 (2014)
- Michael A. Olivas, *Latinos and the Law: An Essay on Crop Cultivation*, 14 UCLA Chic.-Lat. L. Rev. 117 (1994)





URLs and institutional information

http://www.law.yale.edu/documents/pdf/CDO_Public/CDO_Law_Teaching_YLS_Final_Public_hk.pdf (Yale Law School)

<http://www.law.georgetown.edu/library/research/guides/teachingscholarship.cfm> (Georgetown U Law Center)

<http://www.law.uchicago.edu/careerservices/academicmarketmechanics> (U of Chicago)

<http://law.duke.edu/teaching/> (Duke Law School)





SUCCESSFULLY NAVIGATING RELATIONSHIPS ON AND OFF CAMPUS: THE UNIVERSITY

EMILY M.S. HOUH

University of Cincinnati College of Law

Teaching

- Joint degree programs
- Centers and Institutes
- University-wide teaching workshops/programs/grants

Service

- University committees
- Search committees
- Faculty senate (!?)
- Union/AAUP
- Centers and Institutes

Scholarship

- Centers and Institutes
- Cross-disciplinary research collaborations/grants

Generally/professional development

- University mentoring programs
- Campus-wide lectures, symposia, etc.

Some general resources:

- Devon W. Carbado and Mitu Gulati, *Acting White?: Rethinking Race in Post-Racial America* (Oxford University Press 2013).
- Sumi Cho, “Unwise,” “Untimely,” and “Extreme”: Redefining Collegial Culture in the Workplace and Revaluing the Rule of Social Change, 39 U.C. Davis. L. Rev. 805 (2006).
- Mary Ann Connell & Frederick G. Savage, *The Role of Collegiality in Higher Education Tenure, Promotion, and Termination Decisions*, 27 J.C. & U.L. 833 (2001).
- *Presumed Incompetent: The Intersections of Race and Class for Women in Academia* (Gabriella Gutiérrez y Muhs, Yolanda Flores Niemann, Carmen G. González & Angela P. Harris eds., University Press of Colorado 2012).
 - In particular, see Part III: Networks of Allies







SUCCESSFULLY NAVIGATING RELATIONSHIPS ON AND OFF CAMPUS

BLAKE D. MORANT

Wake Forest University School of Law

Former First Lady Hillary Clinton once opined, “It takes a village to raise a child.” The gist of that phrase may be applicable to untenured law teachers. While a law professor tends to function as an independent contractor, her ultimate success often depends on the successful cultivation of constructive professional relationships. That certainly has been the case for me. Throughout my career as both an untenured and tenured professor, individuals within and external to my home institution have been instrumental in ensuring my success.

As one of a few teachers of color on my faculties, I have been called upon often to volunteer for a variety of tasks or provide counsel usually on matters that were not within my expertise. As these situations occur, it is important to remain open to positive relationships that further your career, yet discerning enough to avoid entanglements that potentially hamper your professional progress.

As an untenured member of your faculty, you should seek ways to foster positive relationships that are external to your institution. They potentially reinforce your institutional value and provide further validation of your worth as an institutional member. One goal remains seminal in this exercise: One should genuinely engage with an eye toward furthering your goals in teaching, scholarship and service.

I provide below a few observations that might reinforce your efforts to cultivate meaningful relationships. My focus, for the purposes of the panel, centers on relationships that are external to your institutions, though my observations should be helpful in building any professional relationship:

- By all means remain open to external relationships, particularly those that either intersect with or foster your scholarship and teaching, or promote your general well-being. Example: While attending a conference, I met several colleagues from other law schools who critiqued and improved my scholarship, provided external reviews, and became close friends. In another situation, an ABA inspector who sat in on my classes my very first year of teaching has become a life-long advisor and friend. Those relationships have endured and have been beneficial throughout my career.
- Maintain your focus on teaching, scholarship, and service as you forge professional relationships. This is not to encourage opportunism; however, you want to ensure that time you devote to cultivation is well spent. It can be beneficial to document these activities and keep your institution apprised.
- Remain discerning about the relationships you build. Think of a figurative “box” that defines the relational bounds of your relationships. For relationships that foster your teaching and scholarship or contribute to your well-being, the “box” will be large and you would accordingly spend more time with those individuals. Relationships that do not advance your goals, the “box” is understandably smaller.





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- Avoid requests that are either outside of your expertise or demand too much of your personal time. Example: When I was untenured, a television station asked me to review all of their documents related to a vast array of FCC regulations. The request would have been beyond the bounds of my time and focus. I respectfully declined, but provided another service (periodic anchor) that increased my reputation and led to helpful contacts.
 - Never underestimate the value of networking. Try to circulate among both your peers at other law schools (usually at conferences) and non-academics who enrich your professional life. Meeting people who can provide helpful advice or connect you with fruitful resources can be significantly beneficial. Keep networking in perspective, however, recalling that you should develop external relationships, but not at the expense of perfecting your teaching and scholarship. Achievement of this balance can be challenging. If you keep your goals of quality teaching and scholarship at the forefront of your consciousness, balance is attainable. Examples: A. Attending People of Color Scholarship conferences, AALS subject matter conferences, and national discussion fora has expanded my professional network immeasurably. B. Instead of accepting the invitation to join the Rotary Club, which met *every* Tuesday for lunch, I joined a book club (many of the members of which were connected to the Rotary) that met once a month to discuss scholarly ideas that actively proved useful in honing my skills in presentation.

Some readings that might be helpful:

◉ Silverman Franklin, *Collegiality and Service for Tenure and Beyond* (2003) (Author gives a detailed list of do's and don'ts for developing collegial relationships with colleagues). ◉

This book details the importance and criteria for meeting collegial and service standards on the track to tenure. The author emphasizes the need to be a team player and to make adequate contributions amongst colleagues and the importance of leaving a lasting and positive impression on colleagues and students to prevent avoidable denial of tenure.

Robert H. Jerry, II, *A Brief Exploration of Space: Some Observations on Law School Architecture*, 36 U. Tol. L. Rev. 85, 87 (2004) (discussing the importance of a culture of community among faculty and students).

This article explores the importance of a law school's architecture. In exploring that notion the author provides examples of law schools who chose various locations and lay outs for faculty lounges and offices and the effect these choices have on the culture of community or otherwise among faculty and between faculty and the student body. The author felt a culture of community among the faculty was important for the success of the professors and the law school as a whole.





Benjamin Baez, *Race-related service and faculty of color: Conceptualizing Critical Agency in Academe*, 39 Higher Education 363-391 (April 2000).

Based on a qualitative study of sixteen faculty of color at a private research university, this article argues that service, though significantly presenting obstacles to the promotion and retention of faculty of color, actually may set the stage for a critical agency that resists and redefines academic structures that hinder faculty success. The construct of `service,' therefore, presents the opportunity for theorizing the interplay of human agency and social structures. The article suggests that faculty may seek to redefine oppressive structures through service, thus, exercising an agency that emerges from the very structures that constrain it. Faculty of color, in particular, may engage in service to promote the success of racial minorities in the academy and elsewhere. Thus, service, especially that which seeks to further social justice, contributes to the redefinition of the academy and society at large.

Michelle Adam, *Minorities and Tenure in the Academy*, THE HISP. OUTLOOK IN HIGHER EDUC., Jan. 9, 2012, at 25.

This article discusses the trend of minorities on the tenure track and their dissatisfaction with their academic and professional climate.

Elizabeth Leis-Newman, *Securing tenure: On the tenure track? Here are four keys to making sure you get the ultimate prize*, MONITOR ON PSYCHOLOGY, May 2011, at 76.

This article provides tips for new professors on the track to gaining tenure. One of the major tips is the importance of relationships. Although this article is written with scholars of psychology in mind the subject matter is likely applicable to all disciplines.

Robin Wilson, *A Higher Bar for Earning Tenure*, THE CHRON. OF HIGHER EDUC., Jan. 5, 2001, at A12.

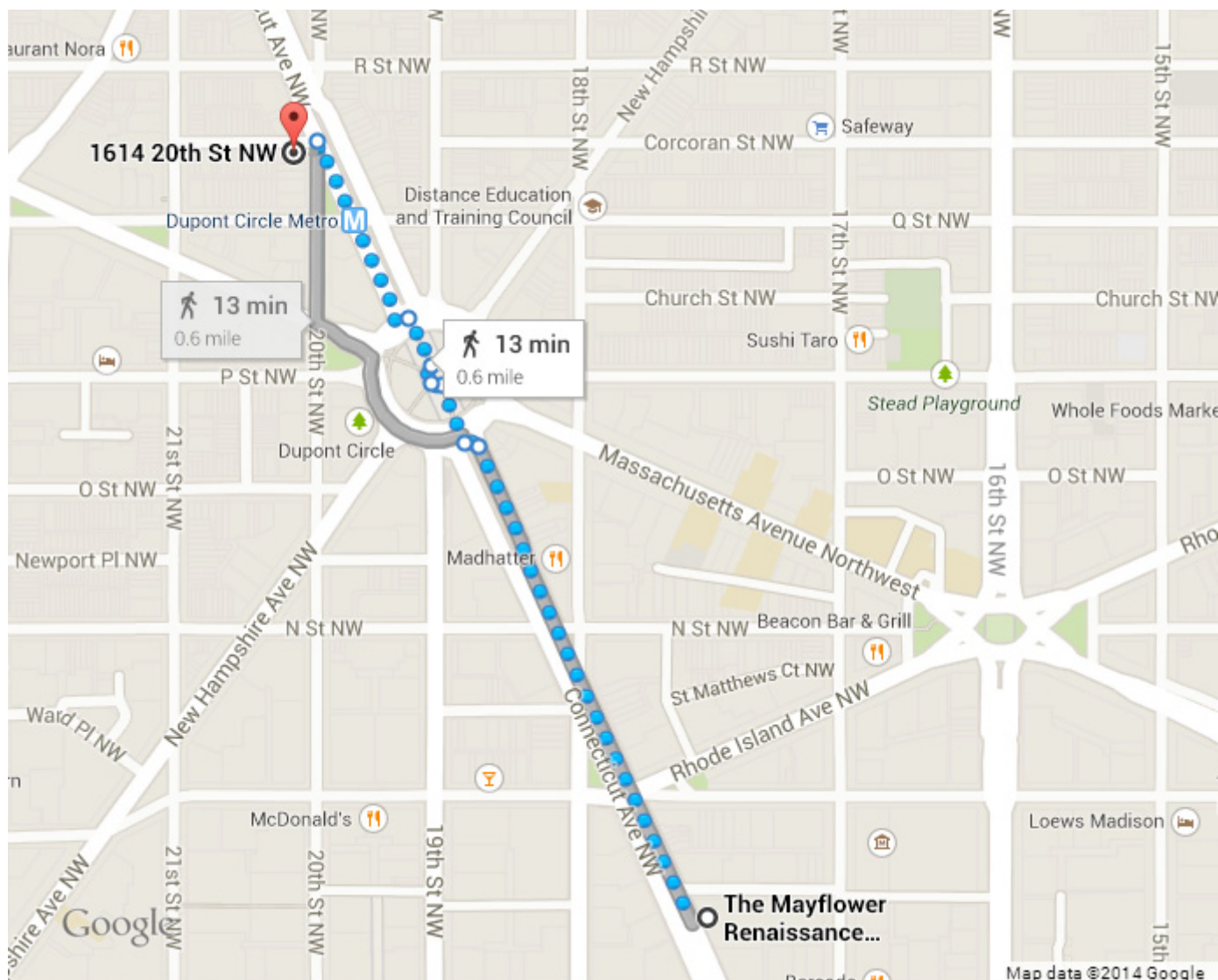
This article details a young professor's denial of tenure not due to a lack of support by her own department but by a committee comprised of faculty outside of her department. This shows the importance of fostering relationships and making positive impressions on faculty beyond your department.





WALKING DIRECTIONS FROM THE MAYFLOWER HOTEL TO THE AALS BUILDING AT 1614 20TH ST NW, WASHINGTON, DC 20009

- Walk out of the Mayflower's front door and turn right, heading northwest on Connecticut Ave. NW toward Desales St. NW. Walk about five blocks on Connecticut Ave until you reach the traffic circle.
- At the traffic circle (Dupont Circle), walk across Dupont Circle crossing over to Connecticut Ave. NW, walk two blocks to 20th Street.
- Cross 20th Street; AALS building will be at the corner of 20th and Hillyer Place (to the right of Zorba's Cafe).
- The walk to AALS from the Hotel will take approximately ten minutes.



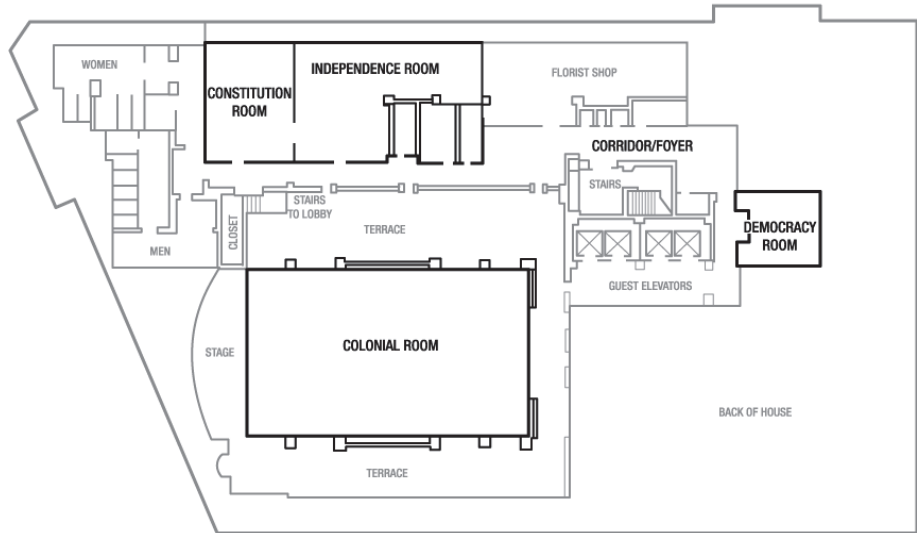




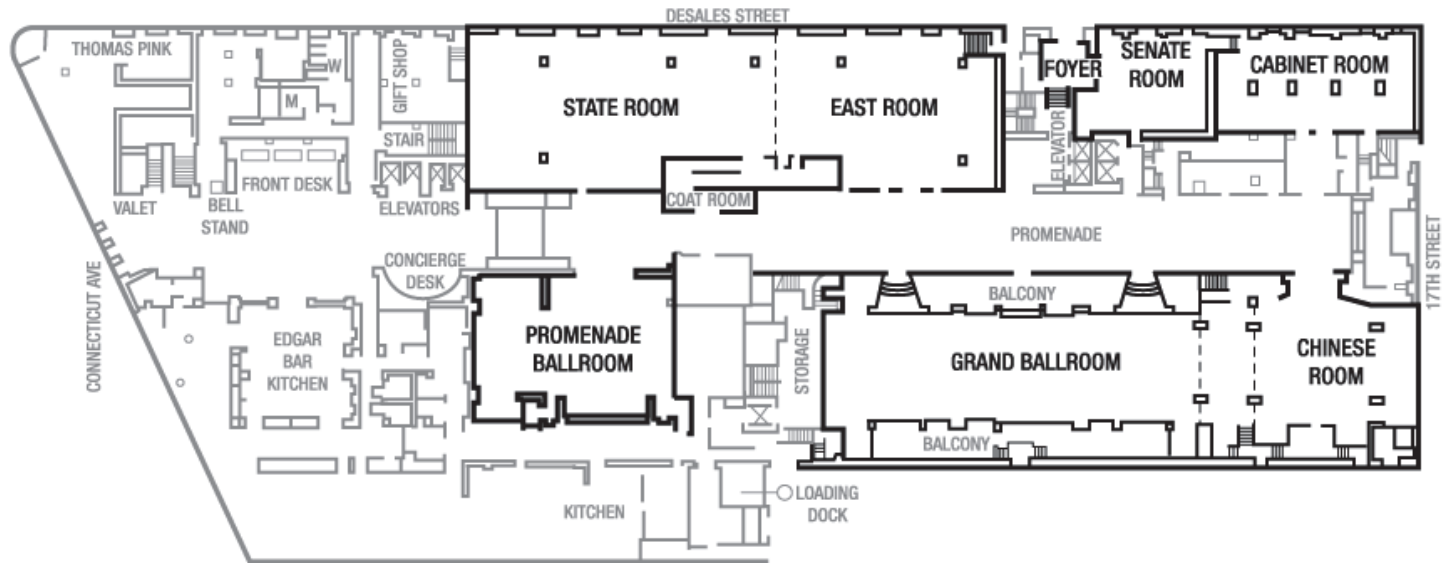
Hotel Floor Plans

The Renaissance Mayflower Hotel
Washington, D.C.

Lower Level



Lobby Level



Second Level

