

2021 Black Lawyers Matter ConferenceSM Session 1: Who is Educating and Supporting Tomorrow's Lawyers? A Roundtable Discussion on Hiring and Developing a Diverse and Culturally Competent Faculty

FULL TRANSCRIPT

Voiceover: 2021 Black Lawyers Matter ConferenceSM presented by LSAC, University of Houston Law Center, and SMU Dedman School of Law, in collaboration with the conference planning committee. Recorded October 15, 2021. Session 1: Who is Educating and Supporting Tomorrow's Lawyers? A Roundtable Discussion on Hiring and Developing a Diverse and Culturally Competent Faculty.

[Upbeat music plays and fades out]

Leonard M. Baynes: So I have the honor to moderate the first panel, and I'd like to first introduce my panelists. And we're talking today about, specifically on who is educating and supporting tomorrow's lawyers. And so we're going to have a round table discussion on this. And we did a little bit of this last year at the [2021] Black Lawyers Matter Conference, but one of the things that my faculty colleagues across the nation said they wanted more, because one of the challenges of course we have is that, the law professors are often the first gatekeepers and make students feel most comfortable, and will help in fact, students do well, and the studies that show the more diversity you have with respect to faculty, the more likely the students will feel a sense of belonging. And may not feel like the only person in the room. And so it's really important to think about how do we increase the pipeline of lawyers into legal academia because that really is the first gatekeeper here. And so I'd like to introduce our panelists. I'm going to give very brief introduction because we have a large panel, and we have not very much time. So our first panelist is going to be, I'll first introduce in alphabetical order, Adrienne Davis, who was a associate Provost at the Washington University in St. Louis School of Law. Let's welcome Provost Davis. Next panelist is Meera Deo, who's a professor at the Southwestern School of Law in Los Angeles, let's welcome Ms. Deo. Next panelist is Dean Kevin Johnson who's the Dean of the University of California Davis School of Law. Next panelist is Dean Trevor Morrison, who's the Dean of the New York University School of Law. Our next panelist is Dean Angela Onwuachi-Willig, Who's the Dean of Boston University School of Law. And the other panelists, two other panelists are Christina, Professor Christina Ponsa-Kraus who's a professor at Columbia Law School. And our last panelist is Dean Sudha Setty of the Western New England University School of Law. And the way this is going to work is that we're first going to have the panelists talk in groups, coalesced around particular issues, and then we'll have a round table discussion and it will be open to the audience. So, the way this will work is that first, Ms. Deo will talk a lot about sort of the status of lawyers of color, professors of color, specifically Black professors of color at our nation's law schools. And then two law schools have really phenomenal pipeline programs, fellowship programs for lawyers who are interested in going into the profession. So, Dean Morrison will discuss NYU's program, and Professor Ponsa-Kraus will discuss Columbia's program. And then two other Deans have been working on incredible affinity group pipeline programs that really have accelerated the increase in number of Black women and a new program for Asian-American women. So that will be Angela Onwuachi-Willig, who'll talk a little bit about Lutie Lytle

Program and some other programs that exist. And Dean Sudha Setty will talk about the new program she's coming out with for Asian-American women. And then finally, we'll talk about deans and administrators who have been incredibly successful at this, Dean Kevin Johnson at a UC Davis School of Law and Associate Provost Davis at the Washington University School of Law. So first up is, Professor Deo, can you start us out with a conversation about where we are? Where are we?

Meera Deo: Yes. Thank you so much for that introduction and thank you all for inviting me to join you today. So I've been asked to jumpstart our round table discussion on hiring and developing a diverse and culturally competent faculty, especially by sharing some findings on faculty and I'm going to draw directly from my book "Unequal Profession, Race and Gender in Legal Academia". The very little data that we have on law faculty suggest that just 7% of law professors are women of color, that's women who are Black, Asian-American, Latina, Native American, Middle Eastern or multiracial. Men of color comprise about 8% of faculty and White women are about 24%. So that leaves about half of all law professors as White men. My research reveals that below, and beyond the low numbers of faculty of color, there are significant disparities with what I have termed race times gender bias. So this is bias that's based on the combination of these two devalued identity characteristics that affect the actual experiences of law faculty. So I'm going to just quickly walk through a couple challenges before I turn to solutions using qualitative data from my research to illustrate each point. And these will come through in the form of quotes from the actual participants in my study. Most of the women of color in my empirical study call themselves accidental law professors. And that's because few had ever seen a law professor of color when they were in law school themselves, so it really doesn't occur to most women of color that law teaching is a viable path for them. It wasn't unusual for the men that I interviewed, and especially the White men, to say that they went to law school specifically because they wanted to become a law professor. Or that they met a professor during law school who took them under his wing and helped pave the way. Usually that professor was also a White man. As Jennifer, a Native American professor in my study notes, quote, "It had never occurred to me that I could do such a thing. I certainly didn't plan on teaching, it was just luck and comfort more than anything else. I just accidentally fell into it." Second, mentorship is key. Smart, aspiring faculty may be able to navigate the written rules of the job market, but the unwritten rules you really need a guide for. So what do you prioritize on the FAR form? What do you wear to dinner the night before your campus visit? These are not things you can find in a Google search, you really need someone to help guide the way. So there's a great example of this in my book as well from an Asian-American woman I call Leanne. Leanne had submitted her FAR form and it had already been distributed and then she shared it with a faculty mentor who had been supportive of her in law school. And Leanne told me to following, quote, "He called me and said, you filled it out all wrong. You don't put race and law as your first preferred course." And this is back in the '90s she told me, "You put civil procedure. You put your core first year set of courses." And it turns out he was right, Leanne did not secure a tenure track position that year but she tried again the following year with greater mentorship and support and was successful. Now, mentorship is not always enough. While outright discrimination happens too, implicit bias, or what Michelle Goodwin calls complicit bias, really does impede progress as well. People tend to hire others who remind them of themselves. And if we want legal academia to be more diverse then we cannot simply reproduce who's already here or add to the expectations of hyper-credentialed candidates. Vivian, one of the Asian-Americans in my study said, her colleagues reconstruct reality to explain, quote, "Why the White guy hasn't written as much as opposed to the African American candidate. I see completely different narratives." She says like, "Oh, he's been so busy developing his economic theories for the White candidate, as opposed to, I don't think he can do the level of work for the African American." Now this is not always purposeful. Even seemingly neutral markers, like BAPS Fellowships and PhDs, which are all increasingly common among new hires are harder for underrepresented groups. People of color tend to use big law salaries to provide financial assistance to extended family and community. My research tells me how hard it is for women of color, Latinas

and Black women in particular who we know through data from the law school survey of student engagement and other sources have the highest debt loads of any race times gender group. It's much harder for these groups to leave practice and secure a lower paying job just to be marketable for academia. Here's what a Black woman in my study named Immani said about this, quote, "A lot of women and a lot of people of color cannot afford to spend a year in the relatively low paying position of a judicial clerk. Then spending a year or two being a VAP where they have time and space to write and produce articles that are paid little, then go on a full market, knowing they're going to have to move, again for their full-time permanent position. A lot of women do not have the financial capability or the support system to allow them to do that." All right, so, with my last minute I just want to highlight some solutions. The main advice I've been giving law schools where I've been consulting the last couple of years on hiring strategies is to think outside the box. If you continue to do things the same way you've always done them, rely primarily on the FAR form, apply hyper-credentialed expectations and select frankly, the same five candidates of color that literally every other law school is pursuing, you are likely to get the same non-diverse results. The diversity of your faculty is really not likely to improve much. Instead, be purposeful. A Black man in my sample named Ryan said directly, quote, "If you would like to have a woman of color on your faculty, then go out and find a woman of color. Don't just hope a woman of color comes your way." So this means you may have to look beyond the FAR form. Stop by local practitioner events, find people who live in your geographic region who may be open to law teaching and encourage them to apply. And finally, I'll end just by noting that just as diversity must go hand in hand with inclusion, it's also imperative that recruiting efforts are coupled with those focusing on retention. Getting people in the door is just the first step. Once you have a critical mass of faculty of color, treat them well. New hires can be fantastic ambassadors for your school to help spread the word about your supportive and engaging environment. And that will help with next year's recruiting too. Thank you very much, I'm looking forward to hearing from the rest of the panelists and answering any questions from the audience.

Dean Baynes: Thank you, Professor Deo. Next up is Dean Morrison from NYU Law School, School of Law.

Trevor M. Morrison: Thank you very much, Dean Baynes. And thanks for the opportunity to be on this panel to be speaking with you about these really important issues. I think my role here is to talk a little bit about our lawyering program at NYU, which is you can think of as a kind of fellowship program for people interested in ultimately pursuing a tenure track position on the law faculty. So this would be an example of the kind of fellowship program that Professor Deo was just talking about. And I can tell you a little bit just about the numbers of this program that will flesh out the bottom line point which is, it is a tremendously successful program in terms of helping to place people into tenure track faculty positions. But I want to underscore at the outset, a number of the points that Professor Deo just made, which is just because a fellowship program has a really successful track record doesn't mean that it's accessible equally to everyone who might be interested in obtaining that kind of fellowship as a way to pursue a tenure track work. As fellowships go, our lawyering program professors are reasonably well compensated, but they are not compensated anything like what are tenured and tenure track faculty even here at NYU are, and so for someone who's supporting an entire family, let's say, and needing to rely on a private sector salary to do that, there's a barrier there. And moreover, our lawyering program is not by design specially targeted to identify a potential law faculty of color. It can be used that way, but I think there's also an important point to be made about very intentional recruitment efforts and even questions about how to structure fellowship programs along those lines. With that said, I guess, especially for those who are contemplating careers in academia, I will say that at my school and at many others, I think it's becoming increasingly common that candidates for a tenure track teaching positions each year, it's increasingly common that they will be in the midst of serving in some kind of fellowship program. Our lawyering program entailed typically three-year appointments. And each year we bring in a new cohort of

lawyering faculty. And these are the people who teach our first year legal research and writing course, we call it a lawyering course because it's a more comprehensive set of skills. So they play a really important role in the taught curriculum of our one-off curriculum in the JD program. But it also then is a kind of community of scholars who can be supportive with one another and can be joining the broader community, faculty community at NYU in preparation for their pursuit of tenure track positions down the line. And I can give you just as an example of the kind of success this can have. So looking back over the last five years, we've hired 35 people into the Lawyering Program. Again, they kind of come in in staggered ways and most serve for three years. And of those, 15 of those 35 are still in our Lawyering Program now, 19 have gone on the tenure track market. 10 of those have been hired into doctrinal tenure track positions. Three are in clinical positions, three are in more specialized fellowship or research positions. Two are in other legal research and writing positions. And historically, about 40% of our lawyering faculty ended up being hired into tenure track doctrinal positions, about 40% into clinical positions, and 20% other. So that's quite a good success rate. Why would it be? Well, I think one of the keys is that these days on the law teaching market, there is no substitute for scholarship. There were times when law faculties, including I'm sure the one where I serve, used sort of proxies. Like going to a really fancy law school, doing very well as a law student, maybe clerking for a fancy judge or justice as a kind of circumstantial evidence that might or might not predict that the person would be a successful teacher. This was also obviously a kind of closed set of networks that tended to increase the likelihood that faculties would just be replicating themselves. Being populated overwhelmingly by people whose demography looks like mine. And I think good news over the last two decades is that there's somewhat less of that and more reliance on actual scholarships. So published scholarship. Then the question becomes, how can someone produce published scholarship before they're up in a tenure track job where that's part of their job to do. Enter fellowships, which function as sort of the law's version of post-doctorate fellowships in other disciplines. And our Lawyering Program does that. So I think it's key that it gives people an opportunity to teach so that they can demonstrate teaching acumen. It creates a community of scholars that can support one another. And because it's multi-year, it's not just a one-year fellowship. It gives people time to produce research. If it's just a one-year fellowship, they have to go on the teaching job at the beginning of the fellowship. So the fellowship can't really be preparatory to that. Those are some of the key structural, I think, ingredients of a successful fellowship program, or like I say, sort of acting professor teaching program like our Lawyering Program. I'm happy to try and answer more questions about it going forward. But as I say, I think these programs can be helpful in trying to increase diversity across law faculties in the country, but only if one pays attention specifically to questions of diversity as one is making hiring decisions into the Lawyering Program. It won't operate automatically by itself. I'll stop there, thank you.

Dean Baynes: Thank you, Dean Morrison. Next up is Professor Ponsa-Kraus.

Christina D. Ponsa-Kraus: Hi everyone. It is a real honor to be part of this panel, part of this conference. I confess I am probably a little under-qualified to be on this particular panel full of leaders in legal academia and in the struggle to achieve greater diversity in legal academia. I've done my part as part of the Columbia Law School faculty, but I'm really here in Dean Gillian Lester's stead. She really wanted to be here. It was impossible for her to be here, but she wanted Columbia to have a voice and a presence here and so I am here to share what I can as a member of the Columbia Law faculty about the efforts that we have made toward increasing diversity in the ranks of legal academia. So, I have chaired the entry-level hiring committee before, as well as served on it before chairing, and can say that I am highly cognizant of the acute need for increased diversity in academia. I have seen this on the part of my colleagues as well and yet we all have decided that Columbia has to be ever more intentional, to use a word I think Dean Morrison just used, in ensuring that we're doing everything that we can do to increase the ranks of diverse, underrepresented persons, not only at Columbia, but in academia. So I'm going to describe some of our programs,

although I'm going to piggyback a little bit on Professor Morrison's presentation because we too have a program for post-JD, it's a post-doc for some, called the Academic Fellows Program. So I'll talk about that first, and then I'll talk a little bit more about another new program we have. So our academic fellows program like the NYU Lawyering Program, is a two to three-year fellowship in which a person's already with JDs and either working on PhDs or not, or having completed PhDs, persons who want to make the transition into legal academia, have an opportunity to work on their scholarship, develop a job talk paper as something that is nearly impossible to do if you are working in a full-time job. They have an opportunity to develop community with other persons going on the market. They have an opportunity to develop mentorship relationships with professors and also one major part of the program is they attend faculty workshops and get to observe, attend job talks as well, get to observe what it is to present your scholarship, to field questions. So really from the very beginning, they are preparing to go on the market. Most of them also do some teaching in the legal writing program in part of the fall semester, but most of their year is reserved for them to work on their scholarship and engage with each other and with the law school community on scholarship and ideas as a way of preparing to go on the market, and to have a career as a legal academic. One of those positions, academic fellow positions is dedicated specifically to increasing diversity in legal academia, it's the Kellis Parker Fellowship. And that one is dedicated to underrepresented groups. But the group as a whole, we do our best to ensure a diverse cohort. Given all of that, we decided that we needed to do more to increase the numbers of underrepresented students interested in those fellowships. That is, the number of underrepresented students who could envision, as Professor Deo talked about, legal academia as a viable path. We have a careers and law teaching program that supports both alumni going on the market and current JDs who might be interested in becoming legal academics, and in the past, the work we've done with common students is to do a series of informational sessions on every aspect of legal academia and to make ourselves available for questions they might have. We've gotten more aggressive and more proactive this year by creating a new program called the Academic Fellows Program in which 12 students are selected for active, intensive mentorship, support, advice, institutional support, and financial support, as they prepare to go on the market, and we have been aggressively advertising that to incoming students and current students who might not even have imagined that they would have legal careers, and we've opened it to students who both have a track record, like they're working on a PhD, or who've really never thought about this before. We're trying to make that option clear and available to them. So that program has just kicked off, and we worked very hard to create a diverse cohort and have had some success. So, I think my time is up and so I will stop there but I'm looking forward to our discussion and to learning more from my fellow panelists and from the audience, thank you.

Angela Onwuachi-Willig: Great, so first I want to start by thanking Professor Deo for that really amazing beginning and foundation for our conversation, and thanking my colleagues for their comments and all their work in this area. I'm going to talk a little bit about the Lutie A. Lytle Black Women Law Faculty Workshop and I'll also talk about the John Mercer Langston Workshop, which is a workshop for Black men as well. So the Lutie A. Lytle workshop is actually named after the first female law professor in the United States, happened to be a Black woman named Lutie Lytle. And in fact, we believe from our research that she was first female law professor in the world. I was very fortunate when I was a faculty member, and it's important, and I'll come back to it at the end, to be in a law school where I had a dean who was really, really committed to issues of diversity, equity, inclusion, and belonging, Carolyn Jones, and who provided funding that enabled me to begin the Lytle Workshop at the University of Iowa in 2007. And the Lytle Workshop actually grew out of a lot of other work that other people had done. A lot of events. In particular, conversations that I had with Ruqaiijah Yearby, who's a professor at St. Louis University School of Law, and Sacha Coupet who's a professor at Loyola University of Chicago Law School, about the need for spaces and support for developing Black women's equal scholarship. And this occurred very soon after both Ruqaiijah Yearby and I had actually participated in a personal six woman writing retreat who professor

Michelle Goodwin, who was mentioned earlier, hosted at her house. And also was really influenced very much by the LatCrit junior faculty development workshops, which I had the privilege of having access to when I was a professor and helped me tremendously when I was a junior faculty member. The workshop was also motivated by two important studies by the Association of American Law Schools, the AALS. And I note them in part because Dean Baynes also played a really important role in researching and producing these reports, these studies, and these studies at the time revealed really two interesting trends in legal academia at the time. One is that the tenure gap between White male and White female professors was basically that the male/female gender gap in tenure had essentially closed, but that the gap between professors of color and White professors was widening. And so if you looked at that and you thought about it, it seemed like the women of color in particular were in a particularly precarious place. And it also showed a decline in the percentages of faculty of color for more recent cohorts that were being hired from earlier decades, compared to earlier decades. And so what could we do to begin to stem both of those problems? So the first Lytle Workshop was small. It only involved 25 women, and we're now really quite large, we have about somewhere, 100 up to 125 women every year. And we've been lucky to have a broad range of schools hosted from Denver University, Howard Law School, University of Michigan. I can name them all. But there are a lot of schools - and this is done through the support of other schools - which is really important. I want to note that as well. We're now in year 15 and the 2022 workshop will be at Boston University School of Law, which is my school. Initially the focus of the workshop was on the development of scholarship for junior faculty on combating bias in teaching and the overburdening of women of color with service - which were two things that we saw - and which were in the reports that were leading to some of the issues in terms of the tenure gap between people of color and White professors, particularly women of color and White professors. And we wanted address those particular hurdles. And now we've expanded our program to focus on much more than sort of junior faculty. We have an entire program for aspiring faculty. And so I hope anyone who's an aspiring faculty member reaches out about attending the Lutie Lytle Workshop. It's a mentoring program for people who are on the market. Programs for more senior scholars, including on publishing books, building your brand, lateraling, negotiating contracts, a whole host of things for people who are senior faculty. And now we have programming. Obviously I'm becoming an administrator being an associate dean, dean provost, and now president. And we have our first Lutie president, Song Richardson, who is the president of Colorado College and we're all very proud of her. And it includes even things that are unrelated to law, like developing what your side hustle would be. So just to name a few examples of some of the things that are part of the Lytle Workshop. In terms of scholarly productivity, it's been really incredibly successful. Lytle Workshop has published far more than, the count is much, much higher than this, and it's being updated by the minute, but far more than a thousand articles, far more than any book chapters and close to 50 books. And I think it's even way, way higher than that. Many, many women, dozens and dozens of women have earned tenure. And a lot of people have become administrators, associate deans in particular. And we now of course have a record breaking number, 28 Black woman law deans, a number of a vice provosts, provosts, and as I've noted before our first president. I'll note some of our core values because they're important. I think it's important to show you that there's access really to this workshop. Our core values are core support, community is really important. Everybody leaves their divatude at home, and accessibility, and to ensure accessibility, we don't charge a conference fee and we offer, thanks to the incredible generosity of so many co-sponsoring institutions, far too many law schools to names and groups like the Law School Admission Council, which sponsor us every year. We offer scholarships for both aspiring faculty and for junior faculty, and even senior faculty who are at schools who don't have the funding to be able to attend, who wouldn't have the funding to be able to attend. The workshop also includes, in addition to the main conference portion of the workshop, which is three and a half days, we also have a writing retreat at the beginning and at the end. One of the things that people will get comments on their work and then felt like they went home after being away for several days and didn't have time to incorporate all the wonderful feedback and advice they

were getting. So we also provide time afterwards for people to get their work done. I would be remiss if I didn't mention the John Mercer Langston Workshop, which is named after the first Black male lawyer, who became a lawyer in Ohio in 1849. That was founded two years after the Lytle Workshop. And I know for many Black male law faculty that this workshop is a lifeline, just as it is for many Black women law faculty. We often as professors of color still operate, it's the best job in the world, but we operate in spaces where faculty not only don't understand necessarily our experiences, but are many of our colleagues are simply unaware of the various differences between our jobs. We have really different jobs, even though we also hold the same job. I also want to note that the dean at Stanford Law School, Jenny Martinez and Professor Maritza Reyes at FAMU, and Dean Kevin Johnson, who you'll hear from later, are also collaborating and working on creating a similar workshop for Latinas, Latina law professors. And so I think there's more news, more exciting news coming forward in the future. And I'll stop there.

Sudha Setty: Great. It's great to be here, everyone. And thank you to Leon and LSAC and everyone who organized this conference for putting together this discussion as well. So as Leon mentioned earlier, I am Sudha Setty, I'm the dean at Western New England Law School. And this summer we collaborated for the first time, tried to walk in the footsteps of the folks who organize Lutie Lytle and other similar workshops to host a workshop for Asian-American women in legal academia. And the kind of primary organizers were myself and Associate Dean Shoba Sivaprasad Wadhia from Penn State University Park. And we had a conversation that started in May that basically was like, why not us? We need this space, we need this support. And there are not that many of us in academia and we need community. And we also worked with Margaret Hu at Penn State as well, who really encouraged us to put this workshop together and we were the two co-sponsoring law schools for it, partly because of the moment that we were in and partly because this was a longstanding need. If we think back to early 2021, I think there was way too much news. There's always too much news about it. But particularly at that moment about anti-Asian violence that was occurring around the country, particularly intersecting with violence against Asian-American women that was related to COVID related bigotry. And it brought to the surface, I think for many of us, a lot of trauma that was going on and the way that people were feeling isolated due to COVID and the need for community I think was more acute than ever. And so we thought about putting together a workshop that would be partly a scholarship workshop, partly a community-building workshop, and partly an opportunity to see what kind of interest there was in having folks come together like this.

And we estimated in our first meeting that we would have six attendees. And so we put together a planning committee of like-minded folks, including Meera Deo, who led us off with that terrific discussion at the start of today's panel. And we thought might just be us who showed up for this workshop in August. And I think we were incredibly pleasantly surprised that we had over 100 participants in two half days who came together, some of them visibly and audibly moved emotionally over Zoom to have the opportunity to speak and to be heard, and to have the idea that they could participate in legal academia, be validated in some way, shape or form. And it's interesting, because we do have the existence of terrific programs that exist like Columbia or NYU's programs, and many others that exist around the country. We do have great faculty development workshops that come through, LatCrit or SALT or other other venues. The Society for American Law Teachers. Those are great opportunities to help people grow. And those two in particular, look to find historically excluded folks and invite them to be part of the legal academic community and support them in endeavors to get there. But what we did here is really reach out not only to all of the listservs that we have that might reach a large number of Asian-American lawyers and Asian-American legal academics, but also reached out to bar associations. Going back to what Professor Deo was talking about a few minutes ago, how do you find people who never thought that this was something that they wanted to do and talk to them about why they have an important role to play in growing and expanding legal academia and making it better for all of us. And that really turned out to be a theme

of the workshop. We had so many people who were interested in learning how you become a law professor. And so whatever vehicles we are using now to get information out on how to do this, it's not reaching all the populations that we need to reach. We need to be better at getting to those folks and understanding the nuts and bolts of that and providing mentorship and reassurance along the way.

When I was contemplating being a law professor, I don't think that these programs that existed in a lot of universities, they were perhaps not as well developed as they are now and they certainly didn't seem reachable. I personally was in that category where financially it was not possible for my family, for me to take two years and take a low paying job. And so I navigated that independently and the opportunity now to really provide more support for individuals, I think is one that we really have to take advantage of. It is not the fact that these folks don't want to be law professors. And we cannot find enough people of color out there who want to do this work. It is helping really smart, really thoughtful people who want to do this work, make it to where they want to be. And so that's really what the impetus was for this workshop. We also talked about works in progress. We gave feedback on incubator sessions. There's clearly a hunger for more guidance in terms of current academics, taking on more senior leadership roles and going into administrative roles. And frankly, for those of you who are fellow Deans on this call, this could be my full-time job, but I actually have a really full full-time job already. And so if there's a community of folks who wants to help work together to keep building out these opportunities to host workshops next year, to keep doing this for different communities that have been underserved, I think that we would appreciate the support we are getting off the ground. We are nowhere nearly as developed as the folks who have been running the Lutie Workshops for so many years, or Langston Workshops, but there's certainly a desire to do more in the space. And the last thing I'll say here is that, the idea of creating role models on your own faculties, to the extent that whether it's Asian-American professors, Black professors, Latinx professors, whatever other group you're looking at, is to really think about how to support your fellow colleagues in taking leadership roles in your institutions and helping provide the mechanisms of support to get them there. And that's not just sending them to a conference to do that, which is terrific, those are great conferences. I'm participating in one in a couple of weeks, but also on a day-to-day basis, making sure that they have the tools and the protection and the ability in that space of academia to build leadership capabilities and people who will support them in moving forward in that. So I want to encourage us to think about that as well as we go forward. All of this has to do with the pipeline of bringing people in the door, getting them into academia, and then putting them into leadership positions. And there's so much wonderful work that's going on and so much more we could be doing in it. Thank you.

Dean Baynes: Next up is Dean Kevin Johnson.

Kevin R. Johnson: Thanks, Dean Baynes. I appreciate the opportunity to talk here with you all today. I want to thank Meera Deo for her great work in "Unequal Profession", giving us basic data to think about in our hiring at law schools. I want to thank the colleagues on the panel, because I learn every time they open their mouth and I appreciate it. And I want to thank Dean Baynes and Kellye Testy at the Law School Admission Council for allowing me to participate. Now, we've heard some about the data, we've heard some about pipeline programs, and I want to talk a little bit about the nuts and bolts of faculty hiring, and how we might go about diversifying faculties. And I think in analyzing that entire set of issues, you have to separate sort of three particular issues when it comes to diversifying your faculty. One is identifying candidates. Second is attracting the candidates, and third is retaining a diverse faculty and staff. Now the identification is not always easy, but I will say that one of the things I've learned is that the more open your search, the more diverse your pool of applicants is going to be. And the narrower the search, the narrower the diversity of the pool applicants is going to be. So I guess I've always pushed for wider searches, more open searches,

and trying to maximize the diversity of the pool. Now, law faculties tend to move in the exact opposite direction, trying to narrow things down to a law and economics person who focuses on corporate governance. And I can tell you that search will almost be all White, in the alternative you could imagine a search that I want a criminal law person who focuses on racial and social justice. It's going to be a much more diverse search.

But I think it's important in identifying candidates to have the broadest search possible. And I think schools have to think about their credentials. The one credential that most law faculties gather to immediately is whether the person had a Supreme Court clerkship. Now that's a formidable credential, worthy credential, but if you focus almost exclusively on candidates with that credential, you'll end up with about five Mexican Americans in the entire history of the Supreme Court who might satisfy that criteria. Very few women, very few people of color. We have some justices on the current court who haven't yet hired a woman or a person of color. So I think identifying candidates, identifying the credentials is important. Attracting candidates, I can also say that it's easier to attract candidates to a diverse faculty than to attract diverse candidates to a homogenize faculty. Success breeds success and once you get to be talked about as a place with diverse faculty, as well as students, the easier the marketing is going to be. There's other factors that come into play, including providing mentorship and support and personal attention. Many universities think that because their academic personnel manual in paragraph 42, inset paragraph 32C, deals with fairness in the tenure process, that nobody's going to be worried about that. But candidates of color are especially worried about the tenure process. And if you read "Unequal Profession", you'll understand why. So a lot of this is personal trust and support from the institution, as well as institutional structures that help render things fair, or at least the appearance of fairness. Retention is one of those very difficult issues. If you hire great people and you create an environment where they can be successful, some will go on to bigger and better things and that's just the way it is. And I like to think that in some ways we perform a service in increasing the pipeline to other schools as well.

Now these three separate goals identify, attract, and retain really are separate and have to be approached separately. And I guess I've thought about this. And I spent 10 years as the associate dean here and now I'm in my 14th year as dean, trying to figure out how appointments and retention work, in part, because when I came to this faculty in 1989, it previously had been an all-White faculty. And I think the faculty came around pretty quickly to the idea that you couldn't be an excellent law school if you're a homogenous law school. That in the 21st century you should be a diverse and excellent law school. And so, we, the faculty, and it was faculty, because faculty vote on hiring, spent basically a generation moving forward, trying to change the demographics of the faculty. And I talk about some of this in a commentary I did in the Chronicle of Higher Education. And that is how we built a majority minority faculty, at UC Davis School of Law. And I mentioned a couple of the sort of things that I think are critically important in how you might go about trying to diversify the faculty. One is, and some of these are obvious. It doesn't take anybody particularly sharp to come up with these, but a lot of law schools still have some work to do. I think it's essential to have diverse appointments committees. And it's incredibly important that you have a group of faculty members on those committees who are committed to diversity and excellence, understand the institutional goal of diversity and are committed to that goal.

Here to ensure that that, that worked and that the committees did in fact, think outside the box, so to say, it's been the case for the last 25 years, basically that the dean and the associate dean work with the Appointments Committee, attend all the Appointments Committee meetings and oversee the Appointments Committee to ensure things like, that credentials aren't rigidly considered, including the Supreme Court clerkship credential to ensure that there's a diverse short list of candidates who were invited back to the law school and basically to ensure that all the candidates realize how seriously we take the entire process. And I think that kind of, I don't want to say it's a check on

faculty, but a support of faculty in diversity in the hiring process has served us in good stead. Now in the end, I think what really is required if a faculty is committed to diversifying itself is a lot of hard work that won't occur overnight but may take many years to come to pass. The thing about faculties is you build them and change them one person at a time. So sometimes they'll be moved forward, progress, and sometimes there won't be, but I found that it's critically important to play the long game when it comes to faculty hiring and trying to move a faculty and move the needle on diversity. Thanks very much.

Dean Baynes: Thank you, Dean Johnson. Next up is Vice Provost Davis from Washington University School of Law, St. Louis.

Adrienne Davis: Thank you, I'm going to see if I can do a quick share screen here. And I apologize because I'm on sabbatical, so I'm not really in Zoom world these days. So I want to start by saying it is incredibly humbling to have been included in this stratosphere of leadership luminaries. And I want to be clear that I was a vice provost, meaning that I was a classic middle manager, unlike the deans and everyone else here, I was a classic middle manager, I tell people think of me as like the number two at the DMV, that was sort of me, but I was honored to work for a decade with our provost at the university chief academic officer, as well as the deans of six of our schools at Washington University. I did not work with our medical school, the seventh school, because they have their own infrastructure.

So the question that Dean Baynes posed to me, was what was the secret to your success in increasing the number of faculty of color? Oh, thank you so much. Yes. Thank you so so much. What was the secret of my success? Our success increasing the number of faculty of color. And I want to say you all will appreciate this, it was not only the number, but the percentage, both of those are really important. So briefly when I was appointed as the inaugural vice provost in this area in 2011, my mandate was twofold, first to increase diversity among faculty and to an extent senior administration, and second, to address what was growing criticism from faculty, students, and staff. Sort of "quiet the activists". I don't think that they really thought that we could meaningfully increase faculty diversity because like everyone else, we had been trying to do it for decades. But I think that, in the end, we got both of those things done. Okay. So as you can see this, these were our numbers. And if you kind of click again, some little red circles will come up. So against an overall faculty change of 11%. So our faculty grew by 11%. We increased our women faculty by, So increase the women faculty by 26%, Hispanic, Latinx faculty by 71%, our Black faculty by 133%, and underrepresented minorities overall by 110%, Asian, Asian-American faculty who were not counted in our school as underrepresented, still increased by 28%. And I think, if you look then on the next column in, you'll see that we took our percentage of Black faculty, the percentage of Black faculty on our faculty, went from 4% to 8%. And the numbers went from 24 to 56. So it felt different in terms of the community, but also importantly, in terms of the percentage. So, how do we do this? So if there's time, I'll go through five things really quickly, if not, I'll go through four. I wasn't the chief diversity officer. I was reporting to our provost, but I'm a lawyer and like a lot of you know I'm a private lawyer and not like a regulatory lawyer, I'm not a constitutional lawyer. So I kind of went back to my own roots. And I thought like, if I wanted to be doing regulatory work, I would be a regulatory law professor, but I'm not. So I decided instead of building a regulatory infrastructure, I would instead style myself as a consultant, kind of more like a private lawyer. So I really styled myself as a consultant. And also I could do it because we only had the six schools I was working with. So I styled myself as a consultant to our six schools and our six deans, which really in my head embedded it as a client relationship, which is different from the way that a lot of administrators approach working with deans and I think that it was incredibly helpful. What was also, I think very helpful is that we were on the same team actually, I wasn't reporting to our chancellor, I was reporting to our provost, which meant that the deans and I were all part of the same team. It wasn't as though I was asking

them for information that I think that they were worried would sort of get out of their control or something.

In addition to kind of styling myself as a consultant to the schools and the deans, I also tried to style myself as a consultant to my colleagues, the faculty, right? And I tried to really take an approach of empowering the faculty and not again, sort of regulating them. I had in my head how most people think about the FDA or if the FCC, when you see them coming so you don't want them to come. So as I said, instead, let me try to empower the faculty. And again, to an extent, I think that we were successful in doing that. So just with the two years difference, we ran the same number of searches, but we quadrupled the number of underrepresented faculty candidates we invited to campus, we quadrupled the offers that we made. And you'll see we made offers to half of the people who we invited. And then most importantly, we ended up landing or yielding 11 out of the 12, which was really different compared to what we had done before. The other piece of what I tried to do. And I did search workshops, I partnered with a great third-party vendor, Interfolio, but my emphasis really was on working with the faculty and the deans to design innovative and collaborative strategies. And I'm happy to talk about what some of those were and how they worked and everything. Just two other quick things, actually, one more before Q&A, it's kind of about how I inserted myself into relationships, but we can talk about that more later. But the last thing I want to talk about is really what Dean Johnson was talking about is, the most important aspect of all of this is ensuring the success and retention of the people who we hired. And of the tenure track folks that we hired, we hired pretty equally to tenure track and tenured professors, which I think was important, but of the tenure track folks we hired, of the 18 seeking tenure, 17 were tenured, we only lost one person, and of the tenure track professors who went through our program, we had an 88% retention rate, which at the university, we will keep 88% of them. And I believe the retention rate for Black men, as of when I stepped down, may have been 100%. And we used a cohort model for that, inviting all of the faculty, junior faculty, across all of the schools to come together and meet once a month to develop a very powerful research professional and personal cohort. I gave them very intense group and individual coaching. I'm happy to talk about that because that I think was really crucial. And finally there was sort of a light community building. So those are the basics. There's another piece about kind of democratization triangulation that I can talk about, but those are sort of the basic things I think that we did over the decade that really transformed the campus. Thank you.

Dean Baynes: Thank you so much, Vice Provost Davis. It's great to see you. And I know that they had been successful because there was a Latinx woman that we made an offer to and they pay a huge amount of money. [Laughs] That's my recollection.

Dean Baynes: What did you say?

Prof. Davis: Resources.

Dean Baynes: Exactly. And I say to myself, well, that's really interesting because you know, so I was watching the chat and thinking about the presentation, I want to thank all of you, it's really a great conversation. And one of the things I noticed in the chat, is people wanted to know about more resources for this information. And I think people didn't know about a lot of these things that existed, especially like Lutie Lytle and Langston, and the new Asian-American women's program. But also specifically the NYU program and the Columbia program's existed for quite some time. People didn't know about it and weren't aware, so one of the things is people wanted more resources and want to know if there's other programs like this outside of New York. Because the Columbia program and NYU program are in New York. And so first I'd like to address that, but also how do we get the Columbia program and NYU program and all the other programs, how do we make them more accessible, more known to folks, and then we'll go to other questions as well. So those are sort of

the questions, what other programs are available that you're aware of? Now, Harvard has several programs, right?

Dean Onwuachi-Willig: Yeah. I would say there's several of them. Harvard has the Climenko Fellows, historically, has not been as diverse as some of the other programs. The University of Chicago has the Bigelow Fellows. And they also have, I think one of their fellowships, the Earl Dickerson Fellowship is in particular, for people who are underrepresented in legal academia. There's a fellowship, the Westerfield Fellows at Loyola University, New Orleans, Tulane also has a fellowship as well.

Dean Onwuachi-Willig: And...

Dean Baynes: Wisconsin.

Dean Onwuachi-Willig: Wisconsin has a...

Dean Baynes: Hastie.

Dean Onwuachi-Willig: Fellowship, of course, famous Hastie Fellowship.

Dean Baynes: And Harvard has the Reginald Lewis Fellowship, which is designed for diversity too, and there may be other schools that have, like, makeshift fellowships. If they find somebody who's really terrific, they will create a fellowship. So I think it's really important for Law School Admission Council, and the rest, to gather those resources so that people will have a list of all those fellowships that exist, especially those that may be geared specifically to minorities, but sort of generally, but I jest about Vice Provost Davis and the salaries they pay, which is great, but it was for entry level person. And in one of the comments I think that we heard from the Columbia program and NYU programs that those salaries are not. And so you think about it from the standpoint of, lawyers of color, it means a major sacrifice economically to be part of these programs, because they often don't practice or haven't practiced very much they may have done a clerkship. They then go to the fellowship program, do that for a few years. And again, on the job market and law school jobs generally, faculty jobs, they pay well, but they actually pay less than starting law firm positions, and people don't know about it. And so I think it's a challenge. So I just wonder, I'm not sure if Dean Morrison is is still on the call, let me see, and Professor Ponsa-Kraus. Any thoughts about ways that Columbia and NYU could maybe even be a little bit more accessible. What do you think?

Christina: So I'm not sure if Dean Morrison is here, so I'll just go ahead.

Dean Baynes: He had to drop off because he had another meeting. Oh he is here.

Dean Morrison: Christina, you go next.

Christina: So I'll go first, real quick. So what I can say, so here I do wish Dean Lester was here because she obviously has a more comprehensive institutional view. I do know that for our loan forgiveness program, that covers careers in public interest, for example, also covers careers in legal academia. So even before this academic fellows program, we've had our loan forgiveness program that helps people make that transition. That obviously is for our alumni, for people coming into our fellowship program, it's a challenge. It's a transition that they have to be able to make. And we are currently addressing it even more so for our JDs and our academic scholars program by giving them additional financial support, but there's work to be done to figure out how to solve this problem for sure.

Dean Morrison: Yeah. I would build on that, the loan repayment assistance program here at NYU also supports by helping to cover, often all of the debt obligations of our graduates who go into academia. And as I can say myself as a graduate of Columbia Law School, Columbia's program helped me when I went into academia. But just as Christina says, this applies to our graduates. And I think underscores something, which is that there's what our schools can do to try and encourage and ease the transition costs for people broadly going into academia. And then it will always be the case that I think we're in a position to do even more for our own graduates. I think that's just always going to be the case for each school. We can run programs for students while they are our students that tries to encourage people from underrepresented backgrounds to consider academia. We can recruit to the school in the first place with scholarship programs. We have one here at NYU called the Furman Academic Scholars Program that is designed for people who are coming to law school, thinking that they might be interested in academia. We do outreach to try and ensure that on the front end, that is a more diverse cohort than 10 years ago. We also, this is a technique that I think other schools in a position to have a program like this could consider, we admit a certain number of people into that program as 1Ls, and then we invite people to join the program in their second year as well. And we do that, not by relying on people to apply to us, but by reaching out, our faculty committee reaches out to students and through that tries to achieve a greater diversity than would otherwise be the case. On the back end, once people are out of law school and now thinking about the transition, of course, the schools with the resources can try and offer fellowship programs at a compensation level that blunts the opportunity cost. And I think the salary levels within our lawyering program are probably higher than some fellowship programs. I'm sure that they are, but certainly not as high, if someone is in private practice, then almost certainly they are going to be taking a compensation reduction. I think there's no way around that reality too, that it's rare that someone enters academia with the goal of maximizing annual salary.

There's very often some other option that's going to be more remunerative than that, that they're deciding not to pursue. I think what we want to try and do though, is to recognize the particular challenges that people coming from, underrepresented backgrounds, people who are disproportionately likely to be carrying the cost of supporting perhaps an extended family, for example, and try and blunt that to the extent we can by allocating resources to the extent possible. Again, I come back to I think the sort of very large programmatic ways of addressing that are going to be most helpful for a school's own students and graduates. There's nothing we can get beyond that, but no school I think is going to be able to take on a loan repayment assistance program for people who aren't it's graduates. And so that's a limitation.

Prof. Davis: Leon, can I add something real quick?

Dean Baynes: Yeah. Go ahead.

Prof. Davis: Two really quick things. One is one of the things I learned as vice provost is almost everything is negotiable. Almost everything is negotiable. I understand that the pipeline programs are fairly set, but we've had some really terrific people come through our pipeline programs. And sometimes we just find other ways of getting them cash beyond what's advertised. And I think the other thing is, Steven Carter told me this when I was a law student, so I want to pay it forward. He said, we don't do a great job as law professors of explaining to our own students that we're not compensated like school teachers, and school teachers should be compensated more, but when I thought about becoming an academic, my family and I thought, well, I'm going to be making \$40,000 for the rest of my life. And Steven Carter said, "You really need to understand that this is a profession that can be not insanely lucrative. It's not going to be like working at Goldman Sachs, but it will certainly lead towards, for most of us, by the end of our lives a solidly upper middle class

lifestyle." And I think being transparent with people about that. And then when you do get a job, again, depending on the school where you go, the salary ranges are immense, but again, a lot of schools will tap into the provost's office to get people some upfront cash. We frequently do it through what we call our "relo" packages, relocation packages. So your compensation is your compensation, but we can give people a significant chunk of change for their quote relocation. And if you drive yourself across country in a U-Haul, you can keep that that's significant figures and help to pay down debt. So I really encourage people to be in conversation with those of us who have been at this awhile about what you can negotiate, what's up for negotiation, what you can reasonably ask for, and most importantly, how to ask for it.

Dean Baynes: The secrets of the...

Dean Onwuachi-Willig: Can I make one more comment?

Dean Baynes: The secrets of the Provost's office.

Dean Onwuachi-Willig: Can I make one more comment too, because I think that all of us who are on law faculties and people who are our appointments and appointments chairs or on appointments committees or law deans can do now. And I think one of the things, and I think Trevor made a good point that you used to be that we used to rely these proxies. Completely rely on these proxies at work, especially to this proportionately exclude people of color. And I think they still do in many ways and we still do rely on them. But I think that knowing what we know about the ways in which people don't have equal access to fellowship programs, I think we all can just begin to rely less on them and begin to focus more on potential, and like what people are producing and not expect the kinds of things that come out of the fellowship programs. We used to hire great people before the fellowship programs existed. And so it'll be a long time and there are a lot of inequities among different law schools in terms of what law schools can provide, but we can all decide that we're not going to allow something that we know is sort of inequitable to continue to control our hiring or, I mean, it's hard I know, because there are so many people in faculty who find them to be so convincing, but hopefully the more people are speaking out against it, the less likely it is to have an influence.

Dean Morrison: Leon, could I just...

Dean Baynes: Yeah, please go ahead.

Dean Morrison: I want to agree with both of the comments just made but, Vice Provost Davis makes an excellent point, because I didn't mention it earlier, so I'm in very vigorous agreement with, which is, for anyone who's a dean or might be contemplating becoming a dean or the chairman appointments committee for that matter, or just on an appointments committee, your university has a provost office, be talking to them. This is effective at NYU as well. So there's actually a fellows program there that is university-wide, but the law school can participate in by putting forward a candidate that is designed precisely to achieve greater diversity and has access to a kind of broader spectrum of resources than a typical law school program, whether here or elsewhere, that's absolutely right. Second point is, depending on the location across the country, often one of the biggest barriers to being able to recruit anyone into a faculty position is not the salary picture, and as was pointed out, once you're on the tenure track in the law world, actually the salary picture is a lot more positive than in most of the rest of most universities. But there can be real complications around housing, while some universities are in a position to help address some of those costs as well. And certainly, Christina's school at the northern end of Manhattan and mine at the southern end are two good examples of ones that do that, but they're not alone. And so I think often potential candidates for teaching jobs don't realize that, and think that just housing complications are more of

an insuperable barrier than turns out to be the case, again, depending on the school and the jurisdiction. And so that's about helping people to understand that set of opportunities. And then I completely agree with Angela that, these fellows programs we can do as much as we possibly can to try and maximize the sort of accessibility of them, but exclusive reliance on them is always going to have a kind of exclusionary character, I think kind of inevitably. So the question is what is the openness of hiring faculty, hiring committees and faculties to consider people, say straight out of practice where they won't have had an opportunity to do the same publication yet, but might have great potential to do that. I think that these fellows programs have multiplied over the course of the last 15 years or so as a kind of a compensating response to the increased rate of hiring onto law faculties, people who have PhDs in related disciplines or the getting of the PhD is obviously an opportunity to be writing a lot more, so non-PhD candidates need some equivalent, some kind of postdoc-like thing to write up to that. But a faculty can be really intentional and understand that that doesn't have to be the only model for entry level faculty. And there are lots of great examples of people, of all kinds of backgrounds, who've become very successful scholars and teachers with having written very, very little before actually joining a faculty. So I agree with that sort of expanded aperture, being a really important piece as well. With that, I'm afraid I've got to go back to another meeting. Thank you again very much.

Dean Baynes: Thank you, thank you. Dean Johnson, you have your hand up.

Dean Johnson: Yeah, I just wanted to add that I agree with most of the comments, the one cautionary note I would suggest is that acting in good faith and discussing what's important to you with a dean if your in a negotiating position is critically important. I don't have to go to the provost to get extra money if I don't want to, no dean has to. So working with the dean and asking for maybe three or four things that are important to you as opposed to 550 is preferable. So think through carefully who you're dealing with, what's important to you and be transparent and act in good faith as opposed to making demands and slapping your hand on the table. And tell me that some academic that I'm supposed to respect, told you to say something.

Prof. Davis: Kevin, Leon, can I reinforce what Kevin said really quickly, because I think that's so important. I have coached some of the Washington University BAPS into, just help them do their negotiations and everything. And I tell them, here are the most magical words you can say to a dean, if you give me X, I will accept. Or if you give me A and B and C, I will withdraw from these five schools and it'll just be down to like you and Sacramento Community College or something like that. And so to really, really think hard about what your BATNA is, your best alternative to an agreement. What your bottom lines are, be very transparent about it and not go back and forth and back and forth, but just say like, this is what I need. And if you can get me this I'll come, or it'll be down to you and one other. And I think the deans are highly, highly motivated to bargain when you get to that point.

Dean Baynes: Definitely. So one question that's related to one of the questions in the chat, and the question asked, it was like, how do we transition from practice to academia? And so the question, what I see from the discussion of the Columbia program and NYU program, the Lutie Lytle Program, the Sudha Setty Asian-American Women Program, and all the other programs that are existing is that, it's sort of what Trevor mentioned before is that, and Angela, that there seems to be more and more push on scholarship and qualifications and fellowships and getting ready and whatever for these positions. And what do you say to someone who wants to become an academic, who may not want to do that, or is there another way? And Dean Johnson has written about how he tries to, in his process with respect to hiring that you have to go beyond sort of what the usual factors and whatever, and if you'd like to address, and anybody else want to address that and the other deans, how do you ensure that you're thinking about these people like 30 years ago, that you would have

hired and just went to law school, may have had, as one of my colleagues said, "She had just her law school note." It was a Yale Law School note, but all she had was a Yale Law School note. And now you have to have articles, people have articles and books. And so then the challenge is that someone straight from practice, it's hard for him or her to compete. So Dean Johnson, I'll start with you and then opening up to anybody else and we may need to close.

Dean Johnson: I do think, and I think Angela mentioned this earlier, some schools used to look at promise of scholarly potential. There may be people on this panel, maybe I'm one of them who got hired on the promise of scholarly potential, as opposed to having 10 articles like the standard Yale JD has in the hiring process now. And I guess I would encourage schools to look at that potential. And what that student note said and what that person's been doing. We've been pretty good, and it has taken some work to look beyond just whether you have the five articles that some fancy constitutional law professor reviewed and says are good and thinking carefully about it. I think that part of that is on our end, trying to make sure that we get the full possibilities to people, particularly first-generation law professors, people of color, all the people that Meera Deo writes about, in "Unequal Profession" who may not have had the financial resources to take a relatively low paying fellowship, get a PhD in law from Yale, or do those other things that people with lots of money can do.

Dean Baynes: Dean Setty has her hand up.

Dean Setty: Yeah, I just wanted to say briefly to echo what Kevin is saying and to kind of speak more broadly about it, right? We're all familiar with the idea of systems that are unfair and the fact that we need to address those things holistically. So I love the idea that all of the programs that we've talked about help people ramp up their credentials, the kind of accepted set of credentials and the increasing kind of specializations and PhDs and the set of articles. Like I like the fact that all of these programs are helping people navigate the structure that currently exists and that we seem to have been moving into as a legal academic profession for the last decade or 20 years. But I also think there's a place for exactly what Dean Johnson is talking about. And for us to really resist the idea that you have to have that level of specialization, and I'll speak, especially at those schools, like my own, where the quality of teaching and the ability of folks to really connect with students in a fundamental and profound way to help them. We have 41% of our students are first gen students. I'm not sure that the person who has 10 articles, but not a good rapport with students is the person that we want on our faculty. So we need to think much more broadly about who it is that we're hiring and what those core competencies are that we want them to bring to the classrooms as colleagues and for people who can help us change the profession. So I think we need to move on both tracks.

Dean Baynes: We have two more hands, I know we're almost out of time, so Dean Onwuachi-Willing and Dean Deo you will have the last words.

Dean Onwuachi-Willig: So I guess I wanted to just piggyback on what Kevin said, which I think was really a fantastic comment. And I want to say that the fellowships really provide the mentoring. And I think that one of the things that Dean Johnson has done so well at the school, and I have to say, I'm a total beneficiary of it. I'm a Kevin Johnson product. I was one of those people hired on my potential. And I was mentored, I received excellent mentoring from Dean Johnson throughout my career. And what those fellowships provide is really good mentoring for people so that they can go on the market. And that's why they're able to go on the market. They have that time. It's really good mentoring time to write, and great mentoring. And if you're hiring based on the kinds of things that Dean Johnson pointed out, and then you develop a good mentoring system so that you can mentor people when they're doing your faculty, you can have the exact same success. You don't have to rely on outside other schools to do the mentoring for you. And so I think that's one of the things that

UC Davis has done really well for many years under Dean Johnson's leadership. Dean Baynes: I was almost going to say, Dean Deo, but sometime in the near future. Professor Deo.

Prof. Deo: So I just want to amplify that the challenges that we're facing are systemic challenges and so while we have some individual strategies for combating them, it's really imperative that we employ structural solutions to work towards these changes that we're all individually working on. And so things that go beyond what we personally do, or that go beyond maybe what our school is doing or what we individually are doing at our school. One of the questions in the Q&A was asking about what students can do, and students have done so much already. They really have pushed many schools that frankly were not thinking very much beyond EEOC statements or encouraging people of color to apply, to recognize that they had to do more this past year. And hopefully that commitment will be there and those efforts will continue. But we can't rely on pressure from students to propel us forward. This past year especially, students have been going through such traumatic experiences. Our newest lessee annual report focuses on challenges to students under COVID, over half of our students of color have been facing food insecurity this past year for example, there's been crises with regard to eviction fears, housing loss, financial insecurity, and it really cannot be another burden that we place on our students to push us forward. And so thinking more collectively about how we can work together to make these changes is really a responsibility that we all have to take upon ourselves. And we can look to the leadership that's already doing that. The five Black women law deans, including Dean Onwuachi-Willig who have spearheaded the AALS, anti-racist clearing house project to really encourage schools to think beyond pointing the finger elsewhere at anti-racism and instead recognizing that we all have a role to play in working towards the legal profession, legal education, really the society that we all expect and hope for, for our future. There are things that we individually and collectively can do to work towards that. So I'll just end with that. And I think today's event is one example of a way that we can come together to learn from one another and to work towards this future that we're all hoping to see sooner rather than later.

Dean Baynes: On that, that's a great end note. Thank you all for participating. I think it's been a lively fulsome conversation. Thank you for your participation. I've learned a lot and I think we've all learned a lot. And the bottom line I see from all the conversations, we need to do a better job of letting our lawyers and our students know that academic positions are available to them, and figuring out ways to make sure that they are ready to take those positions. So thank you all for your participation.

[bright upbeat music]

Voiceover: Thanks to our sponsors! The American Bar Association, Association of American Law Schools, and the National Association for Law Placement. The 2021 Black Lawyers Matter Conference is presented by LSAC, University of Houston Law Center, and SMU Dedman School of Law, in collaboration with the conference planning committee.

[music fades]