

WEBVTT

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Let's go ahead and get started. So, welcome everybody. My name is Sally Richardson, and I'm moderating this next panel that we have, Pathways to Legal Academia. And this panel is really focused on how did we all become members of a law school faculty? There'll be panels throughout the day of what do you actually do as a faculty member, all the different things, but this

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This is how we got there. And so, let's start off, for all of our panelists, by giving your name, what type of professor you are, where you are, and so I'll start us off, like I said, Sally Richardson. I am a tenured professor, or what some people will call a podium professor, or doctrinal professor at Tulane Law School. And so, Chante?

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I'm Chante Brantley, and I am a clinical professor of law and the founding director of the Family Law Clinic at SMU Detman School of Law.

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Christina? And I am Christina Crozier. I am a clinical assistant professor at the University of Houston Law Center, and I teach legal research and writing to first-year students. Alright, now, Christina, how long have you been a faculty member?

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So, I have been at Houston for 2 years, and the year before that, I was a visiting professor at South Texas, so I'm entering my fourth year of teaching now. Alright, and Chante, how long have you been at SMU? 10 years.

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10 years I've been at Tulane going on my 15th year this year, so we've got different types of professors, different lengths of time, different law schools that you'll be hearing from.

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And, the question, one starting question, Chante, your daily interaction with students as a clinical professor, what is it like? What are you doing with students every day?

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Wow. Alright, so unlike a traditional classroom, and what we call podium, professors.

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I interact with students pretty much daily, and so it's whether having supervision meetings, because my clinic is a live clinic, they get real cases, and so I teach them the practice of law, family law, and the litigation.

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So, I review documents.

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I give them feedback, I check emails, so just think about a law office, a law practice, when you have, like, junior lawyers or baby lawyers. This is the clinical, setup. It's set up like a full law practice, and so my interaction is out... mostly outside the courtroom.

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And so, I'm sorry, not outside the courtroom, but... well, actually outside the courtroom, but outside the classroom. So that's typically what my day looks like. A lot of emails, a lot of feedback, strategizing with the students on clients. If they have an issue with a client and they need some...

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00:02:57.540 --> 00:03:14.219

some feedback, on how to address a different issue. So, just think about it as a law practice, and what happens when you are a first-year lawyer, junior lawyer, and you may have a supervising attorney that assists you. You can go back and bounce

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idea. So, the good thing about my practice is, I get a chance to still practice law, as well as teach the next generation on how to be competent and ethical lawyers. So that's my, that's what I mainly, do on a day-to-day basis.

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And Christina, in teaching lawyering skills and strategies, what is your daily interaction with students like?

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00:03:37.850 --> 00:04:01.189

So, like Chante, I also get to interact a lot with my students. It's pretty common for legal research and writing classes to be small. At Houston, there are 15 students or less. I have two classes per semester. So, in any given semester, I don't have more than 30 students, and I love that, because that means I get to know

all of my students, so it feels like a luxury that I know a lot of my colleagues don't get.

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So I'm often the first professor that my students get to know, right? I make them come in to conferences early on, just so that they kind of get over the fear of being in my office and talking to me, and I think after that, they're less afraid. So, I get to interact quite a bit. In addition, I'm course teaching, so depending on the semester, I'm teaching between 2 and 3 hours

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per week, but I think one of the gifts of the job that I didn't completely know to anticipate is how fun it is to get to interact with students so frequently.

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Alright, so Christina and Chante have relatively small numbers of students. Like I said, I teach... I'm a podium teacher, and so I'll have first-year sections of 75 to 90 students, and then upper-level lecture classes, largely lecture classes.

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In specialty areas, it'll be anywhere from 18 students to 75 students. So my interaction with students generally

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He's gonna be teaching 3 courses during an academic year, lecturing in large rooms like this to a lot of crowd, a lot of faces.

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A lot of faces who are on social media, and then really grading one exam at the end. The other interaction I'm gonna have with students is when I hire a student to be my research assistant, because a lot of a doctrinal professor's job is also about writing scholarship.

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So, helping me with law review articles, with books, and in that setting, I'll work more one-on-one with a student that I've hired. But generally, I'm going to be seeing students in a big classroom setting, is how I'm going to be interacting with students on a regular basis.

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So you get different ways that we interact with students, different classes that we teach, different times that we've been, law professors.

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00:05:46.640 --> 00:05:58.409

And we also have different paths of how we got to be law professors. So, Christina, how did you come to be a faculty... a visiting faculty member, and then a faculty member at U of H?

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So I took a very long road to academia. I, probably, like many of you during law school, watched my professors and thought, that looks like a very cool job. And I was especially infatuated with my legal research and writing professor's job, because I love to write.

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00:06:17.080 --> 00:06:41.959

And maybe because of that love, I landed right after law school in a large law firm in their appellate practice group. I was at Haynes & Boone, it's a lovely firm, strong appellate practice with really nice people, and so I parked it there for a long time. I learned a lot about writing, I had lots of opportunities there, and big firm salaries are not

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bad, and so I didn't feel motivated for quite some time

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to move. However, I kept having that nagging feeling that this might be an incredible job, and I tried to scratch the itch by doing a lot of continuing legal education presentations, and that just made it worse. I just wanted to do it more.

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And so about 15 years into my practice, I started applying. I had no idea what I was doing. I think as lawyers, we all know the concept of not knowing what you don't know. I had no idea what I didn't know about how to apply and how to create an attractive package, and even though I felt like I had a lot of good experience that I could contribute.

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It took me a while to figure it out. I applied for my current job three times, 3 years in a row, before I actually

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got it, but every time.

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I met people, I learned, I made friends, I learned how to package my CV better, for example, the exact same experience, but I made it look the right way, right? But I think the big clincher for me was

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because I had an opportunity to be a visitor at South Texas College of Law here in Houston. It's also a great school.

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00:07:56.240 --> 00:08:10.889

And, that gave me the teaching experience I needed to plug the holes in my resume, and I was able to come back and then get the position here. I can report that the effort was 100%

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00:08:10.890 --> 00:08:17.290

worth it. I'm glad I did it again and again, and again, because I was right. This is the coolest job ever.

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00:08:17.990 --> 00:08:25.520

I say, Chante, how did you become a law professor at SMU? Let me just say, yes, it is the coolest job ever.

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00:08:25.520 --> 00:08:36.089

Okay, well, I wasn't looking for a clinical professor job, or even a job for a full-time faculty.

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I had my... I was focusing, for the most part, on being an excellent lawyer, and I was a family law, had my own practice, a family law attorney, and I was a mediator as well.

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And, there was an advertisement in the Dallas Bar Association. I know we have the Houston Bar Association here, but there was an advertisement, and I saw it, and it... SMU was looking for a family law attorney

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to launch and design their family law clinic, right? They got a \$4 million endowment, and

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00:09:12.870 --> 00:09:32.870

so I saw the, the email, but I actually, I deleted the email. And then... and then my mentor, Judge Malvo, sent me an email, and she said, I think this is, this is something for you. You should take a look at it. And so I, I, I applied for it, and

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but one of the things I realized that a lot of my experience, the things that I had already been working, like building my own practice.

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I worked at a... as an adjunct professor at a... at Dallas Christian College. I was teaching a government class, right? Government class, it has nothing to do necessarily with what I'm doing now, but it allowed me to... to have that... some teaching experience.

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And so, I applied for the job, and I was, you know, the right candidate.

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It was, you know, my background with child welfare law.

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00:10:07.740 --> 00:10:17.430

And, the work that I was doing in the community, and, mentoring other young lawyers, and so all of that package helped me

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00:10:17.430 --> 00:10:42.199

to pitch the... that I was the right candidate, and I got the job. And so, I wasn't looking, but it's an absolutely wonderful, opportunity, and I like what I do, and and so, if you're interested, and you like that... that both practice, clinical education, because we are... we are... we are, influencing the next generation, I mean, literally

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00:10:42.200 --> 00:10:58.630

on hands-on experience on how to be a lawyer, and not just how to be a lawyer, but how to be an ethical lawyer. So, with that, hey, I would encourage you to look at clinical, clinical, practice as well.

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Even if you have to go in as an adjunct professor, because my adjunct professor, I know this is probably a little bit, not necessarily the question, but I do want to say my adjunct professor

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00:11:09.830 --> 00:11:31.230

is, was a person who was in practice and asked me, hey, do you have any opportunities over there? At the time, I didn't have any opportunities. But when I did, was deciding to hire, I reached back out to that person to let them know. So you just never know, what oper... you know, opportunities that you can get into the,

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00:11:31.230 --> 00:11:33.340

the legal, academia.

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00:11:33.830 --> 00:11:38.439

So Chante was not looking, but...

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00:11:38.660 --> 00:11:55.650

I was absolutely set of wanting to be a law professor. I wanted to be a professor when I got to law school. The question was a law professor or an economics professor, and law professors pay more, I can guarantee. But I wanted to be a law professor, and so I went to LSU Law School.

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00:11:55.650 --> 00:12:09.219

LSU, Go Tigers, they are not known for producing a whole lot of law professors. If you're in the business long enough, you realize, especially on the podium, doctrinal side, a lot of professors have gone to T14 law schools.

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00:12:09.330 --> 00:12:25.699

And so, in talking to my mentors in law school about what did I need to do, one of the things they said is you need to really start preparing and thinking about what goes into a resume to apply to be a doctrinal professor. And what goes into a resume is you're gonna want to

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go and do a federal clerkship. You're gonna wanna go and go to a big law practice. So I said, great, I'll go clerk on the U.S. Fifth Circuit. I'm gonna go to Skadden in D.C. and have that experience, and you're gonna wanna write law review articles. And so, while in law school, while clerking, while in practice, I was preparing and putting together, in law school, my student law review comment.

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But then, in... while clerking, writing more law review articles that I could have a publication record for when I was gonna submit my application to become a doctrinal professor.

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00:13:00.280 --> 00:13:17.590

I practiced for 2 years after clerking, and then said, okay, I think I'm now ready to either go and get another degree, and so go get an LLM from one of these T14 schools that will help maybe balance out that I went to LSU,

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or apply directly, and to law schools. Tulane, by happenstance, was looking for a professor at the time who was teaching in the exact areas that I wanted to teach in, and so I said, great, I'm gonna apply directly to Tulane.

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00:13:34.130 --> 00:13:46.889

And let's see what happens. It worked out. I've been there for 15 years. And so, this is all by way of saying there's a lot of different paths. Wherever you are right now in your journey to become

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a podium professor, a clinical professor, an LRW professor, an adjunct professor, there's a lot of different ways to get there. I think one of the things that's been highlighted by everyone on the panel is whatever opportunity presents itself to you

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00:14:01.610 --> 00:14:11.900

absolutely take, because those opportunities don't come around that all the time, and you never know what door it is going to open. And so.

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00:14:12.010 --> 00:14:31.139

Let me ask Chante, because we are going to leave time for everyone to be able to ask us questions. Obviously, you need answers from us, but what would be some advice? Like, what would be your advice for someone sitting in the audience today who says, I think I want to be a clinical professor, or I think I want to go and join a law faculty, what advice would you give to them?

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00:14:31.800 --> 00:14:37.870

The first advice would be definitely, focus on being an excellent lawyer.

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00:14:37.940 --> 00:14:52.349

Because that's definitely gonna help you, because your, your, people will speak for you, and, and the right people can speak for you, if you have, an excellent, track record.

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00:14:52.500 --> 00:15:01.369

And also, I would say, be open to, you know, she already sort of mentioned, but be open to opportunities that

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00:15:01.370 --> 00:15:18.769

you may not even expect, because just like for clinical teaching, what I'm doing now, I wasn't expecting to be a clinical professor, but I am. And so, you know, it may be something that you don't expect, but kind of be open to opportunities.

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00:15:18.820 --> 00:15:38.000

And probably lastly, find opportunities to teach. Like I mentioned that I taught a government course at a small college, but that gave me some exposure, and of course I had that on my resume. So, look for opportunities, to teach as well.

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Christina, advice you give to everyone?

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I echo what Chante said about looking for opportunities to teach, because I think, you know, most of us are gonna come in with some solid practice experience, but that teaching edge sets you apart. You know, you can adjunct. Universities are always looking for great adjuncts, right? You can be a visitor.

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00:16:00.450 --> 00:16:16.540

Also, make sure you do your homework, and figure out those things that you don't know what you don't know, figure out what you don't know, and then start to do it. So, if you're... if you don't know anything about pedagogy, or if you're sitting here right now thinking, what is that?

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00:16:16.540 --> 00:16:40.889

Then you're like me, that's where I started. And you need to figure it out, right? Or you won't be able to interview well. So, make sure you start learning. I think in the world of ChatGPT and Claude, that would be a perfect jumping-off point to start figuring out what you don't know yet. And then finally, if at first you don't succeed, try, try again, and make friends as you go. Don't be afraid

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00:16:40.890 --> 00:16:50.439

to put it out there that you're interested. I think being in practice, I was a little bit afraid to say out loud that I was interested in doing this, because I didn't want it to be a ding

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to my current practice, but the truth is, if you're gonna do it, it's gonna be kind of public, because you're gonna have to give a lunchtime presentation to the whole faculty, so you can't really keep it a total secret. So you might as well start networking and getting to know people and asking questions.

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And I agree, certainly, do your homework. Being here is a great start of doing your homework. I have chaired the hiring committee for Tulane many times, I'm chairing it this year, so if you're interested, let me know. But one of the things we see every year is we'll see someone apply for, let's say, a clinical position.

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00:17:25.050 --> 00:17:38.210

And they've never actually practiced law. And I can guarantee... yeah, you laugh. It's not gonna work out, because as a clinical professor, you are teaching students how to practice law. If you haven't done it.

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00:17:38.250 --> 00:17:51.449

That's gonna be a problem. On the podium side, a lot of the job, yes, teaching is what everybody sees, but honestly, for most law schools, podium faculty, the main part of our job is writing legal scholarship.

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And so, if you haven't written any legal scholarship, it's gonna make getting that first podium position a lot harder. So, thinking about, let me start with bar journal articles, let me start with getting in essays and law reviews and things like that. Really getting, doing your homework and preparing for the type of job that you want.

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And appreciating the differences. It's very different teaching in the clinic versus teaching one course a year as an adjunct, which is incredibly necessary and very helpful for law schools, versus lecturing to 90 students. They're all very... they require different skill sets.

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And so, thinking about what fits your skill set, and what do you want.

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And then, the last thing I would give, for advice before we open it up to questions.

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It's also just networking.

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Going, you are going to have opportunities. Your alma mater may say, we want to put together a panel of lawyers doing employment law work.

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00:18:49.760 --> 00:19:14.350

And when you're called, take the opportunity, because you are going to meet more people. You remember the professors you had in law school? They're new faculty members! We keep changing, we keep moving, and so meet more people, network with more people, get the word out there that you would be interested, you know, if someone wants to call you up, then let them call you up, but let people know.

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00:19:14.540 --> 00:19:29.019

And I think with that, I always think in these situations, it's best for y'all to be able to ask questions of us. So, what's on your mind? What questions might you have about pathways to become a legal academic?

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00:19:31.530 --> 00:19:33.610

This is not a time to be shy.

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Yes

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00:20:03.970 --> 00:20:05.419

Christina, do you want to answer first?

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00:20:05.830 --> 00:20:20.740

I'm going to guess that varies by school. Sally, do you have an opinion? Yeah, so it does vary somewhat by school, but I actually think it is not a trap. We have a number... in fact, I was just talking with Chante, asking how one of my friends at SMU is

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00:20:20.740 --> 00:20:30.910

who started in the clinic at Tulane, moved to the doctrinal faculty at Tulane, now is back doing a mix of doctrinal and some clinical work at SMU.

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Actually visiting programs and fellowship programs frequently at law schools will be for legal research and writing professors to do for a two-year period before they go on the market.

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00:20:42.800 --> 00:20:47.030

I think just keeping... it is not a trap.

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00:20:47.210 --> 00:21:02.550

You do, if you really want to become a podium faculty, keeping your eyes on that, so you're making sure you're building your resume while teaching, in LRW or in the clinic, whatever it may be, I think any teaching experience is good. Getting your foot in the door is crucial.

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00:21:03.690 --> 00:21:07.509

And I would say... I would not call it a trap.

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00:21:07.760 --> 00:21:24.189

I think because each... we need professors in every element, and they're all equal, in my mind, so I think it's important not to use the word trap. And plus, I think, you know, people do have opportunities to do whatever they need to do, and I think the panel's 100% right. There's a lot of opportunities

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00:21:24.190 --> 00:21:35.630

that people may move into other things, but I wouldn't call it a trap. That would... that would... not a good word to use, frankly. Just being honest. Any other ques... I see, Dean Roberts.

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00:21:35.660 --> 00:21:39.239

Say hi, St. Mary's, welcome.

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00:21:40.340 --> 00:21:45.849

Are there any other deans that slipped in, but I didn't see? Oh, there we go! Angela?

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00:21:46.710 --> 00:21:48.340

from ASU.

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00:21:48.840 --> 00:21:51.290

Thank you. Anybody else I missed, or no?

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00:21:51.790 --> 00:21:52.710

Good.

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00:21:53.590 --> 00:21:54.990

Is there a question? Okay, great.

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00:21:55.280 --> 00:21:57.390

Hi, yes, quick question.

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00:21:57.680 --> 00:22:04.480

You mentioned teaching being very important. What if you have the option, or the opportunity to teach

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law-adjacent, let's say in a business school, or any other department? Would be that something that you would still pursue?

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00:22:13.220 --> 00:22:23.649

Yeah, I would, because, it was... the course that I taught, it was a government course, so I just think the... what helped me is kind of...

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00:22:23.680 --> 00:22:34.820

Get an understanding of, you know, the teaching, sort of the teaching methods that were general, getting accustomed to, working with students, and how the lingo of

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00:22:34.820 --> 00:22:50.720

of, in the... when she mentioned, like, the pedagogy and the faculty and all of that, so I think that that... it's still teaching and experience, because I see it at... I say teaching, but any kind of instructional experience is gonna be helpful,

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00:22:50.840 --> 00:22:53.940

when you, to... on your resume, yeah.

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00:22:54.130 --> 00:23:03.910

And the idea of building a syllabus is something... I would say we have a lot of folks who... I mean, I've served in the administration, and people who say, I want to teach a class, which is great.

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00:23:03.910 --> 00:23:16.740

But thinking about what it takes to go through a 13- or 14-week semester and actually build that out, getting a handle and doing that at any level is very helpful.

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00:23:16.790 --> 00:23:34.659

We just hired a new faculty member who got his teaching start in 8th grade history, and then he went on to adjunct. But, you know, anytime you can learn command of the

classroom, it's something. It's certainly a start, and I know we value it.

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00:23:34.660 --> 00:23:39.639

He was a partner at a big firm before all of that. Heading up a practice area.

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00:23:40.920 --> 00:23:53.039

Good morning. Thank you, Dean Baynes. My name is Lee Williams, and thank you for leading this wonderful panel. I'm interested in pursuing a doctrinal tenure position.

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00:23:53.260 --> 00:24:01.909

Can you please give me some specific, granular networking skills that can help me to

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00:24:02.270 --> 00:24:07.839

ensure that I'm well known with the faculty for the school that I'm applying to.

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00:24:07.980 --> 00:24:31.599

Okay, so one, I think this is true regardless of which type of faculty position you're applying for. One, every faculty has an appointments committee, either, they're called an appointments committee or a hiring committee. It's all published in the American Association of Law Schools, in their, referred to as the FAR form. All of the information is out there.

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If there's schools you're interested in, you should absolutely be looking up to see who is the hiring chair at Houston this year, who is on the committee.

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It is... if you are applying, at the entry level for any of these types of professorships, and you put your application, your resume, in the AALS, American Association of Law Schools form, we will all receive it. You can also directly look up the schools, so...

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Tulane is not an anomaly. We have a link where you can directly apply. Also, you can reach out to any members of the committee, because we publish all that information. And so, making yourself known, the more times you can make yourself known to the individuals who are going to do the first cut of really looking through the resumes on this committee level is good.

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It's kind of the all news is good news idea. The more contacts you can make, the better.

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00:25:28.730 --> 00:25:32.290

Also, participating in events. Events like this.

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There's another very popular regional event, SEALS, which happened a week ago in Florida every year. It happens the last week of July. The Southeastern Association of Law Schools is what SEALS stands for. Different regions have events like that going. It's a law professor hangout, which means it's like Nerdfest, but an awesome Nerdfest at the beach.

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00:25:53.760 --> 00:26:00.009

And going, walking around, talking to people is just a great way to begin the networking conversation.

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00:26:00.020 --> 00:26:01.730

I don't know if y'all have other ideas on...

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00:26:01.930 --> 00:26:15.440

I would just add, get you some friends, some faculty friends, everybody in here, you should have, you know, a faculty member or friend in your Rolodex, and, hang out with us.

129

00:26:16.690 --> 00:26:35.670

I believe in the power of lunch. I'm an introverted person, but I can have lunch with anyone, right? I could have coffee with anyone, so I think one-on-one connections can be really meaningful, and if you're not a cocktail party kind of a person, that's fine. There's still lots of ways to make meaningful one-on-one connections.

130

00:26:39.110 --> 00:26:43.260

Hi everyone, my name is Jenny, and...

131

00:26:59.650 --> 00:27:03.150

I want to know, or be sure.

132

00:27:03.400 --> 00:27:17.589

How are you... what is the main challenges that you have been using in the classroom?

You'd say that you, have a very... a connection with your students, and so I just want to know what is the...

133

00:27:17.710 --> 00:27:35.860

the new role for the teacher in the school, and also how the student have the experience to... with all this new system that we have now, and with the learning process. And so, what is the main challenges that you have in the classroom?

134

00:27:36.070 --> 00:27:37.510

Christina, you want to start?

135

00:27:38.530 --> 00:27:49.050

I think the first year they're scared, right? And you've all been there, they're posturing, and so you kind of have to break through that, right?

136

00:27:49.050 --> 00:28:03.549

I think for me, I try to foster a really non-judgmental environment, where they feel like they can say anything to me, and I'm not going to judge them, or think they don't have the intellectual chops to be here.

137

00:28:03.550 --> 00:28:14.629

So I think trying to create the most judgment-free zone I can has been really helpful, because then they're not afraid to talk, you have more interaction in class...

138

00:28:14.710 --> 00:28:22.849

And I think that's just a lot more fun for me and for them, and a lot more productive. So I feel like, for me, that's been a little bit of a secret sauce.

139

00:28:24.200 --> 00:28:34.730

Well, I don't shy away from AI because I know it's gonna be used. Number one, law firms are using, the tools, and so

140

00:28:34.730 --> 00:28:48.830

I want to make sure that my students are using them, and using them ethically. I mean, they're not putting in client information into the chat box, asking them to, questions and giving me some strategy, no.

141

00:28:48.830 --> 00:28:59.059

So I have a policy in the university at SMU, they allow you, if you want to allow, AI, the students can use it. So I have one

142

00:28:59.060 --> 00:29:21.949

that they can use AI, you know, for their research or whatever, and of course, if they're using it, they have to let me know that they're using the, the tool in their, their research papers or their, memos. But I don't, I don't shy away, because I know that they're going to use it, and, and I don't want to put my students at a disadvantage

143

00:29:21.950 --> 00:29:34.200

where other schools are allowing students, to use it. And so, but I have had instances, you know, you really gotta talk to, you know, students about it, and tie it to ethics.

144

00:29:34.220 --> 00:29:55.299

Do you want this to be a violation of a professional rule of responsibility? Because if it is, then we're gonna have, you know, a problem, and I won't be able to sign and say I didn't have any issue with my students. So I tie it to ethics and our professional responsibility, but, yeah.

145

00:29:56.290 --> 00:30:17.790

And on the podium side, because we... I only give one exam at the end, and for me it's closed book, closed note, closed everything, open mind. Is my statement. I don't have any AI issues in the classroom. My biggest challenge in the classroom is learning 75 to 90 students' names, as quickly as possible. That's the hardest thing.

146

00:30:19.120 --> 00:30:21.470

Bless you.

147

00:30:31.700 --> 00:30:37.049

Okay. So if you know absolutely nothing, but you know you want to teach

148

00:30:37.220 --> 00:30:48.629

who's the best to reach out to get that conversation started? Is it one of your former professors? Is it the career development office? Like, the dean? Who should you reach out to start the conversation?

149

00:30:48.740 --> 00:31:03.940

Who would you reach out to? I think all of those persons you just named. Probably start with a former professor. That's what I did when I started the SMU clinic. I went straight to Professor Sampson at UT for some advice on how to set up the clinic, so...

150

00:31:04.220 --> 00:31:05.270

I agree.

151

00:31:05.610 --> 00:31:14.929

I do too. And, you know, they can then help you expand that network. Again, power of lunch, set up lunches, right? You could join in with them. Absolutely.

152

00:31:22.960 --> 00:31:35.269

Good morning, and thank you for your insights. I have a question for, especially for Professors Brantley and Crozier. You spent 10, 15 years building your practice, like, private practice, and then

153

00:31:35.270 --> 00:31:46.959

When a client seeks you out, do you refer them to, like, a trusted colleague, or you still take clients on the side, or what happened to, like, everything that you built before in your practice?

154

00:31:47.960 --> 00:32:05.219

I have an unusual arrangement in that I practiced at the same place for so long, since 05. When I started teaching, they asked if I just wanted to hang in there as of counsel. And so, I'm still of counsel at Haynes & Boone. It's lovely. They mostly leave me alone, because I know I have a full-time job.

155

00:32:05.220 --> 00:32:12.640

But I did an oral argument in the spring, I did a trial the beginning of the summer, we won our argument, and

156

00:32:12.700 --> 00:32:25.860

So I feel like it's kept me kind of fresh. I, I think in most circumstances, it would be very difficult to continue practicing, because this is very much a full-time job, but they respect my time.

157

00:32:26.850 --> 00:32:42.110

Yeah, great, great question, because I was practicing maybe, I want to say, 7 to 8 years, and I knew that I had to wind down my practice in order to take, be a clinical professor, because I knew full-time it was a...

158

00:32:42.110 --> 00:33:00.720

a lot of, work, and, but I did ask if I can keep as an option my mediation, still do some mediations, but after 10 years, I haven't done that one. I haven't done a

mediation. But, now,

159

00:33:00.880 --> 00:33:05.460

SMU allows... you can do some consulting work at least once a week.

160

00:33:05.520 --> 00:33:20.929

And so I do some consulting work with local counsel, or people who ad hoc vice, I do some... and then I advise, so I do some things on the side, but it's basically mainly, consulting that doesn't interfere with my, my, my work.

161

00:33:21.720 --> 00:33:39.259

Thank you to all of you, and it's so great to be here. My name's Ezra Brown, I'm a clinical teaching fellow at Cornell Law School, and my question is related to the FAR process, and I've just submitted my FAR form, which is something I've learned about very recently, but

162

00:33:39.490 --> 00:33:54.699

I would love to hear a little bit more about what it looks like on y'all's end when you receive that information, or how do you receive that information, how do you start to process that? And then I loved Professor Brown Richardson's advice about

163

00:33:54.710 --> 00:34:01.900

directly applying to, when might it be necessary to maybe directly apply as well, or in what circumstances might that help?

164

00:34:02.610 --> 00:34:17.089

So I know the next panel is going to be on the application process, but I'll go ahead and say the FAR form on our side, when we get it, all the information you have put in is put in a standard-looking CV, basically, and it...

165

00:34:17.090 --> 00:34:22.669

It's gonna very quickly read, if you... the first thing we're gonna see is after your name

166

00:34:22.670 --> 00:34:32.339

is gonna be if you put, I will not go to certain states, that is the very first thing we see. And so if you haven't filled out your FAR form,

167

00:34:32.380 --> 00:34:37.649

try and keep that blank. It would be my advice, because it's a red flag pretty quickly.

168

00:34:37.670 --> 00:34:55.049

We're gonna see then your courses that you are interested in teaching, and for most schools, that if you're looking for schools that are looking in a particular area, like, we need someone in our domestic violence clinic, we need someone to teach towards, we're gonna quickly scan and see, is that one of your five courses you've listed?

169

00:34:55.050 --> 00:35:03.310

And if we're specifically slot hiring, and you didn't list it, we're gonna keep on moving before everything else. But then all the other things that you have, your publications,

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00:35:03.650 --> 00:35:14.339

past employment, all of that's gonna be listed in a one page that, the American Association of Law Schools has put together through your FAR form. So that's what we're gonna see on our end.

171

00:35:14.370 --> 00:35:31.970

I would recommend, certainly, for those of you who are going on the market and filling those out, that's another touchpoint to talk to a faculty member, either where you are doing maybe a fellowship or where you went to law school. They can look at your information and tell you

172

00:35:32.200 --> 00:35:50.280

put this, don't put this. Because everything you fill out, everything you send in, it's helpful to have someone else's eyes on it to be able to say, yes, this is what people are looking for when they see your information. As far as reaching out individually to schools.

173

00:35:50.280 --> 00:36:06.909

I think for any school that you are interested in, reach out individually. The AALS has put out a big packet, it came out, I think, a week ago, that lists every hiring opportunity at every law school who's a member of AALS, which is all the law schools, so you can see

174

00:36:06.910 --> 00:36:21.080

is someone hiring in the area that I want to be? Is someone hiring for a legal research and writing professor? Someone hiring... what are you hiring for? What do I want to be? I would tell you reach out. There is almost no connection you can make that is a bad one.

175

00:36:26.110 --> 00:36:29.080

Do I see a hand? Yes. Where? Oh, there we go.

176

00:36:34.700 --> 00:36:39.620

Well, we have audience at home, or not at home at the moment, but they need to hear you.

177

00:36:39.850 --> 00:36:47.319

Good morning. So, I wanted to ask, Dr. Crozier? My apologies.

178

00:36:47.780 --> 00:37:04.800

Thank you. So, you said, I think, 5 years. 2 years at South Texas, and then your 3 years here? Is that what you... 1 year South Texas, 2 years here. So what made you keep trying? What did you learn each time? Let me go back.

179

00:37:05.160 --> 00:37:16.429

How did you get into... was it just an adjunct position, then you transitioned? But what did you learn each time you kept trying to get to where you are now?

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00:37:17.410 --> 00:37:36.440

I think I knew so very little that I didn't even appreciate that it was bold to just go for the full-time, non-adjunct position straight out the gate. So that's what I just kept going for. I kept trying because I really wanted the job, and I'm so glad I did. I was right that it was the right fit for me.

181

00:37:36.480 --> 00:37:52.539

What did I learn each time? I think the first time, I learned that my CV was all wrong. Like, I had all the same material, right? But in a practice, you have a shorter CV, you know, at a university, you want a nice, long CV.

182

00:37:52.540 --> 00:37:57.469

And you don't, you know, do all the editing that I would do in practice, right?

183

00:37:57.470 --> 00:38:11.090

So, things like that. I was able to make my interviews stronger by learning more about pedagogy, right? Because you're gonna get a lot of questions about that, and I just wasn't really prepared for those the first time around.

184

00:38:11.250 --> 00:38:20.779

And so, the visiting position at South Texas was really a blessing, because it also just gave me the opportunity to figure out

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00:38:21.400 --> 00:38:31.870

the different aspects of teaching that I just didn't even know to wonder about. So it was definitely a process, but I got to know a lot of people along the way... along the way, too, which helped.

186

00:38:32.350 --> 00:38:57.010

Can you explain a little bit about pedagogy for the audience that may not understand, just briefly? If you're like me, I got a question about pedagogy in my first interview, and I really thought, I don't know what that is. So it's the science around teaching, right? What makes teaching effective? And I'm probably not defining it well, right? But, you know, thinking about things like assessments.

187

00:38:57.010 --> 00:39:04.959

How do you assess students well? How do you get students to learn well, right? How would you teach your class?

188

00:39:05.130 --> 00:39:23.610

And it's not enough to say it would be fun, right? You've got to really have a plan for, this is the way I would break down my lectures, this is the way I'd want to give assessments, this is how I'm thinking about AI, which I bet you will get lots of questions about. So really thinking about how you would teach your class.

189

00:39:24.990 --> 00:39:40.159

Can I add one? For those who are looking for a clinical position, if you want to learn a little bit more about the clinical pedagogy and how case rounds or rounds and the methods of teaching that we use

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00:39:40.160 --> 00:39:48.650

CLIA, which is Clinical Legal Education. If you go to their website, there is a, for new law

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00:39:48.650 --> 00:40:01.709

professors, there is a book that we put together, and it'll tell you all of the information you need to know about the pedagogy and, that we use in clinical teaching. It's a good, very good tool.

192

00:40:06.500 --> 00:40:07.250

Oh, great.

193

00:40:08.740 --> 00:40:20.149

Madeline, you're going on the market? Maybe, Sally. I have a question that some people might have that don't know to ask, maybe.

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00:40:20.150 --> 00:40:30.259

But when you're a practitioner, and you're trying to convert from being a practitioner to a law professor, your clients don't really want you doing scholarship and opining about the law.

195

00:40:30.260 --> 00:40:40.309

Neither do your partners, right, or your colleagues, because you're gonna opine about the wrong thing, and the case is gonna walk in the door, and you're gonna be recused. Like, you're not gonna be able to take the client.

196

00:40:40.530 --> 00:40:46.899

So, how do you... Engage in scholarship and work in scholarship from that space

197

00:40:47.120 --> 00:40:53.199

to set you up for a positive interview with a, with the university.

198

00:40:54.630 --> 00:41:10.819

That was, for me, very complicated. I had to have... I published two articles while I was in practice at Skadden, and I did have to have both articles clear through legal counsel at Skadden to be able to say, this will not be... we don't think this will be adverse to anything that we're representing.

199

00:41:10.820 --> 00:41:17.310

I intention... I will say what I did was I intent... so I teach property and community property and comparative law.

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00:41:17.440 --> 00:41:34.639

I intentionally did some articles on comparative community property law that I knew were very unlikely to come up on my firm's radar, and were going to be kind of removed from what I was practicing on. But that is something you have to be very cognizant about.

201

00:41:38.520 --> 00:41:39.889

Any other questions?

202

00:41:40.740 --> 00:41:53.419

And Dean, we're gonna finish right on time. I think so. I mean... Great. So, Professor Richardson introduced herself as chair of our hiring committee. Are there

any other chairs of hiring committees in the audience, so people can see you? Okay.

203

00:41:55.800 --> 00:42:03.879

Great. And Johnny, yeah. Okay, so is that let's thank the panelists. Thank you. Great job. Thank you for being here. Welcome.

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00:42:04.530 --> 00:42:14.229

So, in this panel, and I'll ask my co-panelists to introduce themselves in a minute, we are going to get down into the nuts and bolts of the

205

00:42:14.510 --> 00:42:18.999

application process for all of these positions. Thank you very much.

206

00:42:20.660 --> 00:42:39.979

Okay. Panelists, please introduce yourselves. Hi, I'm Johnny Buckles. I've been a law professor here at the University of Houston forever. I started in 2000. I also chair the hiring committee this year. It's great to have you. Welcome. I look forward to meeting you more personally later.

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00:42:41.150 --> 00:42:50.509

I'm Pam Keller. I guess then I've also been teaching forever, because I started in 1999. Yeah. I got you by 6 months.

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00:42:50.620 --> 00:43:08.170

I teach at the University of Kansas. I'm a clinical professor, and I'm also the director of the Lawyering Skills Program, and I direct parts of our Moo Court program. And I started as a lecturer in our legal writing program way back when.

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00:43:08.950 --> 00:43:16.220

And as I said, I'm the Assistant Dean of Clinical Programs. I'm also the Immigration Clinic Director here at the University of Houston.

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00:43:16.370 --> 00:43:19.809

I've only been here for 3 years, but...

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00:43:20.390 --> 00:43:32.339

I've also taught at American University in the Gender Justice Clinic, and at the University of Connecticut in the Asylum and Human Rights Clinic, so I have an interesting kind of trajectory through a bunch of

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00:43:32.540 --> 00:43:37.000

temporary positions, this is my 11th year doing clinical teaching, however.

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00:43:37.700 --> 00:43:44.980

Okay, before we get started, so each of us are going to talk about the hiring process as it...

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00:43:45.180 --> 00:43:46.819

as kind of...

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00:43:47.150 --> 00:43:54.579

it centers around our experience, and of course, Johnny is the head of our appointments committee now.

216

00:43:54.890 --> 00:44:02.350

I want to start... that's a little bit distracting... just to clarify some...

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00:44:02.550 --> 00:44:07.760

terminology, because we make a lot of assumptions about what

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00:44:08.440 --> 00:44:13.220

areas and types of positions, kind of, they go together.

219

00:44:13.480 --> 00:44:25.389

So, I wanted to kind of separate things into areas of teaching. So you have doctrinal, which is kind of the podium clinic, the podium teaching that we're all kind of accustomed to.

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00:44:26.010 --> 00:44:39.319

There's clinical teaching, like myself and Chante teach, and you have the title clinical professor. Do you teach in a live client clinic? No, I'm not a live client

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00:44:39.360 --> 00:44:55.210

clinic teacher, but many... there are a good number of legal writing programs that categorize their legal writing professors as clinicians. Including U of H. So there's clinical as in live client, there's legal research and writing, prof...

222

00:44:55.210 --> 00:45:03.389

positions like Professor Crozier, there's externship and field placement positions, academic success,

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00:45:03.650 --> 00:45:08.870

Bar prep, and some library positions that are also faculty positions as well.

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00:45:08.930 --> 00:45:24.079

So those are... and I may have missed some, so I apologize. Those are kind of areas of teaching. And then there's types of teaching positions, and though they are kind of lined up, they're not meant to align.

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00:45:24.550 --> 00:45:39.709

Any of these areas can have any of these types of teaching positions in them, and I think it's important to highlight, because the application and hiring process looks different depending on the type of position and area.

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00:45:40.030 --> 00:45:45.959

So, types of teaching positions, obviously, there's tenure track, and we're all very familiar with that, because...

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00:45:46.520 --> 00:45:48.250

Probably many of...

228

00:45:48.680 --> 00:46:03.190

your law professors were tenure-track teachers. There's also long-term contract positions, and many legal research and writing positions, many clinical positions, are kind of tenure-ish without being tenure.

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00:46:03.620 --> 00:46:12.370

They're shorter-term contract positions. In this institution, they're called professors of practice sometimes, or lecturers.

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00:46:12.650 --> 00:46:14.929

Re...

231

00:46:15.190 --> 00:46:26.020

They also get different titles, and sometimes it's important to ask, be very specific about, like, so, like, what is the length of the term of this contract?

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00:46:26.580 --> 00:46:41.739

There's visiting professorships, there's adjunct professorships, which we'll get into, and there's also fellowships. And I did, essentially, what were two

fellowships before coming here, and now I'm in a long-term contract position here.

233

00:46:41.910 --> 00:46:53.679

Okay, so, we will talk about a lot of the different areas and the different types of teaching positions. First, Professor Buckles, Johnny is going to talk about, kind of.

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00:46:56.610 --> 00:47:04.100

The position area match that is kind of most common, and is...

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00:47:04.220 --> 00:47:09.319

kind of goes along most by the AALS FAR...

236

00:47:09.770 --> 00:47:14.170

process, which is doctrinal, tenure-track hiring.

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00:47:15.010 --> 00:47:21.920

Then, Pam, Professor Keller, will talk about legal research and writing hiring, both as

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00:47:22.040 --> 00:47:28.980

long-term contracts, I think. And then... or we'll talk about legal research and writing, and kind of that,

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00:47:29.930 --> 00:47:43.050

that universe of, types of positions, and then including adjunct hiring. And then I will talk about clinical hiring, and the universe, that kind of area of hiring.

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00:47:43.450 --> 00:47:45.370

Audio shared by UH Law Alumni Relations: So... Professor Buckles.

241

00:47:45.870 --> 00:47:52.890

Thank you, Professor Cabot. So, as you know, in law, understanding anything About everything

242

00:47:53.060 --> 00:48:05.880

requires you to know some definitions, and the same is true here. You need to understand the language of law professors with respect to hiring, so we will begin with vocabulary.

243

00:48:07.430 --> 00:48:15.579

As we talk through the vocabulary, I will overview the doctrinal, faculty, tenure-track doctrinal hiring process for you.

244

00:48:15.810 --> 00:48:33.390

And after overviewing the process, I intend to elaborate on a few details. I think some of what I'm going to say will address several of the questions that you had for the previous panel, because you wanted to go there already, so hopefully I can help in that regard.

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00:48:33.620 --> 00:48:47.960

So, on vocabulary, if you will refer to the slide, and a thankful shout-out to Professor Steve Clowney of Arkansas, some of whose slides, including this one, I'm going to recycle from last year's workshop.

246

00:48:48.510 --> 00:48:56.509

As we go through these definitions, keep in mind that what I tell you is going to be a typical process.

247

00:48:57.040 --> 00:49:14.929

For doctrinal categories, tenure-track doctrinal categories, what do you think of when you think of your first year of law school, for the most part? So, contracts towards, or, you know, for your favorite class in 2L or 3L year. Tax, right? Because that's what I teach.

248

00:49:16.600 --> 00:49:32.150

But what I'm going to describe to you, there needs to be a footnote here. Sometimes, you may be able to obtain a tenure-track doctrinal position that is in some way achieved through a deviation from the normal process.

249

00:49:32.430 --> 00:49:38.280

Audio shared by UH Law Alumni Relations: So even though I'm going to tell you all of this, and this is what you should expect as a matter of course, sometimes

250

00:49:38.450 --> 00:49:45.210

there are other inroads. I, for example, was a spring hire.

251

00:49:45.450 --> 00:49:51.939

And the way that I got the attention of the faculty was unconventional. It can happen that way, too.

252

00:49:52.360 --> 00:49:55.580

But for most of you, for much of the time.

253

00:49:55.780 --> 00:50:03.009

It's going to be pursuant to an, a process that you can anticipate, and that's what I'm going to describe to you.

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00:50:03.350 --> 00:50:15.830

The process for hiring in these doctrinal tenure positions, it often largely follows a timetable that's driven by the Association of American Law Schools, the AALS. What's that?

255

00:50:15.920 --> 00:50:33.140

The AALS is, really the trade association for law school professors, librarians, and law deans. It hosts conferences for us. There's a huge academic conference in January that many of us go to and present at and network.

256

00:50:33.140 --> 00:50:38.280

And, it also runs a centralized hiring service designed primarily

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00:50:38.280 --> 00:50:53.979

primarily for aspiring entry-level law professors, like most of you. And so when we think about the AALS-driven process, that brings us to an acronym that you've already heard now, the FAR.

258

00:50:54.320 --> 00:51:10.439

The FAR. What is the FAR, the Faculty Appointments Register? It is a database of specialized, basically short-form CVs that candidates like you fill out and submit to the AALS

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00:51:10.780 --> 00:51:16.370

which then distributes these special form CVs to law schools.

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00:51:16.970 --> 00:51:20.930

You have to register for the FAR, and pay a fee.

261

00:51:21.330 --> 00:51:36.009

The FAR form will prompt you to summarize you, your education, teaching, employment experience, teaching preferences, publications, bar passage, a few more items. We've got some slides that, in blank form

262

00:51:36.010 --> 00:51:55.960

show you, what you can expect. Yeah, so let's just kind of, real quickly. So, you'll see, oh, there's the one that you don't want to fill out, the geographic restrictions, as a former panelist said. I will tell you, as a negative example, I was naive enough to actually do that, because, we had family in the central United States, and my wife

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00:51:55.960 --> 00:52:02.619

you know, wanted to signal that we weren't just gonna go anywhere, so I said, you know, no, and then listed certain geographic...

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00:52:02.620 --> 00:52:17.189

restrictions. And then when a hiring chair came here, he said, what happened in law school to you that you don't want to go here? And I was like, well, that wasn't it. It's family, you know? But you can learn from my mistake. Be very open.

265

00:52:17.190 --> 00:52:29.920

And try not to restrict geographically, unless it's truly something that you're not willing to do. Then, more what you would expect, education, the type of position

266

00:52:29.920 --> 00:52:40.410

that you're looking for. Teaching preferences. There's some more categories, we could see. It'll ask, as you would expect, for your employment and your published writings.

267

00:52:40.510 --> 00:52:59.390

And then one more I think we have. So, you know, there'll be a place for you to upload your CV, your research agenda, and so forth. Okay, if we could go back then to the, to the, vocabulary slide, thank you very much. There are two FAR distributions this year.

268

00:52:59.740 --> 00:53:00.850

The first?

269

00:53:01.000 --> 00:53:05.259

The deadline's passed, so we won't dwell on that one.

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00:53:05.290 --> 00:53:12.919

The law schools will get that distribution of candidates on August 13th. The deadline for the next...

271

00:53:12.920 --> 00:53:27.459

FAR distribution, if you're close, after hearing everything, you think I really am close to being able to submit, well, you could get your, you could get your information in there, because the deadline for the next one is September 1.

272

00:53:28.670 --> 00:53:36.939

You should be using the FAR for maximum exposure of your CVs to hiring committees

273

00:53:37.060 --> 00:53:41.519

across the country, if you are searching broadly.

274

00:53:42.190 --> 00:53:48.170

If you consider yourself broadly on the market

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00:53:48.570 --> 00:54:08.469

just know the people that you are competing with will almost always be using the FAR. So, it is something that, unless you are truly narrow in where you are willing to go, you need to be in the FAR, as a general rule.

276

00:54:09.250 --> 00:54:13.590

If there are schools that especially interest you

277

00:54:14.120 --> 00:54:33.430

or if you are limited, truly limited geographically, you should directly apply to those schools that interest you, apart from or in addition to submitting through the FAR. And that will require that you submit a cover letter, your CV, and, ideally a statement of your research

278

00:54:33.550 --> 00:54:34.810

agenda.

279

00:54:35.270 --> 00:54:51.770

And at some point in the process, even if you are primarily using the FAR, a school that shows interest in you may very likely ask you to apply directly through their hiring portal with their institution. So you need to be ready to do that in any case.

280

00:54:52.070 --> 00:55:02.589

Alright, the next term that we have up there on the screen is, appropriately

enough, screeners, or screening interview. So, if a school is impressed

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00:55:02.630 --> 00:55:14.879

with your FAR form, or if you've directly applied, they're impressed with you from your cover letter and CV, then you will ideally receive from the hiring committee an offer for a brief but intense

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00:55:15.190 --> 00:55:19.119

screening interview by Zoom or some other virtual option.

283

00:55:19.610 --> 00:55:23.119

The AALS facilitates this process

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00:55:23.320 --> 00:55:37.299

through, an, an online virtual, hiring conference, the FRC. It's held this year, September 16th through 18th, but hiring committees don't limit themselves to that.

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00:55:37.400 --> 00:55:50.700

You could expect a hiring committee to try to schedule you apart from the online faculty recruitment conference that the AALS has a platform for. Most schools will require

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00:55:50.820 --> 00:55:59.960

some type of screening interview, usually by, by Zoom or some substitute, before you ever set foot on the campus

287

00:56:00.100 --> 00:56:01.650

for an interview.

288

00:56:01.980 --> 00:56:06.900

So, when would you set foot on the campus? Next term, the callback.

289

00:56:07.430 --> 00:56:22.139

So the top candidates that emerge from the screening interviews will be invited back to campus for an all-day interview. That's the callback. That will be with the whole faculty. They'll probably also offer you a dinner with a few faculty the night before.

290

00:56:22.670 --> 00:56:27.760

An extremely important feature of the callback process

291

00:56:27.980 --> 00:56:31.410

is your job talk, and your job talk paper.

292

00:56:31.540 --> 00:56:44.560

So the job talk is the presentation to the faculty at large during the callback interview, typically over lunch, maybe after lunch, on a paper that you have written and submitted in advance.

293

00:56:45.550 --> 00:56:48.139

Now, I will tell you, although this is not...

294

00:56:49.010 --> 00:56:59.859

an absolute rule, it is increasingly becoming the overwhelming convention that schools will expect you to have a job talk paper ready to present.

295

00:57:00.570 --> 00:57:05.409

So you need to expect to have a quality draft

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00:57:06.520 --> 00:57:17.459

paper. By that, I mean law review type article. And if you don't have one, start research and writing one. If you want to stand out

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00:57:18.110 --> 00:57:20.520

normally, through the process.

298

00:57:20.640 --> 00:57:29.069

Maybe I should say it this way. If you don't do it, you'll stand out negatively, because that's the expectation now.

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00:57:29.850 --> 00:57:31.750

This is the typical process.

300

00:57:32.150 --> 00:57:42.479

Research and write a job talk paper, send your CVs and cover letters directly to schools that are of the greatest interest to you. Fill out the special form CV and register in the FAR.

301

00:57:43.720 --> 00:57:52.589

Hope 4. Angle 4, do your best to obtain a screening interview. Impress a hiring committee enough during the screen to receive a callback.

302

00:57:53.370 --> 00:58:00.809

Directly apply through the school's hiring portal, as necessary, and then wow the faculty, and everybody else

303

00:58:00.940 --> 00:58:08.849

on your callback interview, in which you present your job talk paper. Under this timeline, most schools

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00:58:09.160 --> 00:58:12.450

do most of their entry-level hiring in the fall semester.

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00:58:13.160 --> 00:58:19.469

Now, notice I keep saying most, so there'll be some hiring in the spring,

306

00:58:20.560 --> 00:58:24.580

but most schools don't emphasize spring for entry level.

307

00:58:24.880 --> 00:58:32.470

It can happen, as it did for me. But you shouldn't think that what happened for me is going to happen, for you.

308

00:58:32.690 --> 00:58:36.879

Now for some specific, detailed advice. First of all.

309

00:58:36.900 --> 00:58:55.079

What do I want you to know about your introductory emails and cover letters? First impressions matter. Make sure they're completely error-free, clear, concise. Don't act like you're desperately and madly in love with the school, it's not a love letter. Don't present yourself as Yoda,

310

00:58:55.190 --> 00:59:01.020

whose wisdom the council of existing law school faculty Jedi have never before experienced.

311

00:59:01.330 --> 00:59:03.429

Right? That'd be a turn-off.

312

00:59:03.620 --> 00:59:07.910

Just express your sincere, reason, professional interest

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00:59:08.030 --> 00:59:09.539

in the position.

314

00:59:09.820 --> 00:59:26.369

And be sure to indicate exactly for what position you're applying on your CVs. You know, they're detailed, but it's not irrelevant detail. Most law faculty don't want to know that you were voted in your high school graduating class most likely to be rich and famous.

315

00:59:26.540 --> 00:59:38.660

Now that's kind of a silly example, but I've seen stuff that's close, at least at the college level. Just, you've gotta understand what we're looking for and what we're not looking for.

316

00:59:38.660 --> 00:59:56.919

And the more stuff that you put in there that's irrelevant, the more it's gonna signal that you're not really quite ready, you're not that serious. Do talk about your educational background, academic achievements, teaching experience, if any, publications if any, presentations, if any, professional service honors and awards.

317

00:59:56.920 --> 01:00:10.860

Look up CVs of academics you respect that are posted online. Look at several to get a good sense for all of that. For your screening interviews, many schools will focus on your job talk paper. We do, we spend most of our time on your job talk paper.

318

01:00:10.860 --> 01:00:25.739

So, we're gonna see how you engage with us at an intellectual level. A lot of schools do it that way, too. They might also ask you about your specific interest in the school, the research agenda you have, the geographic area, etc.

319

01:00:25.990 --> 01:00:44.350

And then for your callback interviews, you know, these are the kinds of questions that I just mentioned that would come up in your small group interviews as well. You'll talk to a number of different people, including deans and faculty, students, maybe a librarian, and there'll be a lot of attention on how well you do at the job talk.

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01:00:44.640 --> 01:00:48.860

So, you need to have mocked your job talk

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01:00:49.580 --> 01:01:01.939

prior to your callback interview. You need to practice that thing. You need to get some of your mentors and supporters to help you polish it, to try to throw you curveballs, and so forth.

322

01:01:02.450 --> 01:01:06.600

If you hit the job talk out of the park, that'll be great for you.

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01:01:06.910 --> 01:01:25.620

Okay? I often think many faculty, though, are more concerned if you just bomb the job talk. In other words, you'll probably survive, in the minds of many faculty, even if your job talk is just solid and good, but if you bomb it, that's enough for some faculty to say no.

324

01:01:25.730 --> 01:01:26.580

Okay?

325

01:01:26.810 --> 01:01:31.009

I'm sure you're gonna have lots of questions after all this, but we'll wait for Q&A.

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01:01:31.650 --> 01:01:33.379

Thank you. Professor Keller?

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01:01:33.780 --> 01:01:47.440

Okay, so schools structure their legal writing programs in a variety of ways. So, there are a variety of ways in which new legal writing professors can access

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01:01:48.710 --> 01:01:54.580

the process will vary depending on how those legal writing Programs are structured.

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01:01:54.670 --> 01:01:59.140

So I'm going to overgeneralize a little bit, but I'm going to group

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01:01:59.210 --> 01:02:15.789

legal writing programs into three categories for purposes of the information I'm gonna provide. So, the first group are tenure-track positions, and those are akin

to the doctrinal tenure-track positions we were just talking about, okay?

331

01:02:15.980 --> 01:02:23.239

Then there's another group, and I'm gonna group together clinical tenure, or clinical track

332

01:02:23.340 --> 01:02:30.470

positions like I have, and long-term contract positions into one category.

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01:02:30.560 --> 01:02:32.470

And then I'm going to...

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01:02:32.530 --> 01:02:51.780

have my third category of short-term contract positions for legal writing, and that takes... as you've heard, that can have a variety of names. You could be a lecturer, you could be a visiting professor, or a VAP, you could be an adjunct, you could be a professor of practice, okay? And I'll talk about all those as my third group.

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01:02:52.060 --> 01:03:00.829

So, let's talk about the tenure-track legal writing positions first, because that's going to be the quickest for me, because you've already...

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01:03:00.830 --> 01:03:14.449

heard about that process, okay? So, it tracks very seamlessly with what you just described for doctrinal positions, so if you're teaching property, constitutional law, that sort of thing.

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01:03:14.810 --> 01:03:17.070

Now...

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01:03:17.290 --> 01:03:30.960

so those schools will hire through the FAR in the, you know, exact or similar way, and have scholarship expectations, similar scholarship expectations.

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01:03:31.050 --> 01:03:49.330

One difference may be, in those programs, that in tenure-track programs for legal writing, some legal writing professors teach both a doctrinal subject, like constitutional law, and legal writing, and in other tenure-track legal writing programs, they

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01:03:49.540 --> 01:03:55.840

Their expertise focuses on legal writing, Exclusively, let's say.

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01:03:56.380 --> 01:03:59.170

That can take a lot of shapes, but that's...

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01:03:59.270 --> 01:04:07.139

beyond the time that we have today to talk about all the different types of legal writing, teaching that goes on. Okay.

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01:04:07.140 --> 01:04:19.330

So, if you are teaching... if you are looking for a position where you're teaching both a doctrinal subject and legal writing, then you probably are going to be

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01:04:19.330 --> 01:04:33.510

giving your job talk on the paper that you're writing, in that doctrinal area. If you... if it's in a program that focuses on legal writing, then you wouldn't be giving a job talk on a paper that is

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01:04:33.710 --> 01:04:41.910

constitutional law, but something legal writing adjacent, more typically. Okay, that's an overgeneralization, because many programs are a little...

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01:04:41.910 --> 01:04:55.819

more flexible in what that job talk is about. And also, I'll get to this in a minute, but even the tenure track programs that are using the FAR are also trying to seek out and attract professors in other ways.

347

01:04:55.830 --> 01:04:56.570

Alright.

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01:04:56.800 --> 01:05:06.889

So now I'm gonna jump to the bucket of clinical, positions and long-term contract positions, legal writing positions.

349

01:05:07.160 --> 01:05:25.459

And by long-term contract, you know, in the legal writing world, 5 years rolling is kind of a typical format because it tracks, which you might know, that ALS has certain rules and expectations for law schools, and that tracks some language in the AALS, in the rules.

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01:05:25.780 --> 01:05:38.329

Okay, so... so by long-term contract, that's what I'm referring to. And so you might have a legal writing professor who's been teaching for 20 years, it's just their contract is just rolling over. So that's why you heard tenure-ish

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01:05:38.500 --> 01:05:47.140

because it feels, there's an expectation that you're going to stay in the program, but it's on a ruling contract.

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01:05:47.530 --> 01:06:07.349

Alright, so for those, schools, and my schools in this category, the school's going to use the FAR, but it's also going to, seek folks out in different ways, and I'll get to that again in a second. But the actual interviewing and, and...

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01:06:07.450 --> 01:06:10.510

job talk process is going to be

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01:06:10.890 --> 01:06:18.559

pretty similar, to what... what the FAR process is, okay? So, and you heard in the panel before us that...

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01:06:18.660 --> 01:06:31.230

You know, even for, so for, for these positions, you, you'll send in your materials, there'll be initial interviews online, we'll...

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01:06:32.220 --> 01:06:37.709

decrease that number of applications, and then bring folks in for on

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01:06:38.030 --> 01:06:40.520

campus, job talk interviews

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01:06:40.700 --> 01:06:54.679

etc. And do the recruiting and interview process the same way. Now, again, the job talk, is... is going to be a little different, because for those programs, you're typically

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01:06:54.800 --> 01:07:02.620

going to be focusing on legal writing, legal writing pedagogy

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01:07:02.830 --> 01:07:11.929

skills pedagogy. So... so I would say what you need to do is sort of find out what that job talk...

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01:07:12.160 --> 01:07:14.059

might entail.

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01:07:14.190 --> 01:07:21.900

At our school, for example, and I think this is fairly common, we often give candidates some flexibility.

363

01:07:22.220 --> 01:07:36.870

So they can do a job talk on a paper that they've written, or they might also be able to do a job talk... or they can do a job talk on skills pedagogy, teaching pedagogy, or on legal writing scholarship that they've done.

364

01:07:36.870 --> 01:07:43.459

Audio shared by UH Law Alumni Relations: Or sometimes we've even asked folks to give a lesson, to do a mock

365

01:07:43.460 --> 01:08:07.100

class for the faculty, okay? So it can really vary, and that should sort of suggest to you that the focus really is on the teaching, in that interview process, and really looking at your aptitude for being a teacher, because in those programs, the scholarship expectation is going to be less

366

01:08:07.140 --> 01:08:16.399

than a tenure track legal writing position that has a large scholarship expectation, like the doctrinal programs that we were hearing about.

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01:08:17.550 --> 01:08:25.689

Okay, and then I'm gonna stop here and go to some of the slides that I have, and then we'll talk about the adjunct positions

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01:08:25.800 --> 01:08:32.579

because I wanted to let you know, you heard the term CLEA already, so job postings for legal writing

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01:08:32.880 --> 01:08:43.329

professors, they can be found in the FAR system and through AALS, but it's also, very accessible online, so CLIA will list

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01:08:43.439 --> 01:08:53.160

clinical positions, and since legal writing positions are also clinical positions, some of us refer to ourselves as skills professors

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01:08:53.160 --> 01:09:09.700

skills teaching professors. So, you'll see job postings on CLIA, and hopefully the... you can scan it and get to the website quickly, but I noticed, for example, you know, there are some legal writing postings right now.

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01:09:09.819 --> 01:09:19.799

And then, but the primary way that folks in the legal writing community, figure out where the current legal writing

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01:09:20.399 --> 01:09:32.450

positions are is on the Legal Writing Institute website, okay? So there's a listing of the jobs, it's very current, there's a lot of postings there right now.

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01:09:32.729 --> 01:09:46.289

And I would say, you heard in the earlier panel, too, that you have to do your research. For legal writing, the Legal Writing Institute website is the core place. There's tons of information and scholarship from legal writing professors

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01:09:46.290 --> 01:10:11.249

on pedagogy, which you've heard about, on the kinds of articles that legal writing professors write, including those who are doctrinal slash legal writing. And in terms of, you know, beginning to learn the vocabulary, beginning to learn, you know, be in the know about what professors' expectations are, that's a phenomenal resource, and it's all open to you.

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01:10:11.570 --> 01:10:14.040

And then one more slide.

377

01:10:14.840 --> 01:10:35.510

So, and I also wanted to mention the Legal Writing Institute's listserv. So, it's a private listserv, but you'll see if you enter into the Legal Writing Institute's website that if you are an aspiring legal writing professor, that you can, seek to be part of the listserv, and that's another place.

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01:10:35.510 --> 01:10:40.799

That professors will... will send information around.

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01:10:40.800 --> 01:10:46.419

And that's sort of my transition into some of the... to the last bucket of positions

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01:10:46.420 --> 01:10:56.580

which is 3 minutes. I was supposed to turn at 4, but that's pretty close. Because, for example, on the listserv, we might post adjunct VAPS,

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01:10:59.430 --> 01:11:16.399

what are my other lecturer positions first on the listserv, and may not get to the postings in other places, because a lot of those positions don't track the FAR timing. So, when we talk about tenure-track clinical long-term contract positions.

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01:11:16.400 --> 01:11:30.599

Schools are gonna really try to track the same timing that we're talking about for the tenure-track positions, but the shorter-term positions, tend to get hired later, and also just come up based on need.

383

01:11:30.700 --> 01:11:33.039

Okay? So,

384

01:11:33.280 --> 01:11:52.299

So, the process for adjuncts, I gave an example of what KU does, and so it's very school-dependent, but for example, at the University of Kansas, we have an adjunct pool, and it's... the site where you would join the pool is actually hosted by the larger university.

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01:11:52.300 --> 01:12:11.550

So you're gonna just have to find out, if you're interested in being an adjunct or a short-term contract-type professor at a particular school, you're gonna have to find out how the schools do it. So, I'll try to... so for legal writing, I've mentioned we might post in a lot of different places, but we'll also look to our pool to see.

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01:12:11.550 --> 01:12:19.769

And then... but for all of our other adjunct positions, I mentioned that I'm the MOOC court director, let's say we need a MOOT court coach.

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01:12:19.770 --> 01:12:28.169

One of the ways we... we try to get folks is to encourage them to apply to the pool if they have a particular interest.

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01:12:28.170 --> 01:12:44.680

Other ways are some ways you heard about in the prior session, which is someone told me they want... they are interested in teaching legal writing, they're interested in being a court coach. Also, I'm interested in being an adjunct. I... I want to teach property. Can I do that? Or I want to teach...

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01:12:44.680 --> 01:12:56.080

you know, sort of in a new area that I have some expertise on. And we can pass that information to the Associate Dean, and you can sort of be part of a pool.

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01:12:56.080 --> 01:13:11.829

The other way I think folks hire adjuncts and short-term people is actually by going out and recruiting experts. So the advice you got in the prior panel about being a great lawyer is good advice, because that's... if we have a need, we go find some of the best lawyers.

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01:13:11.830 --> 01:13:17.580

Locally, and see if they want to come and teach in a short-term position.

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01:13:19.140 --> 01:13:30.250

Great. I actually have a quick question to follow up. It seems like there are lots of people who are interested in adjuncting, but people who are successful often seem like they have a faculty advocate?

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01:13:30.630 --> 01:13:35.919

So if you're interested in being an adjunct, I think, and correct me if I'm wrong

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01:13:36.020 --> 01:13:55.970

it's really not enough just to submit your application, because that's your one application of lots and lots and lots. If there's someone in the faculty in your practice area, who you can go to and start a conversation, and have that person take your application, essentially, to the associate dean to be like, this person would be great.

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01:13:56.090 --> 01:13:58.629

That gets you much, much further.

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01:13:58.630 --> 01:14:23.630

Yes, I agree with that. I just think a lot of schools are trying to be more transparent in the process, and so you can hit the pool first, and then go seek

your mentor, or you can do it the reverse, because... and also, I agree with the advice of going to the career services, if that's where you're comfortable, starting there. They'll give you, you know, a hint about which professors are more open to sort of having longer conversations

397

01:14:23.630 --> 01:14:25.400

about how you become an adjunct.

398

01:14:26.290 --> 01:14:39.980

Okay, thank you very much. I am going to talk about clinical hiring, and because we don't have much time, I'm going to try and talk about the differences between clinical, as in, like, teaching, live client clinic.

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01:14:40.200 --> 01:14:45.390

So, clinical not including legal research and writing, even though we're both called clinical professors.

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01:14:45.600 --> 01:14:47.919

Clinical is in teaching clinics.

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01:14:48.160 --> 01:14:58.050

And I'm gonna try and focus on the differences, and I may not really go through this, quite as kind of rigorously as I was planning to.

402

01:14:58.600 --> 01:15:05.650

I would say that unlike doctrinal and unlike legal research and writing hiring generally.

403

01:15:06.330 --> 01:15:10.510

Clinics are very specific about fit.

404

01:15:11.110 --> 01:15:14.780

That is, there has to be a clinic that is

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01:15:14.990 --> 01:15:20.659

like, on point for what you do and the experience you have.

406

01:15:21.190 --> 01:15:37.760

Or, you have to be creating a clinic, as Shante did before. And maybe it's a clinic that your school want... that the school is looking to create, and maybe it's a

clinic that they don't have, and they don't know that they want yet.

407

01:15:38.490 --> 01:15:48.280

For instance, I was just talking to someone here, who is a fellow in tax, in a tax clinic. And I talked to her, and I was like, come talk to me.

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01:15:48.540 --> 01:16:05.340

I would like to create a tax law clinic, but I'm not in the position to post for a tax law clinic. Come talk to me about a clinic that you're interested in creating. If you want to be a clinical professor, and you're... you kind of look at a local school, or a school that you want to teach at.

409

01:16:05.340 --> 01:16:08.660

Look at the clinics they have. Is there a gap?

410

01:16:08.730 --> 01:16:18.220

Could you fill... could your experience create an import... could your... yeah, could you create an important experience for, students?

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01:16:18.970 --> 01:16:25.119

And it's all about what is that clinic that you are going to create.

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01:16:25.550 --> 01:16:27.720

Let's see.

413

01:16:30.630 --> 01:16:47.450

So, if there's a posting for a clinical position, I think it's very important that you look and you learn what type of teaching position it is that's important to how you advertise yourself. And I would just actually want to go back to one of... oops, wrong way

414

01:16:47.800 --> 01:16:58.939

one of Pam's slides. Looking at this, and this is a legal writing posting.

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01:16:59.190 --> 01:17:03.709

I can tell pretty quickly what types of positions these are.

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01:17:04.040 --> 01:17:09.810

Clinical assistant professor of law, probably a long-term tenure-ish.

417

01:17:10.490 --> 01:17:29.370

Audio shared by UH Law Alumni Relations: position. Associate Professor of law? Tenure track. Maybe even a lateral. Lecturer, this might be a long-term tenure-ish, or it says 12-month here, so this might be a year-by-year position. So you can look at the postings and

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01:17:29.960 --> 01:17:32.339

Kind of tell pretty quickly.

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01:17:32.550 --> 01:17:40.350

And if you can't tell, obviously email the hiring director, but you can tell pretty quickly what type of position it is.

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01:17:41.500 --> 01:17:44.559

And I think one of the important differences

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01:17:44.720 --> 01:17:54.729

or the important information, both for you and what type of position you want, is also what type of hiring process they have.

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01:17:55.020 --> 01:18:07.360

So, University of Nevada is hiring for a tenure track, legal research and writing. That's gonna mean you're gonna have to have a job talk, probably. You're gonna have to have scholarship, you're gonna have to have a job talk.

423

01:18:07.640 --> 01:18:15.640

The University of Michigan Law is hiring for a clinical professor, which probably means that scholarship is not going to be as important

424

01:18:16.180 --> 01:18:25.600

A scholarship is always a bonus, to be honest. Schools love it when their non-tenure-track faculty also publish.

425

01:18:25.970 --> 01:18:40.589

But the job talk, should you get a callback, may be more of a, you know, give us a presentation on your clinic, give us, 20 minutes from your typical class type of job talk, as Pam was talking about.

426

01:18:40.780 --> 01:18:48.569

But it also affects how you fill out the FAR form, and how you write your cover

letter, and how you present yourself.

427

01:18:48.900 --> 01:18:52.189

If you're getting... looking for a...

428

01:18:52.300 --> 01:19:00.900

clinical tenure-track position. You have to be a scholar, and you have to present yourself as both a scholar and a practitioner.

429

01:19:01.160 --> 01:19:09.159

Whereas, For non-tenure track positions, You can... it's much easier to focus yourself

430

01:19:09.280 --> 01:19:12.199

on the practitioner element.

431

01:19:14.380 --> 01:19:18.540

Oh, great. Okay, I'll just continue to hold this.

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01:19:23.370 --> 01:19:26.579

So, in addition to researching the school.

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01:19:26.840 --> 01:19:34.369

It's also very important to research the community and the area that your clinic will operate in.

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01:19:35.210 --> 01:19:36.980

So, for instance

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01:19:37.430 --> 01:19:53.949

oh, thank you. For instance, if I'm an immigration clinician, if I'm applying to, thank you, a school in a rural area in the center of, you know, the United States.

436

01:19:54.100 --> 01:20:10.669

I'm going to think about my immigration clinic is going to be very different than my immigration clinic in Houston. Maybe I'll focus on farm workers. Maybe I'll focus on appellate cases so that clients don't have to be nearby. Maybe I'll focus on...

437

01:20:10.720 --> 01:20:24.009

USCIS cases, not tribal cases, because the tribunals are 2,000 miles away. So, you're going to have to look at what is the need in the area, and can you do it?

438

01:20:24.140 --> 01:20:31.339

I mean, as an immigration practitioner, I can practice in any jurisdiction in the country, but if you're a family law practitioner

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01:20:31.900 --> 01:20:48.320

and you're not barred in the state that you want to create a clinic in, you're gonna have to create a plan for that. You're gonna have to explain how you are going to be able to execute your clinic, how the community needs it, and how it meets a student need as well.

440

01:20:49.580 --> 01:20:57.730

I, I just... kind of the overarching...

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01:20:59.100 --> 01:21:05.579

One of the overarching points I want to make about clinics is it's a little bit more...

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01:21:06.020 --> 01:21:22.579

it's in some ways more rigid, because there's going to be fewer positions, because it's, you know, all schools need property professors, and there's going to be a fair amount of turnover. There are going to be schools that want professors for property.

443

01:21:23.110 --> 01:21:25.260

If you're teaching,

444

01:21:25.490 --> 01:21:32.619

you know, an entertainment law clinic. There's only gonna be a few places that clinic is going to be...

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01:21:33.000 --> 01:21:38.670

there's gonna be a need, there's gonna be funding, where the kind of stars align that make it appropriate.

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01:21:38.820 --> 01:21:41.449

So, in some ways, it's more restrictive.

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01:21:41.740 --> 01:21:50.180

But in some ways, there's also... kind of more avenues for... Creativity.

448

01:21:50.360 --> 01:21:55.429

Maybe a school doesn't have an existing entertainment law clinic.

449

01:21:55.740 --> 01:22:01.609

But... You don't have to wait for them to ask. Maybe you go to them.

450

01:22:01.860 --> 01:22:08.610

Go talk to their person in my position, their clinic director, or their assistant dean of experiential education.

451

01:22:08.770 --> 01:22:15.759

Say, this is what I'm interested in doing, maybe I can do it as an adjunct first. I'm always looking for adjunct clinics

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01:22:15.920 --> 01:22:35.040

adjunct-led clinics. Or, maybe you know a source for funding. Some clinics are funded through grants, and if someone comes to me and says, I'd love to start this clinic, and I know that, for instance, through tax, the IRS supports low-income tax clinics.

453

01:22:35.140 --> 01:22:40.600

Or the Texas Access to Justice Foundation supports

454

01:22:40.860 --> 01:22:46.329

indigent family law representation. And we could get this grant to do this clinic.

455

01:22:46.720 --> 01:23:00.349

You can kind of create a position in a clinical position. It's... it's a lot of work, it's a lot of commitment. The more ties you have to the community and to the faculty, the better.

456

01:23:00.530 --> 01:23:04.389

Audio shared by UH Law Alumni Relations: But I'd just like to end by saying...

457

01:23:04.640 --> 01:23:07.059

I went on the market a bunch of times,

458

01:23:07.180 --> 01:23:14.469

like, 4 or 5 times. I had 2 temporary faculty positions before I came here.

459

01:23:14.890 --> 01:23:19.059

I knew I loved clinical teaching since law school.

460

01:23:19.220 --> 01:23:26.259

And it was a long slog to get here, but I love this job more than anything, and...

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01:23:26.390 --> 01:23:36.420

it's incredible to be here, and I hope that you all can find that position for yourselves, and I'm happy to talk to anyone who's interested.

462

01:23:36.590 --> 01:23:45.840

And just quickly, there's someone who emailed me who I haven't emailed back, but I will, I promise. So, we don't have much time, but...

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01:23:46.120 --> 01:23:48.160

We'd love to field some questions.

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01:23:53.430 --> 01:23:56.280

So we did this perfectly... okay.

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01:23:58.450 --> 01:24:00.600

Right here.

466

01:24:03.700 --> 01:24:22.220

So, what does it mean to bomb your job doc? I thought that was quite intimidating. There are lots of ways to bomb a job talk. Let's count the ways. One would be to not be able to answer a basic question

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01:24:22.380 --> 01:24:28.099

in the general field on which your job talk paper you know, is premised.

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01:24:28.210 --> 01:24:36.070

Another way would be, to not listen to the questions and try to answer questions that aren't

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01:24:36.310 --> 01:24:46.260

asked, because then it just makes you look like you aren't able to engage intellectually, or that you're not intellectually honest.

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01:24:48.160 --> 01:25:02.700

You know, most job talks... let me put your fears to rest a little bit. Most job talks are not bombed, okay? Most people who have thought carefully about the paper

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01:25:02.750 --> 01:25:12.209

who have anticipated questions, maybe they've done some practice runs, most of them do fine on their job talk. It is not the case

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01:25:12.230 --> 01:25:28.359

that you have to convince the faculty that you're Yoda in your field. They don't expect you to be. You shouldn't even try to act like you are, okay? Because that conveys the wrong kind of impression about your general willingness to develop.

473

01:25:28.590 --> 01:25:48.480

So, those are some ways that you could bomb a job talk, but really, as long as it is a competent, capable one, where you're interacting with the faculty, really trying to be attentive to their questions, make a good faith effort to answer the questions, and if you don't know the answer to the question, to just be honest. That's not bombing.

474

01:25:48.480 --> 01:25:54.690

To, to not know, how to answer a particularly provocative, thought-provoking question

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01:25:54.690 --> 01:26:04.899

I think faculty would rather see that, you know, you have enough humility to recognize when you don't know the answer to a question, rather than you're trying to cover up some deficiency.

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01:26:05.740 --> 01:26:14.560

Could I add, just briefly, that I think there are also a lot of different folks in the room? I mean, just like, as a lawyer, you're speaking to a lot of different folks,

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01:26:14.760 --> 01:26:31.250

so, those of us on the skills side, we might not be pressing you on the depths of your paper or your general knowledge in that area of specialty, which other folks

in the room might be. We're trying to see how will you respond to questions, how will you

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01:26:31.250 --> 01:26:35.590

how will you react in a classroom? Do you have teaching potential?

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01:26:35.590 --> 01:26:37.820

So, you're really trying to meet

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01:26:38.050 --> 01:26:39.960

you know, show your skills. I think most...

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01:26:40.210 --> 01:26:43.129

really, experienced lawyers can do that really well.

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01:26:44.900 --> 01:27:01.590

People might say, you know, if this person's acting this way with us, how he might... how may he or she be acting with the students, right, is one of the things that people may say. And the other thing, I think is, like, if you... if you don't know the answer to the question.

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01:27:01.590 --> 01:27:07.480

It's a great question. It's a great question, and something you'll incorporate in your next iteration of the paper.

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01:27:08.280 --> 01:27:21.389

Was the question over here? I was just going to ask Professor Buckles to also add, respecting the time frame of the presentation, and making sure that you can get your thesis in, in the allotted time.

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01:27:21.570 --> 01:27:23.630

Yeah, I like that. Real important, yeah.

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01:27:25.690 --> 01:27:28.090

Other questions, please, yes? One up here.

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01:27:32.470 --> 01:27:33.300

Thank you.

488

01:27:33.930 --> 01:27:42.359

For legal research and writing or skills job talks in particular, could you go into some more detail about what that looks like and what would be done to prepare for them?

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01:27:42.360 --> 01:28:00.309

Sure, so... it's a little hard to answer, because every time we hire, we're like, well, what should this job talk be about? Because we are open to... in fact, for our positions, you have to have been a practicing lawyer for at least 5 years. We just require that.

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01:28:00.310 --> 01:28:08.750

For that... but our... our legal writing program is lawyering skills, so it's more than legal writing, it's...

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01:28:08.750 --> 01:28:27.140

mediation skills, client-centered skills, everybody does oral argument, but so it's really sort of school-dependent, but we literally give... give folks a choice, you know, here's three things, so if they have some scholarship and they want to present on that, that's going to appeal to the...

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01:28:27.140 --> 01:28:45.430

the doctrinal faculty in the room, and then they have to sort of, you know, beef up some of their pedagogical stuff, so... so... but the point is, we tell... we have a discussion with the three people, we bring in, you know, once we've done all the interviewing, we narrow it down to three people who are coming, and we have that discussion with them.

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01:28:45.460 --> 01:29:06.920

So, you can probably find that out earlier on in the process, and just ask those questions, those totally valid questions. What does it look like? And, you know, it just will vary depending on what is that... and that'll tell you a lot about what that program really values, and I think that's important for you in making your choices about where your strengths are, where you're going to shine, and where you want to be.

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01:29:07.070 --> 01:29:14.279

I agree with all of that. When I chaired the committee bringing in LSS people, we were very specific

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01:29:14.280 --> 01:29:29.830

as to what we wanted the candidates to address. And so, the only thing that I would add is to say that if you get specific instructions, you better comply with those

specific instructions, because otherwise it's gonna look like you aren't able to handle the type of questions that were asked.

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01:29:30.790 --> 01:29:49.899

Yeah, and I would say some schools, too, though, will... we do want all the faculty to be evaluating you, right, because all the faculty is voting on you, so we might, in a particular area, say, no, you have to do a traditional job talk. We haven't yet, but it's a flexible process for us.

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01:29:50.420 --> 01:29:56.909

Professor Crozier, didn't you have to do a, like, a class, a part of a class? Do you want to talk about that?

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01:30:02.400 --> 01:30:11.029

So, I think at Houston, the past few years, we've asked candidates to tell us how they would teach their class.

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01:30:11.080 --> 01:30:21.919

How they think that legal writing instruction would change in the next 10, 15 years, and then do a teaching demonstration, which is a little bit awkward, you have to kind of...

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01:30:21.920 --> 01:30:37.330

you know, suddenly put on your actress face and pretend like you're teaching the class, but everyone knows this game, everyone plays along, everyone's interactive. So, if you have a teaching demonstration, be ready to really try to engage the room and go all in.

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01:30:41.960 --> 01:30:43.790

Thank you. Any other questions?

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01:30:47.390 --> 01:30:48.889

Oh, there we go, in the back.

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01:30:52.350 --> 01:30:55.170

I'm gonna be Oprah today, I'm channeling Oprah.

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01:30:57.200 --> 01:31:05.950

Thank you. It's just a quick question. Going back to job talk, for practitioners that are coming in for those papers, are we...

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01:31:06.050 --> 01:31:22.849

Is it something you do solo, or is it, you know, often we do co-write, or we're co-authors. So, if we're thinking about this next year, should we focus our time to do a solo, paper or an article so we are ready for the process? So,

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01:31:23.220 --> 01:31:35.180

We'll look at everything that you've published as part of the interview process, but we do want to see your work. We want to know what your work is for the job top presentation.

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01:31:35.310 --> 01:31:51.490

So, my advice would be, while it's great to have publications in general, including co-authored pieces, the expectation is that it's going to be your work, we clearly know it's your work, that we engage with you on at the job time.

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01:31:55.050 --> 01:31:58.529

Any other questions? We're... oh, great, okay.

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01:32:03.420 --> 01:32:14.579

I also wonder how the, hiring committee, their approach to articles published outside of the states. Do they consider them as a valley, or...

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01:32:14.900 --> 01:32:23.800

Well, again, we look at everything, okay? So, if you have professional publications, Academic publications

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01:32:24.060 --> 01:32:38.799

especially if it is, field adjacent to the area that we are looking at, then that would be valuable. I mean, like, like, let's say we were hiring, a legal historian, okay?

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01:32:38.910 --> 01:32:51.290

We might get a job talk that's really deep, in historical method, rather than law itself, and that would be perfectly appropriate. So part of the answer to your question...

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01:32:51.390 --> 01:32:55.669

is how adjacent is it to what the field really is?

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01:32:55.840 --> 01:33:04.539

And then part of the answer to your question is, as long as it's academic, there's some value in it, right? We're not gonna just completely dismiss it.

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01:33:06.850 --> 01:33:14.920

Well, I think we're gonna have to wrap up. Right now, we have a short break until,

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01:33:15.310 --> 01:33:32.669

10.55, so we give you 5 minutes. Good afternoon, everybody. Before we start the panel, and I yield to Dean Baynes, I have just a little commercial interlude. I... I'm Madeline Landrieu, I'm the Dean at Loyola University, New Orleans.

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01:33:32.670 --> 01:33:51.099

And, I've been holding this gift for Dean Baynes for the longest time, and every time I would see him, I was like, I'm gonna see him, I can't find the gift, I can't find it. It was buried on my desk for a long time. And it just so happened to get unburied right before we came here, because I did a little cleanup work, in 20...

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01:33:51.100 --> 01:33:55.869

In 20... in 2005, Katrina hit New Orleans.

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01:33:56.090 --> 01:33:57.370

And...

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01:33:57.510 --> 01:34:12.859

One of the things that you'll learn if you enter this profession, and if you're lucky enough to become a professor, or a dean or an associate dean in a law school, you'll come to understand that law schools are... we're very small in community, we're a very close community, we're a very supportive community.

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01:34:12.860 --> 01:34:18.530

And we lift each other up all the time, and there was no greater need to be lifted up than then.

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01:34:18.680 --> 01:34:30.150

And what happened, just in a very small nutshell, is that when we were displaced from New Orleans, I was not the dean at the time, I was a sitting judge. But when we were displaced, all of our students were also displaced.

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01:34:30.410 --> 01:34:43.939

And our goal was to see them through their education. And the University of Houston opened their doors to all of our students. Many law schools around the country took

our kids in, but our faculty and the vast majority of our students came here, so...

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01:34:43.940 --> 01:34:52.880

about 2 years ago, where's Mary Algero, our associate dean, found this in her office, and she gave it to me, and she said, I can't figure out what this is.

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01:34:52.880 --> 01:35:05.090

You have to open it, and it's Mardi Gras beans, you have to open it. She said, I can't really remember what this is, and she goes, and I just figured it out. It was my faculty key to my office at the University of Houston.

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01:35:05.710 --> 01:35:12.750

They gave us their offices, and so we framed for you this office key, and you can read what it says.

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01:35:14.140 --> 01:35:15.270

Thank you.

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01:35:17.130 --> 01:35:29.469

You're gonna make me tear up, so... This key symbolizes the generosity of the University of Houston Law Center in 2005, with gratitude, Loyola University New Orleans College of Law. Thank you so much.

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01:35:33.540 --> 01:35:50.110

Sondra was here. She was. Sondra was here. Yeah, I don't know. Oh, there she goes, yes. I was not here. But the other thing to know about Dean Landrieu is during Harvey, she called me on my cell phone at home and asked me...

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01:35:50.270 --> 01:36:06.330

how she could help. And fortunately, we were very lucky in that circumstance that we didn't have flooding. Well, we had flooding, but it didn't affect us... adversely affect the school. So thank you. There's a great partnership between our great schools, and all of our schools, actually. So thank you so much.

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01:36:09.190 --> 01:36:16.860

So, oh, this is yours. This one might have silenced me.

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01:36:17.150 --> 01:36:19.930

You're welcome.

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01:36:29.350 --> 01:36:53.969

This is the last panel of the day. It's a culmination of all the earlier panels. I hope you enjoyed the workshop so far. We really learned a lot from last year to make this, I think, much more effective, and have it for everyone who may have different interests. And so I hope you've seen that. And many people think, oh, the dean... the dean is... controls the law school. The dean...

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01:36:53.970 --> 01:37:18.089

decides everything. The dean, the dean is the one who hires me, or whatever. People think that, and so I think it's really important for us to maybe, pierce those myths to some extent, to tell you what the dean does and how the dean's involved. And so, we have this august panel of incredible deans, and let me introduce them. It's going to be very brief. You have their full bios in the program.

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01:37:18.720 --> 01:37:35.049

So I'm just gonna give you their name, and their... and their title, and what law school they're with. So first, next to me is Angela Banks, who's the Interim Dean of... and the Charles J. Miriam Distinguished Professor of Law at Sandra J. O'Connor College of Law at Arizona State University.

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01:37:38.440 --> 01:37:51.940

Next to her is Anna Carpenter, who's the Dean and Director of the Law Center, and is the Fenelon Boesche Chair in Law and Professor of Law at the University of Oklahoma College of Law.

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01:37:54.490 --> 01:38:03.270

And next to her is Colin Crawford, who's the Dean and Professor of Law at William H. Bowen School of Law, University of Arkansas at Little Rock.

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01:38:05.350 --> 01:38:22.140

And lastly, but not ever least, is my good friend, Madeleine Landrieu, who's the dean, and the Judge Adrian G. Duplantier Distinguished Professor of Law at Loyola University, New Orleans College of Law.

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01:38:24.440 --> 01:38:42.620

So we're gonna have an interactive panel discussion that I've vetted some questions with my dean colleagues to sort of talk about some of these issues, and they can chime in on any of the questions that I have. And so, one, we talked a little bit about the hiring process.

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01:38:42.620 --> 01:38:48.470

And how have you seen the hiring process change over the last few years?

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01:38:48.470 --> 01:38:50.259

How have you seen that change?

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01:38:52.150 --> 01:39:17.010

So, thank you for inviting me to participate in this panel. It's a great pleasure to be with you all today. I'd say one of the things that I've seen change in the... I was like, I don't think I've been in the Academy for 20 years, but I've been close, it's 19. Okay. But one of the things is almost the professionalization of candidates. So, with the increase of VAT programs, these are visiting assistant professor programs or fellowship programs

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01:39:17.010 --> 01:39:42.000

where individuals get a year or two to really transition from either practice or what they were doing before into legal academia. It has really increased the output of candidates. So now, having had a fellowship for one or two years, individuals have had the opportunity to often teach, often develop and publish at least one paper law review article.

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01:39:42.000 --> 01:39:58.510

And so you see that the candidates are sort of much more polished and, sort of experienced already in what it is to be a law professor. And I think we see this not only on the doctrinal side, but also on the clinical side as well, because there are a lot of clinical fellowships as well.

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01:39:59.070 --> 01:40:00.439

Any thoughts?

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01:40:02.190 --> 01:40:15.280

Good. No, I would just say that I think in a very good way, it was alluded to a little earlier, that it used to be if you didn't graduate from a T14, you weren't being looked at, right, as a faculty member, and I think that's...

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01:40:15.280 --> 01:40:22.430

The understanding of that is broader now, and people are getting more opportunities, and understanding that fabulous

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01:40:22.780 --> 01:40:39.329

practitioners come out of all 200 law schools, and fabulous faculty come out of all 200 law schools, and fabulous would-be judges come out of all 200 law schools, and so I think that's a... I think that is a good thing that is, happening. I do think there are fewer

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01:40:39.330 --> 01:40:44.020

the market seems to be flipped a little bit. It used to be that there were lots and lots of candidates.

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01:40:44.020 --> 01:40:54.800

And now there seem to be fewer candidates, and we were just talking a little earlier. Anecdotally, that might be because law firms are also learning how to be more flexible

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01:40:54.910 --> 01:41:08.529

when they... if you're looking for flexibility, and that'd be one of the things that a professorship gives you that a law firm might not, and that's changing a little bit, so who knows what the reasons are, but I think the opportunities are great.

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01:41:08.890 --> 01:41:13.849

Good. Colin. One thing... Is this... oh.

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01:41:13.950 --> 01:41:22.509

One thing that really strikes me, and just building on what, Dean Banks said, is that, in recent years, the volume of

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01:41:22.510 --> 01:41:34.679

publications with which people hit the market has just increased exponentially, and that's a very striking feature, so it really emphasizes the need, to do publications, even though

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01:41:34.680 --> 01:41:43.769

as we recognize, many of those publications don't get read by more than a handful of people. I'm not saying that's a good development, but I do think it is a development.

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01:41:45.710 --> 01:42:03.439

You know, I'd add that in this vein of, sort of, more opportunities and more different kinds of positions at different schools, and this is a little bit of an on-a-hot take, which is just to keep in mind that there's all kinds of lessons that you've been learning in this process and in conversations you're having today in this panel

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01:42:03.440 --> 01:42:07.910

about how the market works, and in general, and all the different advice.

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01:42:07.910 --> 01:42:21.749

And just to keep in mind that at the end of the day, if you are interviewing for a given job, you are really just up against the other people who are interviewing for that given job in that moment in time, in that place, in front of that faculty.

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01:42:22.030 --> 01:42:28.449

And I experienced it in applying for faculty roles and in a dean job.

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01:42:28.450 --> 01:42:43.580

And you never know who that competition is, and what they're gonna bring to the table, and how that's gonna stack up against you. And so I say that in the vein of encouragement, to go for it, and try it, because at the end of the day, whatever else is true about the market

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01:42:43.790 --> 01:42:53.779

there's just gonna be the one job and a couple of other people, coming back for that, for that, hopefully for that final interview, and if you're in that mix, it's entirely possible that that job could be yours.

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01:42:54.000 --> 01:43:04.020

I would conclude that, you know, you have the power in your own hands, always, with everything, and we've seen with some of the panelists earlier today, they have...

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01:43:04.120 --> 01:43:29.000

you know, they found the positions themselves, and they, staked out the positions themselves, and they got themselves prepared themselves. So I do think that that's certainly a possibility, and that happens still all the time. I was not... I didn't go... like, Professor Buckles, I'm not sure if you're still here. I mean, I didn't go through AA's process, I didn't know it existed, right? I just had no idea, and I applied in spring, like he did, like he said he did. And so it was like, you know, it just happened

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01:43:29.000 --> 01:43:53.119

that the position was available for me. But I would say the difference is, as Dean Banks says, is that there is this professionalization of a lot of people applying. And so the comparison when you have some of them and some others, it's harder. It's harder for faculty to say, oh, I want these who are homegrown, as opposed to the ones that seem like they're really all... they're so mentored and whatever.

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01:43:53.120 --> 01:44:09.750

But you can mentor yourself, as we've seen, that's why we're having this event, that's why we're having this workshop. You can make sure that you're mentored. You

can make sure that you have the same opportunity as anybody else, if you do what you need to do. And part of it, knowledge is power. And I think that's the way that can happen here. Any other thoughts on this question?

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01:44:09.750 --> 01:44:29.159

I was just gonna add, another thing that I have noted is that sometimes this is part of the conversation when the faculty is discussing candidates, that, well, this person had a VAP, this person didn't, and so thinking about their potential, it looks like they have really excellent potential here, and we shouldn't be weighing the fact that the person who had a VAP

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01:44:29.360 --> 01:44:44.109

has more publications over this other person. So just recognize that there are conversations that faculty are gonna have about your candidacy, and they will see things about you that are attractive and interesting to them, and as, you know, Dean Kirpit just said

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01:44:45.030 --> 01:44:54.250

it's all fair game at that point, so keep in mind that even if you don't have a VAP, there's still plenty of opportunities for you to get a teaching job.

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01:44:54.520 --> 01:45:16.900

Good. Let's move to the next question. So, does the dean's role change in... depending on what type of position we're recruiting for? Does it depend on the doctrinal, clinical, legal writing, adjunct, or visiting professor? Does the dean's role change with respect to each of those kinds of positions?

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01:45:17.800 --> 01:45:40.869

Yeah, please, yes. So, this will be my first season being a dean during a hiring process, so I'm looking at this slightly from my role as when I was vice dean, and I would say that the role, at least at Arizona State University, is really the same, because the faculty makes a decision about who they'd like to hire, and it's up to the dean to try to make that deal, and to close it.

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01:45:40.870 --> 01:45:44.680

And so it is about having conversations about what the

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01:45:44.680 --> 01:45:59.979

person is interested in, what factors are important for them in terms of picking a school that they're going to go work for, getting to know what would be important for them. And so, from my perspective, as a newbie, that role is going to be very similar.

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01:46:00.560 --> 01:46:19.100

I'll speak, just for my institution, the University of Oklahoma, so when it comes to doctrinal, clinical, legal writing positions, my role is, is that, my institution is that there's veto power, right? As there is in all, all of shared governance. And so the faculty is the filter that, that candidates come through.

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01:46:19.100 --> 01:46:37.870

When it comes to adjuncts, that's an administrative decision, that's really driven by, my associate dean, not by me. When we hire, what we call podium visitors, so people are coming in just to teach a class, as opposed to doing, like, a two-year visiting assistant professorship with scholarship support and the expectation of going on the market.

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01:46:37.930 --> 01:46:51.320

For those podium visitor positions, that's also a purely administrative decision. And then for a visiting assistant professor program, which we've had formally for just a couple years at my institution, we're actually in the process of having a conversation

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01:46:51.320 --> 01:47:03.959

Between the faculty and the administration that we're both interested in having about how do we make those decisions? What do we want that to look like? It's been administratively driven with sort of some informal faculty input

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01:47:03.960 --> 01:47:12.279

and we're having a conversation to look at, do we want to bring that into the faculty hiring committee? Do we want to have some more faculty ownership? And I think there's a lot of really good reasons to do that.

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01:47:12.790 --> 01:47:36.959

It sounds like my reality is very much like Dean Carpenter's, with one exception. I would say here, I think it, it, in answer to Dean Baynes, posing the question, it depends upon your governing documents. In our case, our governing documents give me almost exclusive authority over visitors, and of course, I consult with people, I don't just, make the decision,

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01:47:36.960 --> 01:48:00.299

entirely on my own, but I really drive that. For the other decisions, the faculty drives it, but I do have the opportunity for the doctrinal and clinical votes to veto, and I will just share quickly an anecdote. I did not pick the faculty's top choice for a legal writing position a few years ago, and we have unitary tenure track.

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01:48:00.300 --> 01:48:14.859

And that incurred a lot of angry faculty. They thought I should have gone with their first choice, although this guy ended up being such a success that they were all very happy in the end. So, it can be a source of conflict sometimes between the dean and the faculty.

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01:48:16.700 --> 01:48:28.400

I don't think my experience is much different from any of these, but what I'll say is, it's a really good question for you to ask at a place that you are interviewing, right? What is the relationship? What...

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01:48:28.440 --> 01:48:47.620

what are you doing? Because really, sometimes it's very cultural, and it depends on whether the dean is in a good spot with faculty or not, about how much, you know, the faculty's listening. I'll tell you, hilariously, I think, when I went through the dean process, I was a non-traditional dean, I'd been a judge for many years.

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01:48:47.820 --> 01:49:07.279

And they didn't really know what to do with me when they were hiring me. And so through the process, the faculty... head of faculty hiring, the search committee, he kept saying, everybody's really nervous about you because you're a judge, and judges get their way, and judges just rule, and this is faculty governance, faculty governance, and he said it to me so many times, I finally stopped him and I said.

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01:49:08.160 --> 01:49:26.330

So if faculty governs, what are you hiring a dean to do? And he just laughed at me. I was like, because it's all... but it's not all faculty governance, right? It's a shared governance structure, it's a... and it really depends on the relationship that's been cultivated between the faculty and their dean. It's not...

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01:49:26.330 --> 01:49:40.709

the administration and the faculty. If you've got that going on, it's probably not a great place to go right then and there, right? It might need to get a little bit better. So it really should be a shared cultural... a shared set of values.

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01:49:40.900 --> 01:49:49.960

And so the dean is really supporting the faculty choices and talking with the faculty as they're going through the appointments process.

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01:49:50.090 --> 01:50:08.629

And hopefully the dean is then closing the deal, and really, you know, inviting this faculty member in and hoping that they want to stay. And so there's a lot of

negotiations that goes on there, but there's nothing more precious to tenured faculty than their opportunity to choose their colleagues. It's a very...

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01:50:10.100 --> 01:50:17.600

sort of sacred space, you know, for them, right? And you can see that in governing documents. They hold that pretty close to the vest.

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01:50:17.640 --> 01:50:22.449

As they should, it's a really important family that you're joining, so...

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01:50:22.450 --> 01:50:32.529

Yeah, I mean, I think, you know, faculty hiring is probably one of the most important things that the faculty does, and so... because you have to think about it, many of the faculty are going to be with you for-

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01:50:32.530 --> 01:50:56.910

ever, sometimes, right, in terms of the whole career. So... and they have a lot of influence and power, and so I think that's part of it. For it's very similar to everybody else. We have, you know, adjuncts and visiting faculty member that are... faculty members that are basically within the dean's total province, but... or the associate dean, basically, and a lot of it is actually... we have over 200 adjuncts, because we're in Houston, and Houston

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01:50:56.950 --> 01:51:17.570

you know, it's a big city and lots of great lawyers. And we will also look at, you know, the experts, so tax or energy, or whatever. We'll rely on those faculty members in those particular areas to maybe make recommendations or actually suggestions and rely on their expertise for that. So that's something also to think about, who makes those decisions.

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01:51:17.570 --> 01:51:23.290

But it is shared governance. It is, for us at our bylaws provide that

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01:51:23.540 --> 01:51:41.749

the faculty will vote and rank the candidates. That's for any of them, whether it's doctrinal, clinical, or legal writing, any of the faculty candidates, they will vote, they will vote based on enthusiasm, and then rank them in order, and present something to the dean. And the dean is required to follow the rank.

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01:51:41.750 --> 01:51:52.769

So, 1, 2, 3, 4, 5 of the particular area, he, or she, can vary that, but then has to write an explanation to the faculty why they're doing it.

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01:51:52.770 --> 01:52:01.439

Why they're varying that. And so, in the 12 years I've been dean, I have always followed the faculty vote on that

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01:52:01.440 --> 01:52:17.550

given the faculty bylaws. So I think that's a different wrinkle here that might be a little bit different than the other law schools. There's probably one other thing that's worth noting, and again, I'll speak here for my institution, and this is something I did not understand until I became a dean and really got into this work.

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01:52:18.760 --> 01:52:32.629

I have the authority within the law school to actually really only... there's only one decision I'm making, and it's slightly different than the way that we're framing it here, and that is that my decision is, who am I going to forward to the provost

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01:52:32.980 --> 01:52:37.680

who will forward to the President, who forwards to the regents.

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01:52:37.770 --> 01:52:45.000

And so it's, as I often joke, I'm in a large public research institution, the flagship at Oklahoma.

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01:52:45.000 --> 01:53:03.089

And there's a joke amongst deans that people like me are, in some circumstances, a middle manager in a massive public bureaucracy, and this is an example of that. So it's important to remember, I'm not the queen of OU law, right? I am someone who is approving something at my level and then passing it on

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01:53:03.090 --> 01:53:05.430

to higher authorities, and I think that's just worth...

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01:53:05.860 --> 01:53:27.369

And I was just gonna note, another role that the Dean plays here is identifying curricular needs. And so, again, that is a conversation that is had with the faculty, but it is also based on the Associate Dean for Academic Affairs looking at staffing and, you know, how difficult is it? Do we have enough people teaching torts? Do we have enough people teaching CivP Pro? And so that is...

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01:53:27.680 --> 01:53:30.500

concrete information that comes from the dean's office

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01:53:30.660 --> 01:53:33.510

and communicated to the Appointments Committee.

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01:53:34.520 --> 01:53:43.860

Correct. Very much so. Because that, you know, the... it is... I think sometimes, faculty candidates for the faculty sometimes, like

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01:53:43.880 --> 01:53:59.259

seeing favorite candy in a candy store. It was like, oh, this is so, you know, this person's so exciting to us, based on the background and the scholarship, whatever. But, you know, I think the dean's role is to bring people back to some reality that there has to be

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01:53:59.330 --> 01:54:09.990

you know, you can hire anyone of any particular area, but we may need, as you say, someone to teach a particular class or a particular course, and that's very, very important.

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01:54:10.430 --> 01:54:17.180

Let's move on to the next question. How does politics at all, and not politics, like

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01:54:17.190 --> 01:54:20.779

Democrat, Republican, just politics generally, in terms of

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01:54:20.780 --> 01:54:45.540

lowercase p, you know, within your institution, how's that process... how does that hiring... affect the hiring process at all? Like, what would you say that would be the motivating factor? What things you should look at? What concerns do you have with respect to the role of hiring faculty and bringing them on... onto campus and bringing them... onboarding them generally? Why don't we start with Dean Landrieu, let's go the other way this time.

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01:54:46.420 --> 01:54:54.020

So... You know, politics is in everything. Politics is relationships, right? So what is your relationship with

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01:54:54.190 --> 01:55:12.360

the institution, you know, are you a practicing lawyer in that community trying to

join that law school? Who are you in relationship with? So that is always a factor. What you don't ever want to do, and hope it doesn't happen at the institution, but, you know, institutions are nothing more than a community of people

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01:55:12.380 --> 01:55:24.619

trying to row in the same direction, is to get on the wrong side, to get in... to get in a fight that you don't belong in, right? To... to take sides with one faculty member who's...

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01:55:25.050 --> 01:55:26.710

you know, in a...

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01:55:27.040 --> 01:55:44.200

the fight's never about the fight, right? It's about something else, and so you don't want to be in somebody's crosshairs, and so following sort of protocol around making sure you're communicating with the chair of the faculty appointments committee, or with who they designate, and not having side conversations

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01:55:44.220 --> 01:55:53.629

that somebody will find out about. Interestingly, in my dean search, I was at the... and this is just the hiring process, I was a sitting appellate court judge.

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01:55:53.850 --> 01:56:05.090

My candidacy for this deanship was very confidential for me. It was important that it remained confidential. Because when you're a sitting elected judge, when anybody finds out that you're about to vacate a seat.

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01:56:05.420 --> 01:56:17.219

Everybody's running against you, everybody, like, it's... so it was really important. And one day, my phone started blowing up with, I heard you're gonna be the dean, I'm running for your seat, I heard you're gonna be... and I was like, whoa, what just happened?

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01:56:17.560 --> 01:56:31.649

And I actually had to call the chair of the Faculty Appointments Committee and say, I don't know if you're getting this, but I'm not the one putting that out there, because I wasn't even close to the end game, right? And in fact, he had heard it from the street and was worried that I was claiming it.

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01:56:31.920 --> 01:56:42.190

Before faculty had ever even met, right? So, you have to... and I was like, I'm not doing this, I'm really sitting at my desk writing an appellate opinion. It's very

boring, what I'm doing today.

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01:56:42.190 --> 01:56:59.450

Very important to the litigants for whom I'm writing it, but I'm just not doing this. But rumor had gotten out, and so you have to just be open and transparent and in close relationship, I think, in close communication is a better word, with the chair of the Faculty Appointments Committee and follow their lead.

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01:56:59.760 --> 01:57:09.889

As best you can, because that person, whoever is chair of faculty appointments committee, is very well regarded by their faculty, or they wouldn't hold that position.

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01:57:11.870 --> 01:57:19.359

I've been on faculties where, there is a lot of politicking on... in the appointments process.

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01:57:19.360 --> 01:57:43.779

And so I'm going to answer the question by saying what I have tried to do as a dean to avoid that politicking. And, in my past experience, when there was a lot of politicking, it was because a particular group of faculty had, often in, working with whoever the dean was, dominated the appointments process, and that could create conflict.

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01:57:43.780 --> 01:58:07.710

I have tried very deliberately to get differing... factions is too strong a word, but people with very different opinions on what the institution needs on the faculty hiring committee, and in my experience, that has helped, smooth things out considerably, because everyone from the start, felt that they have a voice, because it wasn't a committee that was balanced in

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01:58:07.710 --> 01:58:11.160

one direction, with one set of values, as opposed to another.

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01:58:12.810 --> 01:58:22.240

Yeah, kind of related to getting in crosshairs, I think it connects a little bit to my earlier comment, another Ana sort of advice take, which is just,

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01:58:22.980 --> 01:58:32.769

what I think is true, because we're human beings and it kind of can't be any other way, is that when you are a candidate, you know, when you're going all the way throughout the whole process.

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01:58:32.990 --> 01:58:35.239

You, you stand for something.

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01:58:35.530 --> 01:58:47.590

Your candidacy stands for something. It might stand for, God, we really need a criminal prof, not a torts prof, and we're looking at both, but we think the dean might only make one offer.

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01:58:48.410 --> 01:59:04.939

And so the maneuvering is happening, right? With different parties. And so I just... keeping in mind, again, everything is contingent and contextual and place-based and driven by the relationships, you know, at that particular institution at that particular moment.

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01:59:05.070 --> 01:59:20.999

And so there's just a big element of this that you don't have control over, and I think a really healthy mindset for going into this is to just focus on the things that you can control.

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01:59:21.310 --> 01:59:31.370

Period. And there is so much that is outside of your control, and there is no way, no matter how close you are to someone on the faculty.

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01:59:31.370 --> 01:59:47.319

And no matter how good and solid their advice seems to be, I guarantee you, you do not have a full appreciation, you cannot, because they don't, of the full dynamics that are happening. And so, just from a sort of psychological health.

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01:59:47.330 --> 02:00:00.190

Perspective, just to focus on what you can control, which is your performance, being kind and warm, and being yourself, whoever that is, with the people who you're interacting with,

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02:00:00.190 --> 02:00:12.349

being transparent about what you're interested in and what's possible for you, what you want to teach, what your research agenda is, or your practice agenda if you're looking at a clinical position, so...

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02:00:12.390 --> 02:00:20.229

I think just keeping in mind there's a lot of contingencies and a ton of context,

and you're... and unless and until you join that faculty

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02:00:20.230 --> 02:00:36.349

you're not gonna... and you're still never gonna fully appreciate it, so there's just so much background, and we as candidates are always symbolic of something for different... and for different groups of people. People look at us through different... through different lenses, and all we can control is what we can control.

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02:00:37.280 --> 02:00:44.869

No, I agree with everything that's been said, and one of the, you know, going back to Dean Baynes's point about

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02:00:45.570 --> 02:01:02.969

whether or not the faculty wants, like, sort of best athlete. The administration may identify particular curricular needs. The appointments committee might bring in somebody that they are just super excited about who doesn't really fit those curricular needs, and then there can be

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02:01:03.180 --> 02:01:12.600

conversations amongst the faculty about, well, we really like this person, we think they'd be great for our intellectual, you know, community and our refutation.

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02:01:12.600 --> 02:01:28.500

And other people are like, but we really need someone to teach torts, and our candidate that will teach torts is just as good and just as exciting, as the person that you've identified as sort of a best athlete model. And so, again, to this idea that candidates represent different things.

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02:01:28.500 --> 02:01:36.380

That can get in as part of the discussion that the faculty will have, and this is one reason why I often tell candidates

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02:01:36.540 --> 02:01:54.679

you will have no idea why you did or did not get a particular job, and most of the time, it will have little to do with how you showed up. There's just so many other factors that are at play in deciding who gets an offer, so just also keep that in mind, and don't...

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02:01:54.680 --> 02:01:59.289

sort of think too harshly of yourself if you don't get a particular opportunity, because

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02:01:59.290 --> 02:02:02.689

there's probably nothing you could have done to shift that outcome.

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02:02:02.790 --> 02:02:27.780

And to add to that, I would say that, a lot of it's, you know, resources, right? So you say, best athlete versus, you know, curricular need. Well, you know, many schools are not able to do both. I mean, they're just not, because if you have a curricula need and you fill it with the best athlete, well, who's gonna fit... who's gonna teach the curricular need? I'm just saying, like, you have to get a visitor, you gotta get an adjunct or a super adjunct, you get somebody from another school. You know, maybe if it's a top-T14

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02:02:27.780 --> 02:02:39.589

school, maybe they might be able to do that. But for the rest of schools, that's not going to be possible. And so I think you have to recognize that that may be happening. And I also think that we may not, as you point out, Dean Banks, you may never know

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02:02:39.590 --> 02:03:04.580

what the real story is, and you may not want to know what the real story is, because it may be frustrating, there's nothing you can do about it. So, it is, you know, and they... and the school may not know what the real story is. They, you know, it's just the way they... the faculty may operate on a particular issue. They may not articulate, be able to articulate what's going on. It's just, this is the way things happen. And so I think, you know, I agree. I think you can't let that discourage you

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02:03:04.580 --> 02:03:10.010

or dissuade you. You gotta do the best that you possibly can under the circumstances. Be nice to everyone.

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02:03:10.240 --> 02:03:23.590

And don't let you... I've seen, in some circumstances, other schools, where they get pulled into this, like, if there's factions in the faculty. A candidate. Don't do that, because then when you've done that, you've lost half of the faculty.

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02:03:23.590 --> 02:03:30.849

And so, or, well, that portion of the fact. So don't do that. Be the best that you possibly can be. Be cordial to everyone.

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02:03:30.950 --> 02:03:38.330

And I think the important thing is know the school as well as you can, right?

Because I think that sometimes you have candidates who just, like

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02:03:38.840 --> 02:03:55.219

they just, like, come, and they are, you know, and they're busy and doing lots of things, but there's no articulable reason why they're actually interviewing at your law school. And that becomes clear. And why would I want to hire somebody who's not really interested in my law school?

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02:03:55.510 --> 02:03:57.660

Any other thoughts on this topic before we move on?

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02:03:58.020 --> 02:04:07.429

Let's move on then. So, one thing that came up in our discussion is, like, and, you know, I think all of us have experienced this, is that there have been, you know, candidates who...

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02:04:07.880 --> 02:04:12.869

may not know whether they want to... charitably, I guess, the way to say it. They don't know whether they really want to be

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02:04:13.160 --> 02:04:28.070

at one of our schools, or in our cities, or in our states, and they come and interview. And so, and the challenge, of course, is that they're taking up a space that could be for somebody who really wants to be in our... at our school, or our city, or our state.

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02:04:28.320 --> 02:04:31.490

But the other side of the coin is that they might actually...

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02:04:31.490 --> 02:04:55.630

grow on it. Like, so, I'll give you an example. I'm from New York City, and when I came here, people never thought I would... well, first, never thought I would take the position, and never thought I would be here 12 or 13 years, right? Going on 13 years. They never thought. So, people do grow and change, and appreciate, as they say, I got to Texas as soon as I can.

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02:04:55.630 --> 02:05:20.249

But also, you have to think about that, you know, and the other side of the coin is that, you know, so when I first got here, people would say to me, do you like it? And I say, yes. And I'm like, do you like it better than New York? And I'm like, do you like, do I love my mother or father better? And now they're saying, do you think you would retire here? And I'm like, give me a break. It's like, am I not...

have I not shown that I really enjoy being in Texas?

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02:05:20.250 --> 02:05:45.170

So it's just very complicated. So there is this dilemma on both sides of the coin, right? Both sides of this fence, right? There's this dilemma. Do you really love me enough to come and stay with us? And even you have to show it over and over again, and maybe you are just using us, right? And so, right? That could be, but you also may be learning something, we recognize it. So let me turn to some panelists and get their insights into this. Like, what are your thoughts, and how do you deal with these issues?

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02:05:45.900 --> 02:05:54.569

So, this is a great question. I'm just thinking about our appointments process last year. But I think one of the things to keep in mind is

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02:05:55.190 --> 02:06:06.130

when you are doing screening interviews, you are learning as much about the school as the school is learning about you, just by sort of the culture and the norms of how that screening interview goes.

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02:06:06.150 --> 02:06:17.079

So, if there's any chance or any question in your mind that you might be interested in a school, take the screening interview. You know, I think it's a great opportunity to learn more about the school.

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02:06:17.150 --> 02:06:37.410

And after that screening interview, if you come away from that thinking, like, absolutely not, there's no way I'll go there, don't take the callback. Because that is just... then everybody's time is not being well used. It takes a lot of time and energy on the school's side, on the candidate side, to make those callback visits happen.

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02:06:37.410 --> 02:06:54.789

And, you know, the faculty all comes to the job talk, they're thinking, you know, they've read the paper, they're considering you, so if you have... if you know it's just a no-go at all, I would say don't take the callback. But I think taking screening interviews, if you're open, is an opportunity to learn more.

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02:06:55.910 --> 02:07:14.589

Yeah, have pity on us. It's, you know, we're gonna... University of Oklahoma College of Law is doing a ton of hiring this year, and our schedules will be packed. I mean, it will be, you know, a month and a half of non-stop, every single day, someone is coming through.

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02:07:14.590 --> 02:07:19.579

And our faculty show up for that. Our, you know, it's labor for our staff.

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02:07:19.620 --> 02:07:29.479

You know, the, the monetary expense is, is, is not the issue, it's really, it's, you know, it's, it's the time, it's the human, time and energy.

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02:07:29.500 --> 02:07:42.000

And, you know, you're gonna do what you're gonna do, you gotta make your own choices and do what's best for you, but I would echo, if you really, really can't see yourself coming to an institution, cut us some slack.

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02:07:43.270 --> 02:08:08.269

I'll add to this with, two quick anecdotes that I think really, underline, the comments that have been made. So, and the lesson here is that, in my view, you do yourself no favors by taking an interview that is a kind of practice interview at a place you do not ever intend to go. So last year, we entertained... we, interviewed

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02:08:08.270 --> 02:08:32.280

a guy on campus. He took the screening interview and then accepted. He was a PhD, JD, doing a really interesting work in cybersecurity. He came, he dazzled everyone. I heard him and I said, he's working in an area that our university does not support his PhD work. I said, I think it's unlikely he'll come here. But again, he dazzled everyone, our number one choice.

677

02:08:32.280 --> 02:08:48.369

And, when he declined the offer, he said, well, my wife, you know, she's a Broadway director. He lived in New York City. She's a Broadway director, and so, we really can't, envision moving to Arkansas.

678

02:08:48.730 --> 02:09:12.420

I know his name, right? I have people in the academy, when I run into the people at the school he went to, you know, I'll mention, you know, that left a kind of sour note. So, you do not do yourself any favors, your reputation, by taking an interview just for practice, because that's how it felt to us. Conversely, I will say, and I think this underlines something that

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02:09:12.420 --> 02:09:14.000

Dean Baynes was saying

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02:09:14.000 --> 02:09:38.990

that, if you're willing to go, but it's not your first choice, everybody understands that. We actually interviewed for a very specialized position a couple of years ago, a woman who's actually here at Houston. She was in an interim position at the time. It's an adjoining state, she's from the region. I said, I think she'll probably get the offer at Houston, but... and she'll probably stay there.

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02:09:38.990 --> 02:10:02.679

But it was worth our interviewing her, and she left a lot of goodwill, right? And, we still have faculty who are in touch with her, collaborating with her, and I think those two anecdotes illustrate the perils for you, the candidate, of taking an interview or not that you really do not intend or could take.

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02:10:03.850 --> 02:10:10.279

I don't really have much to add. I think they've all really expressed what it is. I just will add only this

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02:10:11.060 --> 02:10:25.990

there is a view from the outside that faculty jobs, like, that teaching and scholarship and service is not, like, full-time and hard. That's, like, really wrong. It's really full-time and hard. It's enjoyable.

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02:10:26.380 --> 02:10:32.800

But it is full-time and hard, so when you add to that job the faculty hiring process.

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02:10:32.930 --> 02:10:38.689

That we want faculty to take very seriously, and faculty do, in fact, take very seriously.

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02:10:38.690 --> 02:11:02.660

They are reading your scholarship. They are reading your work. They are looking beyond your resume, and they're calling friends about you, right? So, it is a very time-consuming, and it's time-consuming because it needs to be, because it's important to the institution, right? To hire the right people to shepherd that institution in whatever cultural...

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02:11:02.780 --> 02:11:07.949

you know, whatever history it wants to build for itself, whatever future it wants to build for itself. So...

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02:11:08.320 --> 02:11:19.199

Again, we want you to interview, and if it's all about practice for a bit for the screening interviews, that's great too, but don't waste your time or their time, because it will... it's just a time-consuming process.

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02:11:19.210 --> 02:11:31.369

And you're also spending your time at an institution where you could be spending it somewhere else, or waiting a year for the one you really want. So just be mindful of that, and there's no real right or wrong answer.

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02:11:31.590 --> 02:11:35.680

Be your authentic self, but just recognize that it is a time-consuming..

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02:11:35.680 --> 02:12:00.639

May I add something, please? Yeah, please. I would also encourage you, this is something that I, and I'm sure others have seen, often, have conversations with your family and loved ones, before you go to a place. I actually was recently in an event with one of the Texas deans, and she proceeded to tell me that they had, interviewed someone, he had accepted

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02:12:00.640 --> 02:12:25.639

he had actually accepted the offer, and then he called and declined the offer, saying, my wife won't come because of Texas's abortion policies. They should have had that conversation before he accepted... before he even interviewed at a Texas school, right? And again, that's going to hurt his reputation, and, wasted a lot of the school's resources in the

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02:12:25.640 --> 02:12:36.480

process. I'm actually going to do a little bit of a flip side, because all of this, yes, and I'm just gonna tell a brief story, a personal story, to illustrate something that I think is important

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02:12:36.670 --> 02:12:44.409

you... there is a... in my experience, having done lateral moves when I was a faculty member, interviewing for a couple dean jobs.

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02:12:45.380 --> 02:12:52.329

You may think you want a job, and all the jobs I've pursued, I have really believed, yes, I will go to that institution.

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02:12:52.880 --> 02:12:58.339

You don't have full information. The most information you will ever have

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02:12:58.390 --> 02:13:14.159

before you make the decision comes after you get the offer. And by that, I mean the phone call from the dean, verbally expressing the offer and talking you through the terms, whatever letter and documentation you get from the dean or from central administration,

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02:13:14.160 --> 02:13:30.639

the subsequent conversations that you will have with colleagues at the institution, talk to the... you know, when you get an offer, people are going to email you, most likely. Many schools do that. We send out a note and say, I've made an offer, start calling this person, talk to those people.

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02:13:30.640 --> 02:13:36.879

Start getting information, fly back and do the visit if they offer to do that, or if you possibly can, right?

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02:13:36.940 --> 02:13:54.489

And in that whole process, post-offer, you're gonna get a lot of information, and it is also possible that the picture will change. And I had that experience, and I'll actually tell you what it was, I won't name the institution. There was... I mean, I just was over the moon for these people and this place, and I wanted to be there.

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02:13:54.490 --> 02:13:59.790

And when the dean gave me the offer in our subsequent conversations.

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02:13:59.830 --> 02:14:12.510

I was about to go up for tenure, so I would have gone up for tenure that year, and I wanted to come in and get my tenure vote. You're assessing my file, you've got my teaching evaluations, you want me, let's do this.

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02:14:12.660 --> 02:14:17.280

And the response was, well, we're gonna need to vet you for a year.

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02:14:17.700 --> 02:14:32.000

And I... and for me, I was like, no dice. Now, some people would have gone... some people would have gone for that, for different reasons. They want... you know, they wanted to be there geographically, whatever, it was the right move, ranking, and it was a high... it was a much higher-ranked school than the one I was at.

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02:14:32.000 --> 02:14:46.780

But I wanted, for me, personally, part of my value system and how I'm wired is I want to go to the place that wants me, that really wants me, where it's really a fit between my interests and what the needs and interests of that institution are. And they liked me well enough.

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02:14:47.420 --> 02:15:12.400

But that wasn't right for me, and other people would have gone differently, so it is important to recognize all that intention was there, but when you get that information, it can really change. And I often give people the advice, this advice about their, their loved ones, their intimate partners, their friends, their kids. They also... you don't... they don't know, and you don't know how they're gonna feel and think about it until they... you all start gathering that information as well.

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02:15:12.400 --> 02:15:31.349

Well, and I've seen couples sort of obsessing over this town, or this town, this state, or this state, before the offer's ever even been made, and so give yourselves the grace, you know, have the intention to follow through if that's what's true for you, but give yourselves the grace, because circumstances can change in the endgame.

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02:15:32.300 --> 02:15:40.669

And I would... I agree, I think maybe the panel has, you know, I mean, it is a challenge for institutions, certainly, and for the dean

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02:15:40.670 --> 02:16:05.150

when there are people who may participate in the interview process that are not serious. I mean, and we can recognize it, you know, there may be ways where they want to hold off the... they want the offer to extend as long as they can until they get the better school, right? So, you know, your way to deal with that as a dean is to give exploding offers, but then sometimes that doesn't work, because sometimes there are people who will ultimately decide that's where you want to go, so it's like a...

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02:16:05.150 --> 02:16:25.879

a balance that the dean has to do with respect to a lot of these things. It's not a clear answer, but it is time-consuming. But I also think, you know, to the other side of the coin is that we do have to give the candidates grace, because it's something that they may not necessarily know, as you indicated, that this is something that they may want to do, that it may be something that they're open to once they've seen the place, and so you have to hope that

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02:16:25.880 --> 02:16:43.600

that the people are used doing this with, you know, with good intentions, which is

where I would always try to start out with. But then when you see people do this, it's like, oh my goodness, what can you do about this? So it is a complication, it's a complicated dance for the faculty and the dean and the candidate.

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02:16:43.600 --> 02:16:52.300

But it's something that I think we're all concerned about and aware of, and the candidates should be concerned about it, too, for what, you know, what people have said about it.

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02:16:52.389 --> 02:17:17.389

On the other side of the coin is I would say some of my faculty would say they love meeting the candidates because it opens up doors for them to collaborate, to connect with, et cetera, with some of the candidates who ultimately may not come to us. So I think it's a complicated dance, it's a complicated situation, but you can see that there's a great deal of angst by institutions when we have a number of candidates who are really not serious, and you can tell they're not serious when they ultimately don't

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02:17:17.809 --> 02:17:39.780

come, and their reasons for not coming are not... they don't make sense sometimes, right? And so, it's not like we don't know, ultimately. But let's move on to the next question. So, we talked a little bit about the dean's role. Let's talk about the dean's role specifically in the hiring process with respect to salary, teaching package,

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02:17:39.780 --> 02:17:44.680

other incentives, Recruiting candidates, all those kinds of things.

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02:17:45.469 --> 02:18:05.180

Right, so all of that is going to be... those are all decisions that are made by the dean. So, what is the salary offer? What is the teaching package that will be offered? What might be a summer research, grant? Maybe how many years will that be guaranteed? What sort of research budget will you have?

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02:18:05.180 --> 02:18:18.330

Now, keep in mind, a lot of... some of these aspects are standardized at the school. So, for example, at our school, every faculty member has a professional development fund, it is X amount of dollars.

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02:18:18.330 --> 02:18:40.089

That's the base, that's what you're gonna get. Now, again, maybe there are some certain special circumstances where you are doing some unique kind of research that would involve extra expenses. That's a place where that conversation should be had

during these negotiations so that you can see what additional support might be available for that type of research.

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02:18:40.090 --> 02:18:44.090

This is a time when

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02:18:45.170 --> 02:18:49.130

it is important to think through what is important to you

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02:18:49.410 --> 02:19:02.419

and what things are non-negotiable for you, because the worst thing to do is to kind of reach... put your... put your... I don't want to say your demands, but, you know, identify the things that are important to you.

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02:19:02.420 --> 02:19:09.559

The dean works very hard to make those things happen, and then you come back and say, and here's another thing I need.

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02:19:09.809 --> 02:19:30.099

And, you know, that can be really hard to make happen, because oftentimes things are put together as a package, and when you're getting resources from different places, that conversation about what this candidate needs to come may have been part of you getting access to those resources, and then to have to go back

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02:19:30.100 --> 02:19:33.880

and figure out more resources can be really challenging.

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02:19:33.879 --> 02:19:57.900

Another thing that I would say, if there is a partner involved who is going to be looking for a position in your city, or at the university, it's important to make that known probably during the callback stage, rather than waiting until after an offer has been made, because that can be a longer-term process, and it would just be important for the dean to know

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02:19:57.900 --> 02:20:04.739

this is something that I'm gonna need to work on in order for this process to work out.

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02:20:05.450 --> 02:20:22.490

Definitely endorse all of that, and I'm just gonna say one quick thing, and then defer to my colleagues. And this, I will speak only for myself, I won't purport to

speaking for any other dean, and I'm two years in, so I'm still a, I'm still a baby dean, so very much speaking for myself

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02:20:23.900 --> 02:20:39.749

when I remember when I... when I... as I've interviewed for jobs, when I was a faculty member, not so much when I was interviewing for gene jobs, but as a faculty member, I had a little bit of hesitancy. I had the sense, because I didn't go to something like this.

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02:20:39.750 --> 02:20:51.760

I didn't appreciate something that I... that is true for me in the dean's seat now, and that is that I'm not... I'm not in that negotiation process, even in the callback interview, when you come and sit down and meet with me.

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02:20:52.210 --> 02:21:03.450

Yeah, of course I'm assessing you, and we're human beings, we're assessing each other, but that's not my role, and that's really not what's in my head. My job is to sell you on this institution. That's what's in my head.

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02:21:03.490 --> 02:21:19.960

I want you to want to be at my institution, and want to work with me, and I want to tell you about what my vision is for this institution, and where I want to go, and help you understand where we are now, because it's absolutely in my interest

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02:21:19.960 --> 02:21:28.140

to... to help... to shape those expectations, right? And help you understand what... how I... what this institution is from my perspective

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02:21:28.140 --> 02:21:43.350

and where I wanted to go, and I was a little bit hesitant to ask questions, and to really push the dean to give me information, and just my own opinion is that, you know, obviously you want to be kind and cordial and respectful and professional, and you'll be all those things.

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02:21:43.750 --> 02:21:46.330

Ask the questions that you want answers to

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02:21:46.460 --> 02:22:04.699

give me a chance to tell you what's in my head, what I understand about this institution, and where we're gonna go. And if I dinged you for that, then I'm not doing my job, right? And that's not your problem. Like, you need to ask the questions and get the information, both

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02:22:04.700 --> 02:22:09.890

when you're with, when you're with me, when you're with the dean, in that, callback interview.

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02:22:09.890 --> 02:22:18.070

And especially in that post-offer negotiation stage, that's your shot. And the final thing I'll say is.

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02:22:18.080 --> 02:22:26.619

If it is really important to you, and especially if it involves time or money, get it in writing.

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02:22:26.870 --> 02:22:47.540

And if I can't put... speaking for myself, if I can't put it in writing, it's because I can't. For some structural reason, a reason that has to do with, university policy, right? There's a real barrier. To the extent it matters to you, and it's about your time and money, which is... or the resources that this job is giving you, you gotta get it in writing, don't rely on anything verbal.

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02:22:48.540 --> 02:23:01.019

I will just add quickly, about an important distinction if you're having salary negotiations that is true of most state universities that I know. I'm at a state university now, and private universities.

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02:23:01.020 --> 02:23:26.019

At state universities, you rarely have the chance to negotiate salaries significantly. That is because in my case, for example, if we want to have a hire at either the associate or the assistant level, we can do that, and that gives me some flexibility, so it'll depend upon the candidate. But beyond that, I have almost no discretion to change salaries.

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02:23:26.020 --> 02:23:50.970

I can do the kind of thing that Dean Banks was talking about, that is, if you have particular research needs, or your moving expenses are going to be higher than our budgeted amount because you live in Alaska, or whatever it is, there I have some discretion. But, and that's where, as Dean Carpenter said, I would rather that question be asked to me in the salary discussion and say

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02:23:50.970 --> 02:24:15.929

look, I don't have any flexibility here. I wish I did. And then, continue, as I have, to explain plans for trying to increase everybody's salary, because we have a

pretty strong ethic of, equity, among tiers and salary. And so, and again, I would just underline how, and, you should be asking the questions, and I will just conclude saying, if it's

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02:24:15.930 --> 02:24:40.909

a state university, please don't go and look at the state tables that tell you what the range of salaries are, and the reason is that the range of possible funding does not necessarily have anything to do with the actual budgeted amount. And that ties a dean's hand. Again, what I've said is not always true for private universities.

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02:24:40.910 --> 02:24:47.420

Our deans have a lot more flexibility, with, with salary.

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02:24:47.990 --> 02:24:52.180

So remember that this isn't... these things aren't bucketed.

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02:24:52.580 --> 02:24:58.449

While the course package is really up to the dean, that should be something you know from the very beginning.

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02:24:58.620 --> 02:25:04.609

Right? You shouldn't come in as a criminal law professor, and then in the interview with me, me tell you, guess what, I want you teaching tax.

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02:25:05.070 --> 02:25:14.649

Right? That's not the way it works, right? So you'll know that very early on, and the Faculty Appointments Committee and the dean should be in constant con... con...

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02:25:14.780 --> 02:25:21.809

conversations with each other about that, so there should be no real... I'm not saying it can't be iterative and it doesn't change.

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02:25:21.810 --> 02:25:40.880

You know, over time. We also know that over the course of your career, you might lean into another subject matter area. You know, one of my professors who was with us for 10 years is like, hey, I want to take a shot at CivPro. I was like, you do? He's like, I do. I was like, okay, let's see, alright? And so we want you to be open, we want to be open to that professional development.

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02:25:40.880 --> 02:25:44.610

Of our faculty, so you're not pigeon-holed into something.

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02:25:44.610 --> 02:26:04.369

You also can't, though, after you're there, say, I don't want to teach this anymore, I'm moving out of this. Like, that's not something you get to do either, right? So it's all relationship-based, and it's iterative in the process, but you shouldn't be surprised by your course package, or how many courses you're teaching, or what your committee assignments...

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02:26:04.490 --> 02:26:16.869

you know, might be, or what your service load might be, but it will change, and it will ebb and flow over the years. We speak about it as being a three-legged stool of scholarship, service, and teaching.

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02:26:17.040 --> 02:26:20.709

And what I try to get my faculty to understand, or to see.

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02:26:20.920 --> 02:26:27.249

Is that somebody might emphasize their scholarship for 2 years and not take on a new course?

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02:26:27.500 --> 02:26:45.310

But then when I ask them to take on a new course, their scholarship might wane. It doesn't suffer, but the three legs don't always stand so strong for everybody at all the time. What I try to get our faculty to think about is to just think about it as a collective, just like you would in a law partnership.

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02:26:45.780 --> 02:26:56.300

Somebody's bringing in the money, somebody's handling the money, right? Somebody, like, you're, you're, you know, handling the case versus rainmaking the case, so you're in a partnership, and that's really no different

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02:26:56.320 --> 02:27:07.390

in a law school faculty, everybody can't be excellent at all three of those things all of the time, right? Especially, for instance, like, for your ABA credentialing visit.

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02:27:07.390 --> 02:27:20.040

Somebody needs to chair that, it's gonna take them away from something. Something's gotta give for them to be able to chair that. So, it is all relationship-based, but in the hiring process, there shouldn't be any surprises about

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02:27:20.120 --> 02:27:22.999

your course package, or what is expected of you

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02:27:23.420 --> 02:27:24.830

going through.

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02:27:24.840 --> 02:27:49.740

I just wanted to add one thing about being at a state school. Many states, you know, to your point about the published information about salaries, also keep in mind that that information is not always accurate, because it often sometimes will count buckets of money that people are getting, or not count buckets. Some people have arrangements with multiple units on campus, and so maybe some of their, compensation is being,

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02:27:49.740 --> 02:27:56.409

covered by another unit. And so, while it can be maybe a, a guide.

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02:27:56.840 --> 02:28:03.160

Do not rely on it heavily and think that the dean is offering you something, you know, drastically

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02:28:03.200 --> 02:28:08.740

horrible, because it doesn't match what is in that published information. And it also could be lagging.

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02:28:08.770 --> 02:28:12.219

Right, so it may not actually be the most up-to-date salary that someone

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02:28:12.220 --> 02:28:35.539

has, and I also think the thing to think about is also cost of living, you know, Texas, there's no income tax, you know, it's very affordable, and many of our states are people that represent on this panel. Also, that is something to think about when you think about salary. Teaching back, I agree with what everyone says, you should know that. I guess the thing is, are there any... in terms of my question, are there any other incentives

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02:28:35.540 --> 02:28:36.710

that...

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02:28:37.060 --> 02:28:50.120

you might be able to offer, or that they may, you know, I mean, maybe it's very much focused on the specific candidate, but are there any other incentives that sometimes you've given to faculty candidates?

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02:28:50.240 --> 02:28:52.130

A faculty that you're negotiating with.

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02:28:52.270 --> 02:28:53.280

Any thoughts?

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02:28:53.590 --> 02:28:59.750

One thing I've done is that candidates often... I mean, I can't endorse enough

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02:28:59.750 --> 02:29:24.509

what Dean Baynes said at the outset, that please come to the interview having done a little homework about the school, so you know who you're talking to. But often, people don't know what your university offers, and so one thing I've tried to do with candidates sometimes say, well, I see you're interested in... you're a criminal lawyer. You know, at our criminal justice institute on main campus, they're doing interesting statistical work on

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02:29:24.510 --> 02:29:45.480

XYZ can I introduce you to those people? And that can be appealing, because it shows the kind of breadth of connections they can have, and the kind of academic community beyond law they can have. And what we've done is that we've offered courtesy appointments in different departments, and that's something that you can do, and a lot of our faculty members are very interested in that.

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02:29:45.490 --> 02:29:46.890

Any other thoughts?

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02:29:48.030 --> 02:29:58.089

I'll just say that, and this may be obvious, but in the... when you're talking about entry-level hiring, but on the... on the tenure track side, or entry-level in general, even for contract faculty,

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02:29:58.370 --> 02:30:04.500

speaking for my institution, that's gonna be pretty stepwise. The structure is gonna be pretty consistent.

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02:30:04.590 --> 02:30:09.549

That's how we want it. We want everybody to come in at the same level.

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02:30:09.620 --> 02:30:29.300

It's when you get into making a lateral move later on in your career, in my experience, that's the moment when there's really a lot more room. You know, I want to run a center, I want to, you know, a pot of money to do convenings of people in my field, that sort of thing. But I will say, on the convening front.

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02:30:29.300 --> 02:30:37.339

Even for pre-tenure people, if somebody's got the energy and wants to do something that is gonna put our law school on the map,

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02:30:37.670 --> 02:30:45.959

to bring other scholars, to make us the center of an interesting, professional or scholarly conversation,

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02:30:45.960 --> 02:31:04.070

that's a conversation that I'm willing to have, because that's not just about that person. If that person says, hey, look, I'm coming in, I've been at this other institution, you know, two years, I'm still pre-tenure, but I've got some energy, and I want to have, you know, for the next 2 years, I want to pull together all these scholars in my field and do an all-day, you know

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02:31:04.070 --> 02:31:06.629

gathering, workshop, whatever.

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02:31:06.690 --> 02:31:13.989

I'd be very interested in having those kinds of conversations, because it's not just... that's to the benefit of the institution, as well. Good.

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02:31:14.060 --> 02:31:22.539

Let's move to the next question, because we're running out of time. Last question. So, I came up a little bit about your conversation, Dean Banks, about

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02:31:22.540 --> 02:31:42.619

how the candidate might come up with one thing first and add, and I find that's often because they've spoken to other people, right? So they've spoken to other people, and they say, oh, you should ask for this, or you should do that, right? And so, what's your... what's our perspective on that with respect to how the hiring committee or other

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02:31:42.620 --> 02:31:49.689

people might be advising the dean... not the dean, the candidate in the negotiating process. Let me start with Dean Landrieu.

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02:31:49.890 --> 02:32:09.609

Yeah, this one's hard, right? We talked about this on our phone call, so I really would like to be a panel member, and he... I mean, I'd like to be in the audience and hear, but, you know, it's not helpful for faculty members to quietly inject themselves in the dean candidate

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02:32:09.610 --> 02:32:11.610

negotiating process

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02:32:11.790 --> 02:32:16.819

because what you don't know is that I know the language of my faculty.

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02:32:16.940 --> 02:32:30.350

So when you use words, I'm like, oh, I know who she's talking to. Right? Or I know who they're talking to, so that's just... you're gonna get yourself into a little bit of a trouble when you do that. On the other hand, if...

793

02:32:31.060 --> 02:32:49.190

I guess I would say it this way, if you're dealing with a dean who's not transparent with you, then do you really want to go to that law school at all? Right? So I don't... I think it's just tricky for you to... I'm gonna ask you a question, Dean Landrieu. What if somebody... what if I were to say to you, hey, we're in our negotiation conversation, it's our first call, I'm asking my initial questions about the offer

794

02:32:49.540 --> 02:33:06.990

one of the members of your faculty said X. Is that true? Yeah. Oh, I think that's great, because now I know that you've told me I spoke to some... So I'm just being... this is what I've heard, this is the word on the screen. Somebody told me to ask you about this, and tell me who it is, and we're all open, that's great. That's easy, right?

795

02:33:06.990 --> 02:33:09.690

It's when you're acting like you're not talking to them.

796

02:33:09.690 --> 02:33:24.829

Right? Or there's this sort of sub-conversation that's going on out there that, A, I'm gonna pick up on, right? Which isn't gonna go well for any of us, right? So...

but that's also a discipline around our faculty and our responsibility to make sure we're disciplined

797

02:33:24.830 --> 02:33:31.899

about that, so that it doesn't inadvertently hurt you as a candidate. And so that's discipline that we have to engage in.

798

02:33:31.900 --> 02:33:51.760

But there's absolutely nothing wrong with you talking to faculty members and saying, what should I be asking for? You're my mentor, what should I be thinking about? By the way, if I don't want to teach at 8 in the morning, or we... I saw this one on one of your... maybe, Dean Bain said earlier, I never want to teach in the night program.

799

02:33:52.160 --> 02:33:58.489

Well, that's not something we can let you do if we need people to teach in the night program. We're a school with a night program.

800

02:33:58.500 --> 02:34:04.349

Right? There are some times when one of my faculty members, I love this so much, she came from private practice.

801

02:34:04.350 --> 02:34:20.110

She was teaching the night program, and she had little kids. It's like, how are you doing this? She's like, are you kidding me? I'm home after bath time, just for book time. This is working for me. My husband's got the bewitching hour. I'm like, this is working for me. So some... we try to do a work balance

802

02:34:20.120 --> 02:34:39.469

right? Who's at work for and who it doesn't work for. We have some professors who really like the night, you know, like, so... but... but to say, to come in and kind of negotiate hard on some of those things might... but I think a transparent conversation, so-and-so on the Faculty Appointments Committee, or just so-and-so faculty member told me to ask you about this.

803

02:34:39.470 --> 02:34:49.259

I think that's golden. That's a great question for me to get. It's the underlying acting like you haven't been talking to them that can run into trouble for all of us.

804

02:34:49.590 --> 02:34:51.549

Any other thoughts before we break?

805

02:34:52.400 --> 02:35:01.690

Let's thank our panelists. Well, I guess we're out of time, so thank our panelists.  
But they're here to answer any questions afterwards. Thank you all.