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Breaking Into The Academy: The 2000-2002 *Michigan Journal of Race & Law* Guide for Aspiring Law Professors

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BREAKING INTO THE ACADEMY: THE 2000–2002
Michigan Journal of Race & Law GUIDE
FOR ASPIRING LAW PROFESSORS*

Edited by

*Gabriel J. Chin***
*Denise C. Morgan****

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ADVICE FOR LAW PROFESSOR WANNABES

Denise C. Morgan

I was not very far into my law school experience when I realized that my professors had the best job in town—it took me quite a bit longer to discover that I, too, could get in on the deal. Do not misunderstand me: being a law professor is not easy. In fact, when done correctly, the job requires a tremendous amount of intellectual energy, emotional commitment, and long hours of hard work. However, if you *enjoy* writing, research, public speaking, and developing mentoring relationships, being a law professor could be the career for you. This article, and the listings of helpful organizations and citations to other articles about law teaching that follow, are intended to help guide the law professor wannabe through the process of applying for a tenure-track faculty position at a law school.

The Groundwork

Once you have set your sights upon a career in law teaching you must determine how best to position yourself to obtain a job in the field. The answer is to write, publish, and otherwise bolster your credentials. Write as many papers with as many of your law school professors as you can; write onto a journal and have your article published; work as a research assistant for a professor and write with him or her; work for a judge and write bench memos and draft opinions; work for a public interest organization or a law firm and publish scholarship about the law you practice there. Whatever you do, write. In addition to providing proof of your interest in legal scholarship and supplying material from which you can fashion a job talk (a scholarly presentation that is a common feature of the interview process), writing with professors, judges, and lawyers will allow you to find mentors who will be able to vouch for your abilities when you need recommendations.

You should also consider whether you want to enter academia straight from law school or whether you prefer to practice before going into teaching. There are two schools of thought on that question. The first is that there is nothing that prepares one for law teaching better than being a law student. The argument is that time outside of an academic environment might actually be detrimental to one's ability to produce significant legal scholarship. It is difficult to break the habit of using the law as a tool to advocate for particular positions and clients, as opposed to reflecting upon the law and the legal system in a broader context. The

other view is that it is impossible to teach law without seeing how it works in practice, and legal scholarship is more meaningful when it draws upon wisdom gained from at least a few years of working in the trenches. Either way, the more impressive the credentials you are able to assemble, the more likely it is that you will be able to get a teaching position. If your law school record is very strong and you feel ready to take the plunge straight into academia, go for it. However, if you are insecure about your ability to compete in the job market because you did not attend one of the more prestigious law schools or have not published any legal scholarship, you can improve your chances of landing a teaching position at the law school of your choice by clerking for a judge, or completing an LL.M. or teaching fellowship program.

The Application

The process of applying for law teaching positions can be an ego-bruising experience—even for those who do get jobs. Chances are that you will not have faced such stiff competition for something that you wanted so desperately since sometime during puberty. Accordingly, your first step in applying for a teaching position should be to prepare yourself emotionally for the long, strange trip—self-confidence is eighty percent of what is necessary to survive the application process. After you have secured signed and notarized statements from your friends and family saying that they will still love you even if you do not get a teaching position at your first-choice school, get in touch with those professors, judges, and lawyers with whom you have worked most closely. Update your resume and send a copy to your mentors to let them know what you have been doing. Ask them for advice, guidance, and recommendations.

In July or August of the year before you hope to begin teaching you should get in touch with the Association of American Law Schools (AALS). You can contact the AALS online: www.aals.org; by mail: 1201 Connecticut Avenue, NW, Suite 800, Washington, DC 20036-2605; by phone: (202) 296-8851; or by fax: (202) 296-8869. While a significant number of candidates obtain job interviews outside of this formal process, the AALS does a number of things to help smooth the law professor wannabe's path into academia. For a small fee, the AALS will list your name in the Faculty Appointments Register, send you copies of its *Placement Bulletin*, and invite you to the Faculty Recruitment Conference. The fee to register with the AALS is approximately \$215 (late registration costs an additional \$39). Unless you are absolutely certain that there are only one or two law schools at which you would ever want to teach, you should give serious thought to registering with the AALS. If you are

interested in joining the clinical faculty at a law school, you should also contact the Clinical Legal Education Association, which publishes the most comprehensive listing of clinical job openings. Its online address is: <http://clinic.law.cuny.edu/clea/clea.html>; phone: (773) 702-9611. Some bar associations also offer assistance to lawyers who are interested in breaking into legal academia. Finally, you should call the career services office of the law school from which you graduated and let them know that you are looking for a teaching job. Law schools often share information about their graduates who are on the teaching market.

The AALS Faculty Appointments Register

Every year the AALS distributes a compilation of short-form resumes of the law teaching candidates who register with them—usually between 1100 and 1300 people. Every law school in the country receives a copy of the register, and most of the appointments committees study it quite carefully. Accordingly, you should pay significant attention to the material you submit for inclusion. Here are a few tips:

This year, for the first time, the AALS is requiring applicants to sign up online for the Faculty Appointments Register. You need to submit information about your educational background, any teaching experience you have, the subjects you are interested in teaching, your employment history, publications, and bar admissions. Check the information you input online very carefully. Once you click the “Submit FAR to AALS” button, you will no longer be able to edit, view, or print a copy of your resume.

Submit your materials in to the AALS as early as possible. It is advantageous to have your short-form resume included in the earliest distribution of the Faculty Appointments Register so that law school appointments committees will receive it when they are still fresh and enthusiastic about reading it carefully.

Your AALS short-form resume should be accurate, concise, and show your strengths prominently. If your name has changed since you graduated from law school, you should include your former name on your short-form resume so that faculty members on appointments committees who know you only by that name will recognize you.

The references you list on your AALS form should have had close and recent experience working with you. It is most important that they be willing to vouch for your professorial potential and that they be unequivocal supporters of your application for a teaching position.

Do a bit of soul searching before you fill out the section of the AALS form asking for your subject matter interests and primary areas of research. Law schools will expect you to exhibit a consuming passion for

at least one subject matter area, not just a general interest in teaching any old thing. Find your passion. On the other hand, law schools are often looking to fill particular holes in their curriculum—so you should think broadly about subjects that you would be willing to teach. A good strategy is to identify one basic first-year course, such as contracts, torts, property, criminal law or civil procedure, that you would be willing to teach, in addition to a more specialized area of interest. Whatever you do, do not leave this section blank or say that you will teach anything. Many schools make their initial cut of applicants by scanning the subject matter interests sections of the short-form resumes.

The competition is fiercest for teaching jobs at the most prestigious schools and in the most popular geographical areas. If you really want to teach law, you should consider talking to a variety of law schools all over the country. Keep in mind that professors whose scholarship is well regarded often receive invitations for visiting professorships at other schools. Therefore, the first school at which you teach will not necessarily be the institution at which you remain forever.

The AALS Faculty Recruitment Conference

In the beginning of November, the AALS holds an event that is fondly known as “The Meatmarket.” Law schools schedule interviews with candidates every thirty minutes all day long over the course of the three days of the AALS Recruitment Conference. If you have a number of interviews, the Recruitment Conference can be grueling—try to arrange your schedule so you will have time to collect yourself between each session. Also, remember that as exhausted as you may be from your trip to the conference and from fighting your way through the crowds to get to your next appointment, your interviewers are likely to be even more drained than you are. They have been sitting in a small room for days on end, pouring over resumes and listening to candidates. A few thoughts on how to make your interviews go smoothly:

Be on time. Tardiness is not the way to make a good first impression, and you may not have a chance to make a better second impression. Dress the part and bring extra copies of your resume and written work with you.

Do some homework about the schools with which you will be interviewing and the professors with whom you will be meeting. Be prepared to ask questions about the law school. For example, you might want to know what support is available to help you with your research and writing projects, how collegial the faculty is, what your first year teaching load is likely to be, and what the caliber of the student body is.

Refamiliarize yourself with your own written work—there is nothing more embarrassing than having your interviewer remember your article(s) better than you do.

Do not spend your entire interview exchanging pleasantries. Your interviewers want to see your ability to manipulate legal doctrine, not cocktail party chat. Do not leave them with the impression that you are a nice person who is not particularly interested in talking about the law.

Most importantly, by the time you get to The Meatmarket, you *must* be able to answer the following question in your sleep: “Why do you want to go into law teaching?” In responding to this question you have the opportunity to show your interviewers your enthusiasm for teaching, scholarship, and the law—don’t be humdrum. Your answer to this question should not be that you do not like your current job, or that you are looking for an easier lifestyle. Law schools are looking to hire people who affirmatively want to teach, not people who are running from their past mistakes. In addition, your interviewers are trying to determine whether you will be prolific in your writing and active in school affairs—saying that you are looking for work that is easier or more laid back than your current job is not the best way to show that you will take the hard work required for law teaching seriously. In addition, you should be able to talk about the direction in which you see your scholarship developing in the upcoming years. Law schools want to hire people who have already given some thought to what they would like to research and write about when they become professors. So, when your interviews ask you whether you have a research agenda, your answer should be, “Yes.”

The Job Talk

Law schools operate on different schedules after the AALS Recruitment Conference. Some schools contact applicants immediately after the conference, and others wait up to five or six weeks after the conference to get in touch with applicants whom they are interested in inviting to campus for further interviews. In fact, some schools begin making offers to applicants as early as November, and others do not get around to hiring anyone until March or April of the next year. There is just no predicting.

Be that as it may, the earlier you start working on your job talk, the better. Try to pick a subject that will sustain your interest and that of your audience. It isn’t necessary for you to have completed a publishable piece, but the more practice you have articulating your ideas and the more questions you have addressed *before* you present your job talk to a faculty, the better. Discuss your talk with anyone who will listen to you: I

have found my family and non-lawyer friends to be particularly helpful in teaching me how to articulate legal concepts clearly.

The final step in the application process is the on-campus interview. Some schools invite candidates to give job talks during their first call-back—others have a several-stage process in which candidates first interview with individual faculty members or give a short presentation to the faculty hiring committee and then may be invited back to give a full-fledged job talk. Ask what will be expected of you—you really do not want to be surprised.

The purpose of the job talk is three-fold. First, the faculty is trying to evaluate your ability to communicate ideas to a class. Therefore, your presentation should be well organized and delivered at a level of complexity that will engage your listeners whether or not they are experts in the field on which you are speaking. Second, the faculty is trying to discover what sorts of problems you are interested in thinking and writing about and how you will approach those problems. Talk about something that you know well, and highlight the larger constitutional and philosophical implications of your ideas. Last, the faculty is trying to determine whether you are willing and able to engage in dialogue about your ideas. You should not treat the question and answer period after your job talk as an adversarial interrogation session, but rather as an opportunity to clarify and improve your ideas with the assistance of other thoughtful people and as a chance to show that you can be self-critical about your work.

After your presentation to the faculty, the ball is in the law school's court. If you are fortunate enough to have more than one school interested in your application at this stage of the process, remember that the ordinary rules of courtesy still apply. If you receive an offer from one law school before you are scheduled to present your job talk to your "dream" school, it is probably wise to explain your situation to both schools in the hope of buying yourself some time on your first offer.

Good luck. And remember that law teaching really is the best job in town.

Addresses and Phone Numbers of Helpful Organizations

Association of American Law Schools
1201 Connecticut Avenue, NW, Suite 800
Washington, DC 20036-2605
(202) 296-8851
(202) 296-8869 (fax)
<http://www.aals.org>

Comments: Publishes the Faculty Appointments Register, the *Placement Bulletin*, and the *Journal of Legal Education*, and holds a Faculty Recruitment Conference.

Clinical Legal Education Association
6020 South University Avenue
Chicago, IL 60637-2786
(773) 702-9611

Comments: Publishes a listing of clinical job openings.

Hispanic National Bar Association
P.O. Box 66105
Washington, DC 20035
(202) 293-1507
(202) 293-1508 (fax)
hnba@aol.com

Comments: Annual convention in October includes workshops for aspiring law professors.

Becoming a Law Professor: A Program for Minority Lawyers and Law Students
St. Mary's University School of Law
One Camino Santa Maria
San Antonio, TX 78228-8603
(210) 431-2110

Contact: Professor Reynaldo Anaya Valencia

Comments: Holds day-long program in June to inform minority lawyers and law students about the process of pursuing a career as a law professor.

Teachlaw: Resources for Lawyers Who Want to be Law Professors
<http://teachlaw.law.uc.edu>

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LAW TEACHING FELLOWSHIP PROGRAMS

*Michele Baker Richardson***Teaching Fellow, Stanford Law School, 1991–92*

A number of law schools have developed teaching fellowship programs that can be useful to someone who wants to pursue a career in academia. The programs differ in character, and some may be more helpful than others. The programs listed here are among the most desirable—they are tuition-free, and most offer stipends. Accordingly, they are highly selective. Many of these programs offer fellows the opportunity to teach in a substantive area. All will expose participants to the legal academic environment and allow for participation in faculty development workshops and colloquia. Of greater importance, perhaps, is the opportunity to consider and develop one's own scholarship. Although the rigors of some programs are substantial, most allow fellows much more time and support than they would have in the private sector to pursue work on scholarly interests. The association with an academic institution can also assist fellows in publishing their work. Further, a number of programs allow teaching fellows to pursue an advanced degree during their tenure as teaching fellows. Obtaining this advanced degree, particularly from a highly ranked institution, can be a significant benefit. Fellows who choose to pursue advanced degrees may have opportunities to work with notable professors in their field who can later serve as references during their search for a tenure-track position.

An increasing number of fellowship programs have been developed at prestigious institutions that have the sole aim of allowing fellows to pursue academic writing in an effort to assist them in obtaining full-time, tenure-track positions. Some, but not all, of these programs are targeted towards groups that are underrepresented in legal academia. Almost all of these programs require fellows to obtain an advanced degree during their course of study. A number of these programs encourage fellows to develop and teach a substantive course.

When you are looking at these programs, it is important to inquire about the focus of the program, the participation of fellows in institutional activities, and the placement record of former fellows in tenure-track positions. It is also important to keep in mind that most institutions do not hire

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their fellows as full-time, tenure-track professors, although they may offer a great deal of assistance in obtaining such a position at another school.

In summary, teaching fellowships can provide an excellent opportunity and a “leg up” to the individual who is interested in pursuing a career in law teaching, particularly in the competitive market that applicants now face. Be sure to do your research before selecting programs to apply to, and have your own agenda in mind when you begin work on your fellowship. Ultimately, the fellowship opportunity will be what you make of it.

Listing of Teaching Fellowship Programs

University of Baltimore School of Law

1420 N. Charles Street

Baltimore, MD 21201

(410) 837-5657

Contact: Jane Murphy, Director of Clinical Programs

Comments: Fellowships in the Family Law Clinic, Civil Law Clinic, and Community Development Clinic are each for a two-year term and are designed for attorneys who may wish to enter a full-time career in law school clinical education.

University of Connecticut School of Law

William Davis Fellowship

55 Elizabeth Street

Hartford, CT 06105-2290

(860) 570-5205

jbauer@law.uconn.edu

Contact: Jon Bauer, Director, Civil Law Clinic

Comments: This Fellowship focuses on clinical teaching.

Georgetown University Law Center

Appellate Litigation Fellowship

111 F Street, NW, Suite 123

Washington, DC 20001-2095

(202) 662-9555

Contact: Professor Steven H. Goldblatt, Director

Deadline: December 15

Comments: For LL.M. candidates interested in intensive and advanced training as litigators.

Georgetown University Law Center
Applied Legal Studies Fellowship
600 New Jersey Avenue, NW
Washington, DC 20001-2095
(202) 662-9565

Contact: Professor David A. Koplow and Professor Philip G. Schrag, Co-Directors

Deadline: December 1

Comments: Two-year clinical teaching fellowship. The Center focuses on political asylum and immigration cases.

Georgetown University Law Center
Criminal Justice and Juvenile Justice Clinics
E. Barrett Prettyman & Stuart Stiller Fellowships
111 F Street, N.W.
Washington, DC 20001-2095
(202) 662-9575

Contact: Professor John M. Copacino, Director

Deadline: December 1

Comments: Designed to provide instruction in trial advocacy and practical experience representing clients in court.

Georgetown University Law Center
Federal Legislation Clinic Fellowship
111 F Street, N.W.
Washington, DC 20001-2095
(202) 662-9595

Contact: Professor Chai R. Feldblum, Director

Deadline: December 1

Comments: Focuses on the study of the federal legislative process.

Georgetown University Law Center
Fellowship Program for Future Law Professors
600 New Jersey Avenue, NW
Washington, DC 20001-2075
(202) 662-9015

Contact: Sherrie Gilman, Director of Admissions

Deadline: February 1

Comments: Designed to increase the diversity of the law teaching profession and to bring underrepresented perspectives to the development of legal scholarship.

Georgetown University Law Center
Harrison Institute for Public Law Fellowship
111 F Street, N.W.
Washington, DC 20001-2095
(202) 662-9603
Contact: Professor Robert Stumberg, Clinical Director
Deadline: February 1
Comments: Two-year fellowship at the Harrison Institute.

Georgetown University Law Center
Institute for Public Representation Fellowship
111 F Street, N.W.
Washington, DC 20001-2095
(202) 662-9535
Contact: Professor Douglas L. Parker, Director
Deadline: November 15
Comments: The Institute provides legal representation to underrepresented groups and interests.

Georgetown University Law Center
Law Related Education Fellowship (Street Law)
111 F Street, N.W.
Washington, DC 20001-2095
(202) 662-9615
Contact: Professor Richard L. Roe, Director
Deadline: December 18
Comments: Designed for those interested in developing research, teaching, and supervisory abilities in a law school clinical and public interest setting.

Georgetown University Law Center
Women's Law & Public Policy Fellowship
111 F Street, N.W.
Washington, DC 20001-2095
(202) 662-9650
Contact: Professor Mary Hartnet, Director
Deadline: November 1
Comments: One-year fellowship for recent law graduates interested in working on women's rights issues in Washington, DC.

Harvard Law School
Charles Hamilton Houston Fellowship for Law Teaching
Reginald F. Lewis Fellowship for Law Teaching
Griswold 200
Cambridge, MA 02138
(617) 495-4620
Contact: Vice-Dean David Smith
Deadline: February 15
Comments: Two separate fellowships designed to train prospective law teachers who will enhance the diversity of the profession. Minority candidates are especially encouraged.

University of Iowa College of Law
Faculty Fellow Program
Iowa City, IA 42242
(319) 335-9034
Contact: Chair, Faculty Appointments Committee
Comments: This is a one- or two-year fellowship for a prospective law teacher who will add diversity to the law teaching profession.

Pension Benefit Guaranty Corporation Fellowship Program
600 New Jersey Avenue, N.W.
Washington, DC 20001-2075
(202) 662-9015
Contact: Lee Carol Cook, Director of Admissions
Deadline: June 1
Comments: Fellowship recipients work as full-time, entry-level attorneys in the Office of the General Counsel of the PBGC.

University of South Dakota School of Law
Indian Law Fellowship
414 East Clark St.
Vermillion, SD 57069
(605) 677-5361
Contact: Professor Frank R. Pommersheim
Deadline: May 15

Comments: Six-month fellowship for those who have experience in Indian law and who intend to continue working in that field.

Stanford Law School
Aspiring Law Teachers Fellowship Program
Stanford, CA 94305-8610
(415) 723-2465
Contact: Admissions Office

Temple University School of Law
Office of Graduate Programs, Room 710
Graduate Teaching Fellowship Program
1719 North Broad Street
Philadelphia, PA 19122-6098
(215) 204-8982
INTL_LAW@vm.temple.edu
Contact: Adelaide Ferguson, Assistant Dean for Graduate and International Programs
Deadline: January 15
Comments: Two-year fellowship for prospective law teachers leading to an LL.M. Minority candidates are especially encouraged to apply.

Tulane University Law School
Environmental Law Fellowship
6329 Freret Street
Weinmann Hall, Suite 130
New Orleans, LA 70118
(504) 865-5789
admissions@law.tulane.edu
Contact: Professor Robert Kuehn
Deadline: Varies according to availability of fellowship
Comments: Fellowship leading to an LL.M. Students may concentrate on energy or environmental studies.

Tulane University Law School
Maritime Law Fellowship Program
Weinmann Hall, Suite 203
New Orleans, LA 70118
(504) 865-5930 (admissions)

(504) 865-5947 (program director)
amyjohnson@law.tulane.edu
Contact: Professor Robert Force, Director
Deadline: March 1
Comments: Fellowship leading to an LL.M. in Admiralty

Villanova University School of Law
Reuschlein Fellowship
2 Villanova 99 North Spring Mill Road
Villanova, PA 19085
(610) 519-7000

Comments: The Fellowship is a year-long appointment with an expectation of teaching one class and doing research and participating in faculty colloquia and student faculty symposia. Because the endowment for the Fellowship is new, the Fellowship has not been offered every year.

University of Wisconsin Law School
William H. Hastie Fellowship Program
975 Bascom Mall, Room 4312
Madison, WI 53706-1399
(608) 263-7416
pccarste@facstaff.wisc.edu

Contact: Professor Peter Carstensen
Deadline: January 15

Comments: Two-year LL.M. program designed to increase racial and ethnic diversity in the law teaching profession. The primary focus is on research and writing a publishable thesis with an opportunity to gain teaching experience during the second year.

Yale Law School
Robert M. Cover Fellowship in Public Interest Law
P.O. Box 209090
New Haven, CT 06520-9090
(203) 432-4800
(203) 432-1426 (Fax)
kathryn.stoddard@yale.edu (Office Manager Kathryn Stoddard)
Contact: Professor J.L. Pottenger., Jr.
Deadline: March 1
Comments: Two-year program designed to train prospective clinical law professors.

GRADUATE DEGREE PROGRAMS

Gabriel J. Chin

If Larry Tribe and Ronnie Dworkin were the second and third authors on your latest *Harvard Law Review* piece, or if the Justice for whom you clerked asked you for an autographed picture on your last day, congratulations; you don't need to get an LL.M., or to read this *Guide*, for that matter, in order to get a great teaching job. However, if you are like most applicants for law teaching jobs, that is, you have an outstanding but not quite perfect record, an LL.M. program might be worth considering. For many aspiring law professors, an LL.M. offers practical and intellectual benefits that can help you obtain a teaching position and ease the transition from practice to teaching. Earning an additional degree, especially from a prestigious school, will provide a useful credential. The value of an LL.M. is demonstrated by the success of those who hold the degree: a quick and dirty search of the WESTLAW version of the *Directory of Law Teachers* showed that 1608 law professors hold LL.M. degrees. It also pays to choose your school carefully. NYU boasts 281 LL.M. graduates in teaching. In addition, there are 261 from Harvard, 163 from Yale, 123 from Georgetown, 113 from Columbia, 58 from George Washington, 47 from Michigan, 44 from Temple, 42 from Illinois, and 34 from Virginia. These ten schools account for nearly three quarters of the LL.M.'s who hold teaching appointments.

If you have been in practice a few years, an LL.M. is also a great way of proving your interest in academia. Law school faculty appointment committees often suspect that long-time practitioners might be looking for teaching jobs primarily as a means of escaping the rat race. This raises doubts about both an applicant's interest in teaching and his or her ability to make the transition. Because LL.M. candidates spend time and money on this academic pursuit, they may distinguish themselves from applicants with otherwise similar qualifications. Spending a year on campus will also give you an opportunity to become reacquainted with legal academia; unless your J.D. is very new, during your LL.M. year, you may find yourself exposed to recent scholarly developments for the first time. An LL.M. program can also give you references familiar with your current abilities.

For many people, the most important benefit of an LL.M. program will be the opportunity to write an article or two. Writing and publishing are critical, not only for earning tenure, but increasingly, for getting your very first job as a law teacher. When I was choosing a graduate law program, I looked for one where I would be able to write. My program

required twenty-four credits, but was largely unstructured. Therefore, I was able to sign up for a variety of independent studies and seminars. I got what I paid for—my paper for Peter Schuck's immigration seminar became *The Civil Rights Revolution Comes to Immigration Law: A New Look at the Immigration and Nationality Act of 1965*,¹ and Jack Balkin's Multiculturalism and the Constitution class required a paper that turned into *Bakke to the Wall: The Crisis of Bakkean Diversity*.² I completed an independent study with Steven Duke that was published as *Getting out of Jail Free: Sentence Credit for Periods of Mistaken Liberty*,³ and an independent study with Owen Fiss became *Segregation's Last Stronghold: Race Discrimination and the Constitutional Law of Immigration*.⁴ My experience was hardly unusual; many LL.M. students graduate with several publishable papers nearly completed.

Look for a program that aims at producing law professors and has a successful placement history. Some LL.M. programs (even very famous ones) are treated as poor stepchildren of the J.D. program, or as money-makers for the schools. A little of this may be unavoidable, because the J.D. program is the central mission of all law schools, but investigate the LL.M.s' access to faculty, the faculty's attitude towards them, and financial aid for LL.M.s, which are indicators of how you will be received.

Most LL.M. programs last only one year. Because of the timing of the AALS hiring meeting, you should try, if at all possible, to find something to do for the year after your LL.M. It was awful interviewing for jobs during the very first semester of my LL.M. program. A two-year LL.M. program, a clerkship, a J.S.D., or a fellowship for the second year may help you avoid that problem.

You also might consider a "visiting scholar" program. These programs go by various names, but some law schools will make their resources available to researchers for a semester or a school year. These spots usually go to foreign professors on leave or to American law teachers on leave or on research sabbaticals, but an energetic practicing lawyer considering academia might be considered. Usually, visitors are required to pay for the privilege. What you get in exchange is access to large li-

1. Gabriel J. Chin, *The Civil Rights Revolution Comes to Immigration Law: A New Look at the Immigration and Nationality Act of 1965*, 75 N.C. L. REV. 273 (1996), reprinted in 17 IMMIGR. AND NATIONALITY L. REV. 87 (1995-96).

2. Gabriel J. Chin, *Bakke to the Wall: The Crisis of Bakkean Diversity*, 4 WM. & MARY BILL R.T.S. J. 881 (1996).

3. Gabriel J. Chin, *Getting out of Jail Free: Sentence Credit for Periods of Mistaken Liberty*, 45 CATH. U. L. REV. 403 (1996).

4. Gabriel J. Chin, *Segregation's Last Stronghold: Race Discrimination and the Constitutional Law of Immigration* 46 UCLA L. REV. 1 (1998), reprinted in 19 IMMIGR. AND NATIONALITY L. REV. 1 (1998).

braries, colloquia, and, depending on your charm, professors who might read your work or otherwise offer advice. If you want to write a paper, and can afford to be a visiting scholar, it could be worth thinking about.

Graduate Degrees in Law

Master of Laws (LL.M.)
Master of Comparative Law (M.Comp.L. or M.C.L.)
Master of Comparative Jurisprudence (M.C.J.)
Doctor of the Science of Law (J.S.D.)
Doctor of Juridical Science (S.J.D.)
Doctor of Philosophy (Ph.D.)
Doctor of Comparative Law (D.C.L.)

Internet Listing of Graduate Programs
<http://www.abanet.org/legaied/postjd.html>

Listing of Selected Graduate Programs

American University
Washington College of Law
Office of Admissions for the LL.M. Program on Law and Government
4801 Massachusetts Avenue, N.W.
Washington, DC 20016
(202) 274-4268
lawandgov@wcl.american.edu
Graduate Programs Offered: LL.M. in Administrative Law and Regulatory Policy.

University of Baltimore School of Law
1420 N. Charles Street
Baltimore, MD 21201
Graduate Programs Offered: LL.M. in Taxation.

University of California at Berkeley School of Law
354 Boalt Hall
Berkeley, CA 94720-7200
(510) 642-1476
Graduate Programs Offered: LL.M., J.S.D. and M.A. or Ph.D. in Jurisprudence and Social Policy.

University of California at Los Angeles School of Law
Graduate LL.M. Program
Box 951476
Los Angeles, CA 90095-1476
(310) 206-6967
(310) 825-6023 (fax)
Graduate Programs Offered: LL.M.

University of Chicago Law School
Admissions Office
1111 East 60th Street
Chicago, IL 60637
(773) 702-9484
Graduate Programs Offered: LL.M., M.C.L., J.S.D., D.C.L.

Columbia University School of Law
Graduate Legal Studies Program
435 West 116th Street, MC 4036
New York, NY 10027
(212) 854-2655
jak@law.columbia.edu
Graduate Programs Offered: LL.M., J.S.D.

University of Connecticut School of Law
55 Elizabeth Street
Hartford, CT 06105-2290
570-5288
tbaker@law.uconn.edu
Contact: Tom Baker, Director, Insurance Law Center
Graduate Programs Offered: LL.M. in Insurance Law.

Cornell University Law School
LL.M. Admissions and International Programs Office
Myron Taylor Hall
Ithaca, NY 14853
(607) 255-2362
Graduate Programs Offered: LL.M., J.S.D., Visiting Scholar.

Duke University School of Law
Science Drive and Towerview Road
Box 90393
Durham, NC 27708-0393
(919) 613-7020
Graduate Programs Offered: LL.M., S.J.D.

University of Florida Levin College of Law
Director of Graduate Tax Program
P.O. Box 117627
Gainesville, Florida 32611-7627
(352) 392-1081
Graduate Programs Offered: LL.M. in Taxation, S.J.D. in
Taxation.

Franklin Pierce Law Center
2 White Street
Concord, NH 03301
(603) 228-1541
graduateprograms@fplc.edu
Graduate Programs Offered: LL.M. in Intellectual Property.

George Washington University Law School
Graduate Programs Office
720 20th Street, N.W.
Washington, DC 20052
(202) 994-0715
(202) 994-4500
grad@main.nlc.gwu.edu
Graduate Programs Offered: LL.M. in Environmental Law,
Government Procurement Law, Intellectual Property
Law, International and Comparative Law, and Litigation
and Dispute Resolution; S.J.D. in International and Com-
parative Law. George Washington also offers the Shaw
Graduate Fellowship in Environmental Law.

Georgetown University Law Center
International and Graduate Programs Office
600 New Jersey Avenue, N.W.
Washington, DC 20001
(202) 662-9036
Graduate Programs Offered: LL.M. in Advocacy (Clinical
teaching), International Legal Studies or General Studies

(for foreign lawyers), International and Comparative Law, Taxation, Securities & Financial Regulation, Individualized; S.J.D.; Visiting Scholars and Researchers.

Golden Gate University School of Law
536 Mission Street
San Francisco, CA 94105-2968
(415) 442-6600

Graduate Programs Offered: LL.M. in International Legal Studies, Taxation, U.S. Legal Studies (principally, but not exclusively, for foreign lawyers), and Environmental Law; S.J.D. program in International Legal Studies.

Harvard Law School
Graduate Program
Office of Admissions
1557 Massachusetts Avenue
LILC 208
Cambridge, MA 02138
(617) 496-8214

gp admit@law.harvard.edu
Graduate Programs Offered: LL.M., S.J.D., Visiting Scholar.

University of Illinois College of Law
504 East Pennsylvania Avenue
Champaign, IL 61820
(217) 244-6415
Graduate Programs Offered: LL.M., M.C.L.

University of Iowa
Graduate Program in International and Comparative Law
Office of Admissions
University of Iowa College of Law
Iowa City, IA 52242
(319) 335-9142
Graduate Programs Offered: LL.M., Visiting Scholar.

The John Marshall Law School
315 South Plymouth Court
Chicago, Illinois 60604
(800) 276-0003
(312) 360-2658
Contact: Graduate Admission Officer, Julia A. Beckman

Graduate Programs Offered: LL.M. in Intellectual Property, Information Technology Law, Employee Benefits, International Business and Trade, Real Estate Law, Tax Law, and Comparative Legal Studies; M.S. in Information Technology Law.

Northwestern School of Law of Lewis & Clark College
10015 SW Terwilliger Boulevard
Portland, Oregon 97219-7799
(503) 768-6649 or 768-6784
768-6671 (Fax)
nrli@lclark.edu

Contact: Janice L. Weis, LL.M. Program Director
Graduate Programs Offered: LL.M. in Environmental and Natural Resources Law.

Loyola University School of Law, Chicago
1 East Pearson Street
Chicago, Ill 60611
Contact: Pamela Bloomquist, Assistant Dean for Admissions
(312) 915-7170
pbloomq@luc.edu
Graduate Programs Offered: LL.M. in Health Law, Tax Law, Child & Family Law, and Business Law.

University of Miami
P.O. Box 248087,
Coral Gables, Florida 33124.
(305) 284-3396
Graduate Programs Offered: LL.M. in Taxation, Estate Planning, Comparative Law, International Law, and Ocean and Coastal Law, and Real Property Development.

University of Michigan Law School
Admissions Office
625 South State Street
Ann Arbor, MI 48109-1215
(734) 764-0537
(734) 647-3218 (Fax)
law.grad.admissions@umich.edu
Graduate Programs Offered: LL.M. in General Studies, International Law, and International Economic Law; M.C.L.; S.J.D.; Research scholar.

University of Missouri-Columbia School of Law
The Center for the Study of Dispute Resolution
206 Hulston Hall
Columbia, MO 65211
(573) 882-2020
(573) 882-3343
neylonk@missouri.edu
<http://www.law.missouri.edu/~llmdr>
Contact: Karen Neylon, Program Director
Graduate Programs Offered: LL.M. in Dispute Resolution

University of Missouri-Kansas City School of Law
5100 Rockhill Road
Kansas City, MO 64110-1644
(816) 235-1000
Graduate Programs Offered: LL.M. in Taxation and Urban Affairs.

State University of New York at Buffalo
Law School
319 O'Brien Hall
Buffalo, NY 14260
(716)645-2052
(716)645-5968 (Fax)
pitegoff@buffalo.edu
Program Offered: LL.M. in Criminal Law.

New York University School of Law
Vanderbilt Hall, Room 402
40 Washington Square South
New York, NY 10012
(212) 998-6060
Graduate Programs Offered: LL.M. in General Studies, Corporations, Taxation, International Taxation, Trade Regulation, International Legal Studies; M.C.J.; J.S.D.

Northwestern University School of Law
Graduate and International Studies Program
357 East Chicago Avenue
Chicago, IL 60611
(312) 503-2039

Graduate Programs Offered: LL.M., S.J.D., Program in Law and Business (leading toward the LL.M. degree from the law school and a certificate in management from Kellogg Graduate School of Management).

Notre Dame Law School
Center for Civil and Human Rights

135 Law School
Notre Dame, IN 46556
(219) 631-8555
(219)631-8702 (Fax)

Graduate Programs Offered: LL.M. and J.S.D. in International Human Rights Law.

Pace Law School
78 North Broadway
White Plains, NY 10603
(914) 442-4128

Graduate Programs Offered: LL.M. in Comparative Legal Studies, Environmental Law; S.J.D. in Environmental Law.

University of Pennsylvania Law School
3400 Chestnut Street
Philadelphia, PA 19104
(215) 898-7400

Admissions@oyez.law.upenn.edu
Graduate Programs Offered: LL.M., S.J.D.

St. John's University School of Law
8000 Utopia Parkway
Jamaica, N.Y. 11439
990-5343

rzinman@sjulawfac.stjohns.edu
Contact: Robert M. Zinman, Director, Professor of Law
Graduate Programs Offered: LL.M. in Bankruptcy.

Saint Louis University School of Law
Center for Health Law Studies
3700 Lindell Blvd.
St. Louis, MO 63108
(314) 977-2766
(314) 977-3966 (fax)
<http://lawlib.slu.edu/>

Contact: Thomas L. Greaney, Director LL.M. Program
(314) 977-3995
Greanetl@slu.edu
Graduate Programs Offered: LL.M. in Health Law.

Southern Methodist University
School of Law
Office of Admissions
P.O. Box 750110
Dallas, TX 75275-0110
214.768.2000
<http://www.law.smu.edu/>
Ms. Bobbye Heine
(214)768-2550
bheine@mail.smu.edu
Graduate Programs Offered: LL.M. in Tax; LL.M. in Comparative & International; General LL.M. (most students seeking this degree concentrate in areas such as corporate and commercial law, international law, labor law, legal practice and procedure, natural resources law, or property law).

Stanford University Law School
Stanford, CA 94305-8610
(416) 723-4985
Graduate Programs Offered: J.S.D.

Temple University School of Law
Office of Graduate and International Legal Studies
1719 North Broad Street
Philadelphia, PA 19122
(215) 204-1448
intl_law@vm.temple.edu
Graduate Programs Offered: LL.M. in Taxation, Trial Advocacy, Transnational Law; the Graduate Teaching Fellowship Program that leads to the LL.M.

The University of Texas School of Law
Post Office Box 149105
Austin, TX 78714-9105
(512) 471-8268
Graduate Programs Offered: LL.M.

Tulane University Law School
Graduate Studies Program
Weinmann Hall, Suite 203
New Orleans, LA 70118-5670
(504) 865-5930

Graduate Programs Offered: LL.M. in General, Admiralty and Energy & Environment; LL.M. in International & Comparative Law; S.J.D.

University of Utah College of Law
Office of Admissions for LL.M. Program
332 S. 1400 E. Front
Salt Lake City, Utah 84112
(801)581-6833

Graduate Program Offered: LL.M. in Environmental and Natural Resources Law.

Villanova University School of Law
299 North Spring Mill Road
Villanova, PA 19085
(610) 519-7000

Graduate Programs Offered: LL.M. in Taxation.

University of Virginia School of Law
Graduate Studies Office
580 Massie Road
Charlottesville, VA 22903-1789
(804) 924-3154

Graduate Programs Offered: LL.M., S.J.D., Scholar-in-Residence.

University of Washington School of Law
Office of Graduate Admissions
1100 N.E. Campus Parkway
Seattle, WA 98105-6617
(206) 543-2283

(206) 616-8340 (Tax Program only)
gradlaw@u.washington.edu

Graduate Programs Offered: LL.M. in Asian and Comparative Law (April 1 deadline), Law and Marine Affairs (April 1 deadline), and Sustainable International Development (May 1 deadline), Taxation (July 1 deadline); Ph.D. in Asian Law.

Washington University School of Law
Campus Box 1120
One Brookings Drive
St. Louis, MO 63130
(314) 935-6489 (Tax Program)
(314) 935-6479 (J.S.D. Program)
Graduate Programs Offered: LL.M. in Taxation; J.S.D.

University of Wisconsin Law School
Graduate Programs Committee
975 Bascom Mall, Room 4312
Madison, WI 53706
(608) 262-9120
Graduate Programs Offered: LL.M., S.J.D.

Yale Law School
Graduate Programs Office
P.O. Box 208215
New Haven, CT 06520-8215
(203) 432-1696
Graduate Programs Offered: LL.M., J.S.D., M.S.L., Visiting
Scholar.

Yeshiva University, Benjamin N. Cardozo School of Law
55 Fifth Avenue
New York, NY 10003-4301
(212) 790-0274
lawinfo@ymail.yu.edu
Graduate Programs Offered: LL.M. in Intellectual Property,
General LL.M.

LEGAL METHODS TEACHING PROGRAMS

*Verna C. Sanchez**

This area of law goes by a number of names: legal writing, legal methods, lawyering skills, legal process, etc. It is difficult to make absolute statements about this course, as the design and structure vary so much among law schools. With that caveat, however, the general parameters of this required first-year course are that students are taught the basics of legal analysis—how to read and think about the law, how to do legal research, and how to develop writing and advocacy skills.

Teaching legal methods is one way to gain entry into the legal academy. Many people start out teaching in this area and move on to other areas of law when they are able. However, there is also a large cadre of people throughout the country who are interested in and committed to staying in this area of teaching. This course attempts to lay the foundations for, and then build on the basic and necessary skills any law student or lawyer needs for, the practice of law—that is, how to read and think about the law and legal problems; how to find the answers to those problems; how to evaluate the law and to craft in an articulate, coherent, logical, and orderly way the answers to those problems; and how to convey those answers to others. It is a very labor-intensive course, as there are typically a number of writing assignments that are commented upon as well as graded throughout the semester or year—in many schools this is a two semester course. The assignments typically include one or two memos—often a closed research memo and an open research one. It also includes one or more research assignments and may also include a persuasive document, such as an appellate brief. Depending on the program, you may be required to design or use new problems each year. One of the great advantages to teaching this course, however, is that you have the opportunity to get to know your students and their work, as the course is taught effectively only in small sections. This experience is quite different from any other first-year course and from many upper level courses as well.

Anyone wishing to enter this area of the law should be aware that, despite the tremendous value and importance of what is taught in this course, in too many law schools there is a perception that this is a “soft” area of teaching, i.e., it requires no skill to teach. Consequently, the

* Housing Attorney, Western Massachusetts Legal Services. Former Associate Professor, Roger Williams University School of Law. B.A. 1977, Clark University; J.D. 1981, Northeastern University School of Law.

status of the course and the people who teach it can vary widely, from tenure-track professors (very few schools) to adjuncts and third-year law students. Some schools have a limited two- or three-year track for people teaching in this area (for example, New York University's Lawyering Program) that affords an excellent opportunity to enter academia, get a few years of teaching experience, and possibly write and publish an article. Other schools have established programs, with a Director of the Legal Methods Program (for example, the University of Arkansas). Depending upon your areas of teaching interest, look carefully at the structure and status of any legal methods program for which you apply. There is a danger of getting "pigeon-holed," thereby making it more difficult to move into other areas of teaching or from non tenure-track to tenure-track teaching positions. It is advisable, then, that you speak directly to as many people as possible, at any law schools you are considering, to get a clear picture of what your status would be in a methods program at the school.

Listing of Legal Methods Teaching Programs

University of Arkansas School of Law
Robert A. Leflar Law Center
Legal Research and Writing Program
Fayetteville, AR 72701
(501) 575-6939
Contact: Professor Terry Seligmann
Deadline: February
Position: Research Assistant Professor of Legal Writing

Boston University School of Law
First Year Writing Program
765 Commonwealth Avenue, Room 752
Boston, MA 02215
(617) 353-3107
Contact: Professor Robert Volk, Director
Deadline: First week of April
Position: Instructor

Brooklyn Law School
Legal Writing Program
250 Joralemon Street
Brooklyn, NY 11201
(718) 780-7921

Contact: Professor Marilyn Walter, Director of the Writing Program

Deadline: Early May for adjuncts, early February for full time instructors.

Position: Legal Writing Advisor

Catholic University of America Columbus School of Law
Lawyering Skills Program
Washington, DC 20064
(202) 319-5140

Contact: Michale Koby, Director

Deadline: March 1

Position: Instructor

Chicago-Kent College of Law
Legal Research and Writing Program
565 West Adams Street
Chicago, IL 60661
(312) 906-5345

Contact: Professor Molly Warner Lien

Deadline: Early October

Position: Visiting Assistant Professor

University of Chicago Law School
Bigelow Fellowship
1111 East 60th Street
Chicago, IL 60635
(312) 702-9567

Contact: Professor Dan Kahan

Deadline: January

Position: Bigelow Fellow

University of Colorado School of Law
Legal Research and Writing Program
Campus Box 401
Boulder, CO 80309-0401
(303) 492-7420

Contact: Professor J. Dennis Hynes

Deadline: April 1

Position: Instructor

Columbia University School of Law
Associate in Law Program
435 116th Street
New York, NY 10027
(212) 854-2655
Contact: Julie O'Keefe, Executive Secretary of the Program
Deadline: January
Position: Associate in Law

University of Connecticut School of Law
Lawyering Process Program
55 Elizabeth Street
Hartford, CT 06105-2290
(860) 570-5207.
llevin@law.uconn.edu
Contact: Leslie Levin, Director
Position: Instructor

George Washington University Law School
Legal Research & Writing Program
2000 H Street, N.W.
Washington, DC 20052
(202) 994-1005
Contact: Amy Sloan
Deadline: April
Position: Adjunct Instructor

Georgetown University Law Center
Legal Research & Writing Program
600 New Jersey Avenue
Room 540
Washington, DC 20001
(202) 662-9525
Contact: Professor Jill Ramsfield
Deadline: End of December
Position: Associate Professor of Law

Howard University School of Law
Legal Research and Writing Program
2900 Van Ness Street, N.W.
Washington, DC 20008
(202) 806-8017

Contact: Professor Steven D. Jamar, Director
Deadline: October
Position: Instructor

University of Illinois at Urbana-Champaign College of Law
Legal Research & Writing Program
504 East Pennsylvania Avenue
Champaign, IL 61820
(217) 333-0146
Contact: Amanda Buttress Cialkowski
Deadline: February 1
Position: Visiting Assistant Professor

State University of New York at Buffalo
Law School
319 O'Brian Hall
Buffalo, NY 14260
(716)645-2052
(716)645-5968 (Fax)
pitegoff@buffalo.edu
Position: Instructor

Northwestern University School of Law
Legal Research and Writing Program
357 East Chicago Avenue
Chicago, IL 60611
(312) 503-8454
Contact: Judy Rosenbaum, Director
Deadline: Rolling admissions
Position: Instructor

University of Oregon School of Law
Legal Writing and Research Program
Eugene, OR 97403
(541) 346-3852
Position: Instructor

University of the Pacific McGeorge School of Law
Legal Writing Program
3200 Fifth Avenue
Sacramento, CA 95187
(916) 739-7371

Contact: Debra L. Perschbacher, Director of Legal Process
Deadline: March 1
Position: Legal Process Instructor, hiring both full and part-time.

St. Thomas University School of Law
Legal Writing Program
16400 N.W. 32nd Avenue
Miami, FL 33054
(305) 623-2300
Contact: Professor Peter B. Bayer, Director of Legal Writing
Deadline: None
Position: Legal Writing Faculty

University of San Diego School of Law
Lawyering Skills I Program
5998 Alcala Park
San Diego, CA 92110
(619) 260-4761
Contact: Roberta S. Robinson, Lawyering Skills I Coordinator
Deadline: January
Position: Lawyering Skills I Instructor

Seattle University School of Law
Legal Writing Program
900 Broadway Plaza
Seattle, WA 98402
(253) 591-2233
Contact: Laurel Oates, Director
Deadline: March
Position: Legal Writing Professor

Stanford Law School
Legal Research and Writing Program
Stanford, CA 94305-8610
(650) 723-4985
Contact: Faye Deal
Deadline: December
Position: Teaching Fellowship

Suffolk Law School
Legal Practice Skills Program
120 Tremont Street
Boston, MA 02108
(617) 573-8210
Contact: Kathleen Elliott Vinson, Director, Legal Skills Program
Deadline: January 15
Position: Instructor

Temple University School of Law
Graduate Teaching Fellowship Program
1719 North Broad Street
Philadelphia, PA 19122
(215) 204-1448
Contact: Adelaide Ferguson, Assistant Dean for Graduate Programs
Deadline: January 15
Position: Graduate Fellowships

Texas Tech School of Law
Legal Practice I and Legal Practice II
Lubbock, Texas 79409
(806) 742-3548
Contact: Professor Tracy L. McGaugh
Deadline: February 1
Position: Legal Practice Professor (not a tenure track position)

University of Toledo College of Law
Legal Research and Writing Instructor Program
2801 West Bancroft
Toledo, OH 43606-3390
(419) 530-4164
Contact: Chair, Faculty Appointments Committee
Deadline: January 15
Position: Legal Research & Writing Instructor

Vermont Law School
Legal Writing Program
P.O. Box 96
South Royalton, VT 05068
(802) 763-8303 ext. 2216
Contact: Cam MacRae
Deadline: February 1
Position: Assistant Professor of Legal Writing

Washington University School of Law
Legal Writing Program
Campus Box 1120
One Brookings Drive
St. Louis, MO 63130
(314) 935-6404
Contact: Robin Wellford, Director
Position: Instructor

Wayne State University Law School
Legal Writing Committee
468 W. Ferry
Detroit, MI. 48202
(313) 577-4824
Contact: Diana Pratt, Director of Legal Writing
Position: Legal Writing Instructor

Western New England College School of Law
Lawyering Process Program
1215 Wilbraham Road
Springfield, MA 01119-2689
(413) 782-1622
Contact: Professor Beth Cohen, Director, Lawyering Practices
Program
Deadline: March
Position: Lawyering Process Instructor

West Virginia University College of Law
Legal Research and Writing Program
PO Box 6130
Morgantown, WV 26506-613
(304) 293-5301
Contact: Joyce McConnell, Associate Dean of Academic Affairs
Position: Instructor

WRITING SCHOLARSHIP WHILE YOU PRACTICE LAW

Rebecca E. Zietlow*

So you've decided that you would like to look for an academic job. You know that one of the best ways to improve your odds as one among the hundreds of candidates who have the same idea is to publish an article in a law journal. Yet the thought of doing so on top of your packed schedule seems too daunting even to contemplate. About five years ago, I was in your position. Working as a staff attorney in a south side Legal Services office in Chicago, I had little-to-no extra energy, either psychic or physical, for the task of publishing. Yet I was able to write an article and have it accepted for publication in an established law review.¹ The following is a guide to writing while you practice.

Coming Up With A Topic

By far the most important, and perhaps the most difficult part of writing is coming up with an original and interesting topic. You should have decided on a topic by the time you attend the fall hiring conference so that you can discuss it with your interviewers. When I attended the AALS hiring conference for the first time, I did not have a clear topic for scholarship in my head. Don't make the same mistake. You cannot assume, as I did, that the law professors who are interviewing you will decide that you have scholarly potential just because you performed well in law school. Moreover, if you do manage to impress a school enough to be called back for an on-campus interview, you may be asked to give a job talk within as little as a week of the hiring conference. Therefore, regardless of whether you plan to complete an article by the fall conference, you must take the crucial first step of selecting a topic and developing it as much as possible.

You Don't Have to Write An "Opus"

The first hurdle to overcome in thinking up a topic is the notion that you are trying to come up with your life's work. You do not have to

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1. See Rebecca E. Zietlow, *Two Wrongs Don't Add Up To Rights: The Importance of Preserving Due Process In Light Of Recent Welfare Reform Measures*, 45 AM. U. L. REV. 1111 (1996).

write an opus. You can wait until you are a distinguished professor with summer breaks and research grants to do that. For now, your goal is simply to produce and publish a thirty to forty page law review article about something interesting. Period. It does not matter where you publish at this point. Sure, we would all like to publish our first article in one of the top journals even before we set foot in the door of academia, but that is very unlikely to happen. As long as you can publish *something* you're well on your way to impressing people and finding your way to a good job.

Write About Something That Interests You

I cannot emphasize enough the importance of writing about something that interests you. After all, you know how little extra time you have. The only way that you will have the motivation to carry out this time-consuming project is if you are fascinated by your subject matter. Do not listen to people who tell you that you must write on such and such a topic in order to be taken seriously. If you are not really interested in your topic you will never even progress to the point of anyone knowing that you are exploring it. Write about something that you care enough about to research in depth.

Combine Your Practice Experience With Your Scholarly Interests

The first step to coming up with a topic is to sit back and think about what interesting legal issues have come up in your practice in the past year or so. How many times have you thought to yourself, "this is a problem that someone should address," or, "if only more people knew about this issue?" Also, think back to topics that you wrote about in law school—are any of them relevant to issues that you see in your work today? The best idea will combine both practical insight and theoretical background. As a practicing attorney who successfully completed law school, you have both already. Use your imagination.

As I mentioned, I did not have my topic when I attended the fall hiring conference. Fortunately for me, some schools still were interested enough to call me back for an interview. The genesis of my law review article came when the head of the hiring committee at the University of Toledo College of Law called and invited me to give a job talk. I had three weeks to get ready! After my initial excitement, I realized that in that short time I not only had to come up with a topic, but I had to outline a fifteen- to twenty-minute talk. This made for a fairly stressful situation. However, as all of you who practice law know well, a deadline can do wonders for productivity.

I chose to focus on some nagging issues from my practice. In my practice, I saw many clients who were dependent on public benefits. Much of my practice involved attending administrative "fair hearings" at which I resolved my clients' cases. The Federal Welfare Reform Act, which was proposed at the time but since has been enacted into law, was to end welfare recipients' entitlement to federal benefits, and perhaps would also end my clients' constitutional entitlement to fair hearings. I thought that this was a very important issue, but I had seen little discussion of it in the news or in scholarly journals.

The second inspiration for my paper came from my theoretical background in law school. I remembered reading articles by Critical Race Theorists about the importance of structured rights for people of color.² Those articles were written in the context of the "rights debate" among critical legal theorists, a debate that focused on civil rights statutes such as Title VII. Yet, it seemed to me that the arguments were just as relevant to procedural rights. I worked in a segregated neighborhood in Chicago and my clients were almost exclusively African American women, members of a group that has historically been disempowered. I had seen my clients suffer from the prejudice of decision makers when they were not protected by formal procedures. Because my practical experience had been consistent with my theoretical interests, the idea for my paper was born.

Another way to come up with an idea is to respond to a call for papers in a symposium issue of a law review. If your idea is accepted by the law review, then you will have a "forthcoming publication" without even completing the article. This plan worked for my husband, a practicing attorney, who responded to a call for papers about the future of public housing.³ You should keep your eyes open for such symposia.

2. See, e.g., Richard Delgado, *The Ethereal Scholar: Does Critical Legal Studies Have What Minorities Want?*, 22 HARV. C.R.-C.L. L. REV. 301, 314-15 (1987) (finding informal legal processes to have a negative impact on minorities); Mari J. Matsuda, *Looking to the Bottom: Critical Legal Studies and Reparations*, 22 HARV. C.R.-C.L. L. REV. 323, 390-91 (identifying the need for structure in containing and eliminating racism); Patricia J. Williams, *Alchemical Notes: Reconstructing Ideals From Deconstructed Rights*, 22 HARV. C.R.-C.L. L. REV. 401, 408 (1987) (commenting on the need for formal legal processes to assure rights).

3. See W. David Koeninger, *A Room of One's Own and Five Hundred Pounds Becomes a Piece of Paper and "Get a Job": Evaluating Changes in Public Housing Policy From A Feminist Perspective*, 16 ST. LOUIS U. PUB. L. REV. 445 (1997).

Finding Time to Research and Write Your Paper

Of course, you will have to do some research to finalize your topic and make sure that it is original.⁴ And, you have to research in order to write, of course. But, where are you going to do it? And, how will you find time in your busy schedule? You should try to find the most convenient law library in order to make research as easy on yourself as possible. If you work in a large law firm, you may have a good library at your fingertips. But if you work in a smaller practice, or in a public interest job as I did, you will have to leave your office to find your research sources.

Every legal community has a law library. If you live near your alma mater, go back to the library you frequented as a student. The advantage to that approach is familiarity and ability to find things easily. Remember, you are striving for maximum ease and efficiency. Of course, you may live thousands of miles from the law school that you attended, like I did. Even so, there is probably another law school near where you live and practice. Most law schools are willing to allow practicing attorneys to use their facilities. If you live in a big city like Chicago, there may also be a decent library run by the local bar association or the city or county. I did all of my research in the Cook County Library. I was surprised at how good the library's collection was—it had every source that I needed, and it had the advantage of being conveniently located in the same building as the courts where I often had to appear. Most importantly for my morale, it was on the 29th floor in downtown Chicago and had an excellent view.

Finding time to do research is difficult. Since the library I used was in the building where I appeared in court, I was able to get a lot done during the breaks between my court appearances. Lunch breaks were also handy. And, there was always the evening. I usually copied articles during my breaks and read them at night. (I kept a lot of change on hand to use the copy machine.) If you have access to the Internet and know how to use it for research, that should also be a valuable and convenient resource. Remember, if your research is interesting to you, it will be a lot easier to find time to do it.

Once you have completed your research and you have outlined your paper, you are in good shape. For one thing, you are pretty much ready for your job talk. For another thing, all you have to do is to flesh things out. But finding time to do this in an overloaded schedule can still be extremely challenging. Especially since you need blocks of time, so

4. In some cases, the originality, or "pre-emption" check, may be easier for you if you write about a current topic as I did.

that you can keep your concentration in order to be productive. You will need to write in the evenings, on weekends and during vacations—I wrote a good deal of my first draft on a laptop computer while on vacation in Cape Hatteras. The good news is, you really can be very productive in two hour increments, especially if your topic is very interesting to you. My advice is to keep your eyes on the prize. Always keep in mind how important this project is to you and to your career.

Once you have written a draft, do not be afraid to show it to friends, former law professors, and people who practice in the field to get their comments and criticisms. This step is very important as a reality check because it is easy to lose perspective on your project when you are working so hard. It is also a means of enriching your work. In addition, if your references read your work and like it, that gives them more to talk about when they start getting interested phone calls about you. It can also boost your confidence when other people read your work and agree that it makes sense. Finally, do not be defensive, and be open to incorporating the suggestions of other people into your final draft. You chose those people because they know something, right? Take advantage of their wisdom.

Submitting Your Article For Publication

Once you have a draft that you feel good about, you are ready to send it out for publication. It is probably ready to send out even if you do not feel that it is completely polished because you will have to make some changes during the editing process, anyway. The question is, where do you send it? If you are submitting an article for a symposium issue, then you already know where to send it. However, if your article is not chosen for the symposium, do not hesitate to submit it to other journals. There are over 300 law journals that might be interested in publishing your article. You should probably submit your article to at least fifty to seventy journals. If you can, contact one of your former law professors or one of your friends already in academia for suggestions on places to submit articles. If you are writing in a specialized area (such as environmental or international law), submit your article to journals that specialize in your area. Be imaginative about what specialty journals might be interested. For example, I submitted my article to journals that specialized in women's issues and feminism and got a very positive response from them.

You should start to receive responses from journals about three to four weeks after you have sent out your article. You will be rejected by many journals. Do not fear rejection, the odds are good that your article will be accepted by at least one journal (remember, there are over 300 of them). Once you receive an offer of publication from one journal, you

can still contact other journals to see if they are interested—many people do. The first journal that calls you probably will give you a deadline to respond to them. That gives you an opportunity to call other more prestigious journals to request an expedited review of your article. Do not assume that other journals are not interested because you have not heard from them (unless you have not heard from them for over two months). They may just be behind schedule. It is up to you how many journals you want to contact for an expedited review. It is not a fun process, and frequently does not yield substantial results. However, it may be reassuring to you to know that you did not lose an offer from a more prestigious journal just because you accepted another offer too soon.

Finally, you may receive offers to publish from more than one journal. How do you decide which journal to choose? For example, should you choose a primary journal from one school or a specialized journal from a more prestigious school? Again, you may want to get advice from your former law professors or friends in academia. You may also wish to ask some of your lawyer friends what they think. But, do not worry about this step too much. You have a publication, now, and the rest is frosting on the cake. If you and everyone you know cannot say which journal would look better on your resume, it is likely that other people will not know or care either.

Writing while you practice is not easy, but doing so can improve your chance of embarking on the academic career that you want. It is hard to come up with a topic and it is hard to find the time to complete work on it. But, you can do it, and in the process you can make a valuable contribution to legal scholarship. Students (and remember, the law journal editors are students) like to get practitioners' viewpoints on the law, so your perspective may even help you to get published. Good luck!

PLACING THE CART BEFORE THE HORSE: PUBLISHING SCHOLARSHIP BEFORE
ENTERING THE LEGAL ACADEMY

Tanya K. Hernández*

It may appear paradoxical to discuss the benefits of publishing before you become a law school professor—when one reason you may want to enter academia is because you would like to dedicate more time to scholarly pursuits. Yet, it is well documented that scholarship has become a critical feature of entering and thriving in an academic career.¹ An outgrowth of this development is the increasing importance of demonstrating a commitment to the pursuit of scholarship even before embarking upon the profession of teaching. The competitive market for entry-level teaching slots exacerbates the desire of law schools to seek candidates who have published scholarly writings already. One reason scholarship is such a focus of the faculty hiring process is that productive scholars can bring recognition to the institution for which they work.²

The Benefits of Pre-Hire Scholarship

Publishing while engaged in the practice of law has a number of immediate benefits: 1) it shows potential employers that you are a serious candidate, not a presumed refugee from the stress of law practice; 2) it may persuade law schools that the expense associated with interviewing and hiring you is a better risk than with other candidates;³ 3) it provides you with a source of ideas from which to prepare your job talk—the scholarly presentation that will be the primary focus of your on-campus interviews; 4) for those job applicants who lack the traditional indicators of scholarly potential such as a student Note publication, law review editorial experience, a judicial clerkship, or an LL.M., it demonstrates their capacity for scholarly analysis; and 5) it sets in motion the discipline that is

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1. See, e.g., ERNEST L. BOYER, SCHOLARSHIP RECONSIDERED: PRIORITIES OF THE PROFESSORATE xi (1990) (showing that over time the focus of the academy has changed from teaching and service to scholarly inquiry).

2. See TERRY L. LEAP, TENURE, DISCRIMINATION, AND THE COURTS 81 (2d ed. 1995).

3. The emphasis on mandating increased numbers of articles from faculty members heightens the need to choose candidates who appear more disposed to the active production of scholarship. *Report of the AALS Special Committee on Tenure and the Tenuring Process*, 42 J. LEGAL EDUC. 477, 484 (1992) (stating that the tenure process has changed to emphasize the production of scholarship).

crucial to productive scholars.⁴ An early start in the production of scholarship can ease the burdens that will be placed on you as a junior faculty member to dedicate yourself to effective teaching while simultaneously researching and writing.⁵ For instance, with an early start, I was able to transform my job talk research into an article while making the transition to the rigors of teaching and writing.⁶ Furthermore, if you graduated from law school more than five years ago, pre-hire publications can override any institutional concern that legal practice has diminished your ability to engage legal theory substantively beyond the confines of law practice.

The Mechanics of Scholarly Writing

A number of commentators have written about the mechanics of writing a law review article (some of those articles are listed below). Although scholarly publications are advantageous in the form of books or law review articles, I shall focus upon the more commonly utilized venue of law review articles. The complex task of writing a law review article can be abbreviated to the following eight steps: 1) setting aside the time to work consistently on the project; 2) choosing a topic; 3) conducting a peremptory check to ensure that no other publications already address your chosen topic in the same manner;⁷ 4) researching and outlining a

4. "[S]cholarship . . . is the most important category of evaluation at many colleges and universities . . . and the academic reward structure is still heavily weighted toward scholarship." John D. Copeland & John W. Murry, Jr., *Getting Tossed From the Ivory Tower: The Legal Implications of Evaluating Faculty Performance*, 61 MO. L. REV. 233, 241 (1996). Furthermore, an active scholar can often bring new ideas into the classroom. See LEAP, *supra* note 2, at 81.

5. Marin Roger Scordato, *The Dualist Model of Legal Teaching and Scholarship*, 40 AM. U. L. REV. 367, 381 (1990) ("[T]he practical conflicts generated by the need to engage simultaneously in both classroom teaching and legal scholarship are focused most sharply on the most junior members of law school faculties.").

6. See Tanya Katerí Hernández, "Multiracial" Discourse: Racial Classifications in an Era of Color-Blind Jurisprudence, 57 MD. L. REV. 100 (1998).

7. Choosing a topic viewed as non-traditional "has the advantage of minimizing preemption worries." Heather Meeker, *Stalking the Golden Topic: A Guide to Locating and Selecting Topics for Legal Research Papers*, 1996 UTAH L. REV. 917, 930; see also Robert P. Wasson, Jr., *Introductory Comments by Panelist Robert P. Wasson, Jr., on Split Personalities: Teaching and Scholarship in Non-Stereotypical Areas of the Law*, 19 W. NEW ENG. L. REV. 102, 106 (1997) (stating that there are no disadvantages in writing in a "non-stereotypical area). But see Richard Delgado, *The Imperial Scholar Revisited: How to Marginalize Outsider Writing, Ten Years Later*, 140 U. PA. L. REV. 1349 (1992) (describing the continued resistance to reforms of "legal-academic discourse on issues of race and equality" that would result in the publishing of more work by marginalized "outsider" scholars); Arthur Austin, *Evaluating Storytelling as a Type of Nontraditional Scholarship*, 74 NEB. L. REV. 479 (1995) (discussing the problems of evaluating storytelling).

thesis; 5) writing a first draft; 6) circulating the first draft for comments from knowledgeable colleagues; 7) revising your draft and responding to the helpful suggestions you received from circulating the first draft; and 8) checking the revised draft for a consistent system of citation.

The Publication Process

The process of having a law review article published begins with the submission of a manuscript to law review editorial boards listed in *The Directory of Law Reviews and Scholarly Legal Periodicals*. *The Directory* is published annually by the Anderson Publishing Company. Requests for copies of *The Directory* should be directed to: Anderson Publishing Co., Law School Division, 2035 Reading Road, Cincinnati, OH 45202. You can also contact them by phone: (800) 582-7295, e-mail: andpubco@aol.com, and fax: (513) 562-8110. *The Directory* lists the addresses, telephone numbers, and fax numbers of all of the student-edited law reviews in the United States alphabetically and by subject-matter focus. In addition, *The Directory* provides a list of non-student edited peer review and trade journals.

Your choice of which law reviews to submit your manuscript may be influenced by the presumed prestige of the journal. A ranking of law reviews can be found in the *Chicago-Kent Law Review Faculty Scholarship Survey*.⁸ In addition, law review prestige is also assessed by the perceived prestige of the law school that sponsors the journal.⁹ Because special-focus journals tend to have smaller circulations, they are often viewed by law faculties as less competitive and thus less prestigious than general student-edited reviews. For instance, the *Harvard Civil Rights-Civil Liberties Law Review* is the only student-edited specialty journal that was ranked recently in the top twenty law reviews by the Chicago-Kent Law Review Faculty Scholarship Survey. Trade journals and other peer-review

8. Collen M. Cullen & S. Randall Kalberg, *Chicago-Kent Law Review Faculty Scholarship Survey*, 70 CHI.-KENT L. REV. 1445, 1452-55 (1995); see also Janet M. Gumm, *Chicago-Kent Law Review Faculty Scholarship Survey*, 66 CHI.-KENT L. REV. 509, 516-18 (1990); Robert M. Jarvis & Phyllis G. Coleman, *Ranking Law Reviews: An Empirical Analysis Based on Author Prominence*, 39 ARIZ. L. REV. 15, 19-24 (1997) (basing ranking of law reviews on national prominence of lead articles); James Lindgren & Daniel Seltzer, *The Most Prolific Law Professors and Faculties*, 71 CHI.-KENT L. REV. 781, 787-91 (1996). Electronically published journals are few in number, and it is still unclear how electronically published law journals will be perceived over time. See Bernard J. Hibbitts, *Last Writes? Reassessing the Law Review in the Age of Cyberspace*, 71 N.Y.U. L. REV. 615, 662-66 (1996).

9. Law school prestige is an elusive concept. One attempt to determine it is the annual U.S. NEWS & WORLD REPORT ranking. See U.S. NEWS & WORLD REPORT, *Law Schools: Exclusive Rankings*, in 1998 BEST GRADUATE SCHOOLS 47.

journals generally favor practice-oriented submissions and tend not to be the best forum in which to publish more theoretical inquiry.

Most journals, except for a few noted in *The Directory*, permit simultaneous submissions. The authorization for simultaneous submissions permits you to use the convenience of a mass distribution method of submission. But the alternative method of staggered submissions may have the benefit of decreasing the likelihood that you will have to evaluate an offer for publication from your least preferred publications before your first choice journals can respond.

Regardless of which distribution method you choose, legal academics speculate that the best time for submitting an article is in the beginning of the spring (February–March) when the law reviews elect new editorial boards and begin selecting articles for new volumes of the journals. The end of summer (August–September) is another opportune time for submitting your article because that is when student editors begin to return to campus for article selection meetings. However, law review boards accept article submissions year-round and have needs for replacement articles outside of the spring and fall submission seasons. You should note that, although most law reviews typically publish four issues for each yearly volume, the editorial boards reserve pages for symposiums, student Notes, book reviews, commentaries and specialized surveys of law—which leaves less space for the thousands of submissions law review boards receive each year.

The article selection system is the most mysterious stage of the publication process, because the editorial decisions on submissions are generally shielded from public view. Academics muse that the following items are likely to influence your ability to obtain a publication offer: 1) the recognition level of your name; 2) the ranking of the institution with which you are affiliated; 3) the prominence of the persons you thanked in your first footnote;¹⁰ 4) how well your article is “blue-booked” for the editing ease of the law review; 5) whether you have a large number of footnotes (which is presumed to indicate thorough research); and 6) a catchy title.

Once you receive and accept an offer for publication, the joy of the process does not end. In fact, as some of the articles listed hereafter attest, struggle for control over the substance and organization of the manuscript can ensue. But the hard work of publishing is validated by the leverage it provides in the legal teaching market and the gratification of creating a legacy. In sum, the difficulties of researching and writing a law review

10. If established leaders in the field are thanked by the author, it may boost the author's credibility. See Arthur D. Austin, *Footnotes as Product Differentiation*, 40 VAND. L. REV. 1131, 1145–46 (1987).

article while engaged in the practice of law are compensated for by the glimpse it provides into the daily work of an academic.

Helpful Materials on Writing and Publishing Law Review Articles

Mary Beth Beazley & Linda H. Edwards, *The Process and the Product: A Bibliography of Scholarship About Legal Scholarship*, 49 *MERCER L. REV.* 741 (1998).

C. Steven Bradford, *As I Lay Writing: How to Write a Law Review Article for Fun and Profit*, 44 *J. LEGAL EDUC.* 13 (1994).

Richard Delgado, *How to Write a Law Review Article*, 20 *U.S.F. L. REV.* 445 (1986).

Rosa Ehrenreich, *Look Who's Editing: At Law Reviews, It's the Students Who Call the Shots—and Some Professors Can't Take it Anymore*, *LINGUA FRANCA*, Jan.–Feb. 1996.

ELIZABETH FAJANS & MARY R. FALK, *SCHOLARLY WRITING FOR LAW STUDENTS* (1995).

Josh E. Fidler, *Law Review Operations and Management: An Empirical Study of the New York University Law Review Alumni Association*, 33 *J. LEGAL EDUC.* 48 (1983).

Ronald B. Lansing, *The Creative Bridge Between Authors and Editors*, 45 *MD. L. REV.* 241 (1986).

Jordan H. Leibman & James P. White, *How the Student-Edited Law Journals Make Their Publication Decisions*, 39 *J. LEGAL EDUC.* 387 (1989).

Heather Meeker, *Stalking the Golden Topic: A Guide to Locating and Selecting Topics for Legal Research Papers*, 1996 *UTAH L. REV.* 917.¹¹

11. This Article discusses how to locate potential writing topics by searching for unresolved areas of the law in casebooks, treatises, case digests, petitions for certiorari, news sources, electronic databases, and loose-leaf newsletters.

Juan F. Perea, *After Getting to Yes: A Survival Guide for Law Review Editors and Faculty Writers*, 48 FLA. L. REV. 867 (1996).

Christopher Shea, *Students v. Professors: Law Review Debate Heats Up as Student Editors Clash With Faculty Authors*, CHRON. HIGHER ED., June 2, 1995, at A33-34.

Symposium on Law Review Editing: The Struggle Between Author and Editor Over Control of the Text, 70 CHI.-KENT L. REV. 71 (1994).

Donald J. Weidner, *A Dean's Letter to New Law Faculty About Scholarship*, 44 J. LEGAL EDUC. 440, 442-445 (1994).

A RECRUIT'S GUIDE TO THE ON-CAMPUS
INTERVIEW PROCESS AND THE JOB TALK

*Danielle Conway-Jones**

You decided to become a law professor. You read *The Guide* to help you get ready. You prepared a fantastic resume for entry in the AALS Faculty Appointments Register, you received and accepted interviews at the Meat Market, and you dazzled faculty members during the 30-minute "meet and greet" sessions. Now you are ready to accept a tenure-track position with your school of choice, right? Not quite.

This article offers information about on-campus interviews and advice about preparing to give a job talk. The on-campus interview process may sound daunting, but it can also be rewarding. To ensure that the process is as rewarding as possible, there are three important things a law faculty candidate must do. First, you must investigate the interviewing law school, its faculty, and its hiring process. Second, you must develop points of contact at the interviewing law school. Third, and most important, you must persuade the law school faculty that you will be a great teacher, an enjoyable colleague, and a productive scholar.

Call Back Arrangements

When you receive a call back, do not rush to accept the first available interview date. Before you agree to a firm date you should consider how much time you will need to prepare an impressive job talk. Remember that preparing a job talk is labor intensive. Hopefully you will already have selected a topic and completed a considerable amount of research before the Meat Market.

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If more than one school is interested in having you visit, try not to schedule interviews so close together that you do not have time to physically and mentally recuperate from the previous interview. Building down time into your interview schedule will also allow you to refine your job talk between presentations.

Unless an emergency arises, once your on-campus interview date is set, do not change it because there may not be another spot. Further, faculty members may have relied on your acceptance of a particular interview date and made arrangements to attend your talk.

Do not lightly turn down interviews; there are many schools, including ones you have not previously considered, that are excellent places to teach. In addition, an offer from one school may help you get call backs and offers from other schools. Of course, if you would not seriously consider accepting an offer from a school, in fairness to the school and to other candidates, you should decline the call back visit.

The On-Campus Interview

On-campus interviews typically last for one or two days. They generally include a social component, individual or group interviews with faculty members, and some form of presentation or job talk. The extended interaction between you and the faculty is deliberate. The law school faculty is curious about your ability to teach and produce scholarship. They are eager to discover if your background, research agenda, personality, and interests compliment those of the current members of the faculty—they want to know whether there is a “fit” between you and the school.¹ The faculty also wants to know that you have given some thought to teaching, but most schools expect less sophistication in this area from candidates for entry-level positions.

Get ready for a long day of meeting with faculty individually and/or in small groups. Although details vary from school to school and interview to interview, interview sessions typically last 30–45 minutes. The subject may change with each faculty member or group. To prepare, obtain a copy of the law school catalog in advance and review the biographies of each faculty member. Ask the coordinator of your on-campus interview for a list of the faculty members with whom you will

1. Fit does not necessarily mean the candidate who is most qualified in the sense of having the most impressive paper credentials. At the call-back stage, virtually all candidates have substantial resumes. Rather, fit is a fluid, subjective concept that varies from school to school, year to year, and hire to hire. A law faculty may consider the current makeup of the faculty and the goals for the future makeup of the faculty; the institutional politics of the faculty; the substantive curricular needs of the law school; the law school culture; the caliber of the student body and the alumni; and the law school's location.

meet during your on-campus visit. Armed with your list and the catalog, you can research the personality and penchants of your interviewers.

Before your campus visit you should look for recent articles by faculty members. This information will help you find some common ground for conversation during the interviews, and will give you an opportunity to show that you are familiar with current scholarship. You should definitely read the work of the faculty members who teach in your field. Another way to gather information about faculty members is by using the internet. Many law faculty members have created web pages for their courses.²

In addition, you should expect to meet with the dean at some point during your campus visit. S/he is generally a member of the faculty, but also has a separate set of considerations, such as staffing the curriculum. Deans often ask what would be your ideal course package. You may meet with members of the central administration, such as a provost or president. You may also meet with non-faculty administrators, and many interviews include meetings with students. The importance of these non-faculty interviews in the determination of whether you get an offer varies from school to school, but it certainly will not hurt to put your best foot forward with each of them. Finally, you may meet with non-faculty administrators or secretaries. Be nice to them—they can help you or hurt you, now and in the future.

Preparing for the Job Talk

As with any type of presentation, advance preparation and confidence are the keys to success. Ask your contact person—either the head of the hiring committee or someone else you know or feel comfortable with on the faculty—what the job talk requirement is at your interviewing school. You must tailor your scholarly presentation to fit the school's format.

By the time you give your job talk, you should be comfortable with the oral presentation of your written analysis.³ The most effective confidence builder is conducting a dry run of your scholarly presentation—this mock job talk is tremendously important. Getting positive feedback on your oral presentation will stroke your ego, and critical feedback will help you to improve your presentation.

Call on colleagues at your present job, practitioners, or jurists to serve as the audience for your mock job talk. It takes nerve to decide to be a

2. You can find many of them on the Jurist website, located at <http://jurist.law.pitt.edu>.

3. If you have a published piece, consider using it as the subject of your job talk.

sacrificial lamb for salivating intellectual wolves, but the benefits of volunteering for such hazardous duty more than outweigh the temporary, personal discomfort of the initial criticism of your job talk.

Invite your audience to ask questions during your mock job talk so you can master the technique of returning to your discussion. Also, consider audio and video taping your talk.⁴ The videotaped mock job talk will give you insight into your responses to questions, your facial and tonal expressions, and the weaker areas of your presentation. Ask your participants for oral as well as written feedback. Armed with this information, you can re-analyze and rewrite the portions of your discussion that were unclear to your audience. Finally, take copious notes on the feedback you receive from your audience and incorporate this information into the rewrite of your mock job talk. With this early preparation and investment, you may find the mock job talk to be more daunting than the actual scholarly presentation at the on-campus interview!

Giving the Job Talk

The job talk is often the make or break component of the hiring process. Even if you have several years of teaching experience, the job talk will be a school's mechanism to test the compatibility of your ideas, intellect and personality with those of the school's faculty. In your talk it is imperative that you demonstrate the strength of your research agenda and your ability to accomplish your teaching and scholarship goals.

Law schools use two general formats during on-campus interviews. Either the job talk takes the form of a roundtable discussion at which the candidate gives a presentation of his/her most recent scholarship or delivers a lecture on a topic chosen by the law school; or the interviewing school may not use the job talk format at all.

There are several variations on the roundtable job talk presentation, ranging from formal lectures to informal luncheons. For example, the lecture format may require the candidate to stand at a podium and deliver a lecture on a scholarly topic or a substantive course lecture to faculty and students. Interviewing schools may take this format one step further by audio or video taping the session. A less formal job-talk format may require the candidate to speak at a work-in-progress workshop, where the candidate will receive questions from faculty either supporting or chal-

4. During one of my on-campus visits, I was told that the job talk would be presented in an informal gathering of faculty members. As I entered the room, I noticed a person setting up a video camera. At that moment, my faculty chaperone asked: "Are you comfortable being taped?" Practice using audio or video equipment to become truly comfortable with such a plausible scenario.

lenging the thesis, analysis, or conclusions drawn by the candidate. Another informal job talk format may require the candidate to give a presentation during a luncheon. The luncheon presentation format is less unnerving, because it is usually more relaxed; however, it tends to last longer because faculty members have set a large block of time aside to spend at the luncheon.

You should be prepared for a range of faculty knowledge, from no concept of the topic to extensive background in your scholarly area. If you provide advance materials on the topic of your job talk expect to encounter some faculty members who have meticulously studied the materials and some who have only glanced at them. You should assume that there will be supporters and critics of each portion of your argument. Faculty members may interrupt with questions or hold them to the end. Expect the whole thing to last approximately an hour.

A small number of schools do not use the job talk format during the on-campus interview. At those schools the candidate does not have to give a formal presentation of a piece of scholarship; rather, the candidate gives 5-10 mini-presentations to small groups of faculty interviewers about scholarship, scholarly interests, and scholarly direction.

The On-Campus Interview Aftermath

You have survived 36–48 hours of tough scrutiny. But the process is not over yet. You should have a faculty picture book and a list of faculty interviewers. With this information, draft thank-you notes. Send notes to the faculty member who helped with your arrangements, the hiring committee chairperson, and the dean of the law school. In addition, if you promised to forward information, articles, or references to a faculty member, do so quickly. Finally, make copies of your receipts and send your reimbursement voucher to the school at the same time that you send the thank you notes. Remember not to ask the school to reimburse you for personal expenses unrelated to your visit.

Find out about how the hiring process will proceed after your visit. Typically, after candidates visit campus, the appointments committee meets to share impressions, report on references and evaluations of scholarship, and to prepare a recommendation to the faculty either in support of or in opposition to the candidate. The whole faculty then meets to discuss the committee's recommendation and decides which candidates will receive offers.

The Offer

After your return home, hopefully you will receive a call from the dean or hiring committee chairperson, telling you how impressed the faculty was with you, and that they want you to join them. It is appropriate to ask the basic terms of the offer, salary and course package, but do not ask about the nitty-gritty details at this point unless they are offered. In a follow-up conversation, you will want to discuss other important details, such as when you will be put on the payroll, whether you can get summer research funds the summer before you start teaching (and whether they are routinely available thereafter), whether a light load is available in your first term, whether moving expenses will be taken care of, and whether job search assistance is available for your significant other. In most cases, at least some of the terms are negotiable—while deans want to be fair, they do not always put their best offers on the table first.

As you decide whether to accept the school's offer, you will want to research the school. Ask for the law school's and the university's faculty handbooks, information from the school's human resource office, financial benefits literature, relocation services, and information about the community in which the school is located. If you are really gutsy, you can ask for a copy of the self-study and site evaluation questionnaire from the most recent ABA/AALS accreditation visit, although this might be perceived as a bit direct.

Some schools will give you a second visit, this time with family, after they have made you an offer, to persuade you to take it. If you are seriously considering the offer, you should go. This visit is a chance for you to inspect the environment with your significant other and/or children, and to experience the school's intellectual atmosphere. Sit in on a few classes, and observe faculty and student behavior outside of the classroom. Your conclusions about the personality of the law school may be important factors to consider if you receive an offer from another school.

Another issue that might be relevant to your evaluation of whether to take the offer is the circumstances surrounding your offer of appointment. If, through delicate inquiry, you find that your appointment was controversial, you may want to consider whether that will make it more difficult for you to get promoted or tenured in the future.

If your offer is from a school that is not at the top of your list, call the other schools that you find preferable and at which you are still being considered. Tell them about your offer and deadline. One of the most difficult things to deal with is an offer from a school with a short deadline, which does not allow sufficient time for other schools to decide upon your candidacy. In practice, few law schools will give you an ultimatum because they understand the gravity of your decision. Instead, the

schools will ask that you remain in contact with them so that they can provide you with current information to assist you in your decision-making. On the other hand, sometimes schools will enforce short deadlines, because while they want to hire you, they are likely to lose other desirable candidates through delay. There is no perfect answer to this dilemma.

Final Thoughts on the Hiring Process

There is no one right way to go about securing an appointment to teach at a law school or to convince a faculty that you will make a fine addition to their group. You should, however, use the time before the Meat Market to prepare a research agenda and develop a solid job talk in order to demonstrate your teaching and scholarly acumen. I wish you the best of luck in your search.