

AALS Section Women in Legal Education Newsletter

PERSPECTIVES ON LAW TEACHING-COMMENTS TO NEW LAW PROFESSORS

By: Rebecca Rosenberg

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I have recently finished my second year of full-time teaching, after more than 20 years of law practice. I attended the AALS Workshop for New Law School Teachers about two years ago, and one of the leaders of my small group asked how many of us were worried about teaching. I wasn't worried about teaching, but I wondered if I was missing something. It turned out that I was, indeed, missing something, which I'd like to describe below.

There are a few things that have surprised me about teaching full time, including the following. First, a new class preparation takes a lot more time than I expected.

Continued next page

THE FIRST WOMAN LAW PROFESSOR	7
CONFERENCES, CALLS FOR PAPERS, AND WRITING COMPETITION ANNOUNCEMENTS	9
YOUR WOMEN IN LEGAL EDUCATION ANNUAL MEETING SCHEDULE	11
OFFICERS AND EXECUTIVE COMMITTEE MEMBERS	13
BOOKS	14
RECENT NEWS	15
ARTICLES, REPORTS, AND BOOK CHAPTERS	17

A LETTER FROM THE CHAIR

Dear Colleagues,

On behalf of the AALS Section on Women in Legal Education (WILE) it is my honor and pleasure to present our Annual Newsletter. Our Newsletter is both a presentation of the accomplishments and activities of our Section and its Membership as well as a Call to Action to members who want to be more involved. The WILE Section works hard to provide members with the space and opportunity to advance our collective goals as women in legal education. To that end, we provide mentorship and support to women seeking to enter legal academia, guidance to women who have recently embarked upon their academic careers, engagement and support of our members by way of robust conversations over our listserv, countless opportunities to give back to the Section through volunteerism, and exceptional AALS programming.

Each year, WILE hosts the **New Law Teachers Breakfast** at the AALS New Law Teachers Conference. This June, Professor Okianer Christian Dark (Howard) continued her tradition of planning the Breakfast. Professor Rebecca

Continued on page 3

(That may seem obvious to people who have taught for many years, but it was not obvious to me.) Among other things, I did not anticipate the sheer amount of required preparation for two new courses in one semester. I had taught before, as an adjunct, while practicing law full-time. So I thought that two courses at a time (without full-time law practice) wouldn't be that overwhelming. But it was different, and much more time consuming, to teach topics that were not within a long-time area of expertise, two courses at a time. So my first piece of advice would be to expect to work long hours, even compared to the hours that you've worked at other legal jobs before. Stock up on frozen food – you won't have time to cook.

This heavy time commitment in the first year or two appears to be normal. My law school colleagues said that they worked long hours for their first two years as well. I will caveat, though, that maybe it's easier (as far as hours required) if you only teach one class per semester, for your first year. Also, on a hopeful note, class preparation was a little less time-intensive in my second year, and that trend has continued in my third year.

Secondly, writing articles seems to take forever. I think that's because scholarly articles are relatively long and dense. We're also trying to be absolutely correct in every detail and every adjective, while attempting to explain complex concepts to readers who don't specialize in that particular subtopic. Sometimes it feels like Zeno's paradox: as a writer, you're perpetually closing the remaining distance to completion by half. Even re-reading a 60-page document, from the top, takes some time. Then re-reading the footnotes. Then doublechecking some cites. Then one more read-through.

On the plus side: I like writing articles – I have things I want to say. It's a luxury to choose one's own topic. Also, in academia, you can expand on an issue, without being restricted to sub-issues that are useful for the client's case at hand. It's pretty awesome that part of this job is to talk and write about issues that you select and that you think are interesting.

Continuing with positive aspects, there were some pleasant surprises about teaching full-time. First, the students are actually listening when you talk. Sometimes there will be no visible reaction when I say something in class, but then the students repeat it back to me months later, in a useful way, in the correct context. They are paying attention – even if it doesn't look like it – both to substantive legal content and to anything else you say, including jokes and comments about the weather.

Secondly, I did not realize how invested I would feel in the students' success, or how happy and excited I would be for them when they publish an article, or they do well in an interview, or they get a job that they're pleased about. Along those lines, I did not fully anticipate the impact that we can have on the students by career counseling, substantive coaching about class content, and working with them as they write articles and papers. If you want to, you can give advice to students on a range of topics: substantive legal issues, careers, life. Lastly, it's been really gratifying when the students grasp a concept, and when they are enthusiastic about the subject matter. I teach tax law, so it's great to see the students get interested in tax and develop confidence in their ability to work with a sometimes off-putting subject matter.

In addition, I wanted to pass along some good advice that I received. First, a senior faculty member told me (early on) that you have to work within your own personality range in the classroom, without trying to become a different person while you're teaching. Secondly, a colleague told me that it is not a good idea to change your textbook in your second year, no matter how much you dislike the text. As my colleague said: the new textbook won't be enough of an improvement to justify the significant additional work of adjusting your syllabus and lesson plans. I did not heed this advice soon enough, so I learned from experience: it's not worth it.

I also learned a few other things along the way. First, blind grading (without seeing the students' names) works well! If a particular law school doesn't implement blind grading for me, I have engaged in self-help by turning the blue book covers back (to hide the student names) before I grade. Secondly, calling on students using a systematic

method has worked well for me. I've used a deck of index cards with student names (for a bigger class) or the rolling boulder method (starting at one end of the room and moving up and down every row) for a smaller class. Calling on students methodically gives me a better feel for which students understand the material, because all of the students get called on relatively frequently.

In addition, here are a few things that I didn't know about publishing. Generally, when comparing one law journal with another, legal academia emphasizes the U.S. News and World Report ranking of the journals' law schools more than the Washington and Lee ranking of the journals themselves. Also, there seems to be a perpetual debate about how to compare subject matter journals with general law journals, and there doesn't appear to be one, universally agreed-on answer to that question.

Further, not all law review articles need to be incredibly lengthy. Many law journals actually prefer articles in the range of 20,000-30,000 words, as compared to 45,000

words (although the latter is ok, too). So it's fine (and sometimes recommended) to write shorter articles. I'm still working on that!

Lastly, here are few points about law review contracts: 1) I generally request that the contract provide that every use of my article (wholly or partially), in any medium, including excerpts that could be included in textbooks or presentations, must have my name on it, with the journal citation. 2) Ideally, the contract should require that no edits are included in the article without your approval. 3) The contract can state that if the journal doesn't publish your article within one year of your signing the contract, you regain all rights to your text and can submit it to other journals.

In conclusion, despite the things that surprised me, there are many positives about this job: the students are a perpetual bright spot, the classroom is great, and article writing is fun and a privilege.

I wish all of you a good academic year!

LETTER FROM THE CHAIR

CONTINUED FROM PAGE 1

Rosenberg (Ohio Northern) was invited to welcome our new colleagues. Her speech is reproduced in this Newsletter. In October, Professor Debra Cohen (University of the District of Columbia) and I hosted the **Women's Hospitality Suite at the Faculty Recruitment Conference** in Washington D.C. As in prior years, the Suite was packed with candidates and professors engaged in discussions about scholarship, pedagogy, interviewing, and personal life. We hosted our annual Q&A Session for candidates and are so thankful to Dean Darby Dickerson (UIC John Marshall), Dean Christiana Ochoa (Indiana), Dean Melanie Leslie (Cardozo), Professor Sean Scott (Loyola),

Professor Nadia Ahmed (Barry), and Dean Renèe Hutchins (University of the District of Columbia) for the wisdom they shared. We also thank the many professors who volunteered their time in the Suite.

Under the direction of Professor Marie Failingier (Mitchell Hamline), WILE continues to be home and host of the **Women in Legal Education Oral History Project**. The Project continues to conduct interviews of some of the most senior and accomplished women law professors. These histories are being preserved for posterity, and the process of obtaining them has

connected our membership to the legacy of women in legal education. Some of these interviews are posted on our new [AALS webpage](#) and on the AALS YouTube channel. Thus far, the Project has taken almost 50 interviews of a diverse group of women faculty and deans, some at AALS meetings and others at interviewees' home schools. The Project was highlighted this year in online publications including [Law.com](#) and [tax.prof.blog](#). Professor Failing continues to seek nominations of women who should be interviewed as well as volunteers to conduct interviews. The Section remains indebted to Professor Failing for her hard work and commitment to the Project and to the AALS for extending institutional support.

The WILE Section will be hosting three programs and a luncheon at the 2020 AALS Annual Meeting, which will take place January 2nd through January 5th, at the Marriot Wardman Park Hotel in Washington D.C. We will kick-off our programming with the **WILE Luncheon honoring the 2020 Ruth Bader Ginsburg Lifetime Achievement Award recipient, Professor Robin West (Georgetown)** (Friday, January 3, 12:15-1:30pm). Professor West was nominated and selected through a competitive process which recognizes a law professor who has had a distinguished career of teaching, service, and scholarship for at least 20 years. The recipient is someone who has impacted women, the legal community, the academy, and the issues that affect women through mentoring, writing, speaking, activism, and by providing opportunities to others. Professor West was selected by the WILE RBG Award committee for exemplifying the characteristics and traits of an awardee. At this year's WILE Luncheon, Professor West will be presented with the Award and will join the list of

distinguished Ruth Bader Ginsburg Lifetime Achievement Award recipients: Ruth Bader Ginsburg (2013), Catherine A. MacKinnon (2014), Herma Hill Kay (2015), Marina Angel (2016), Martha Albertson Fineman (2017), Tamar Frankel (2018), and Phoebe Haddon (2019). Please purchase your Luncheon ticket from the AALS and join us as we honor Professor West.

Immediately following the Luncheon, the WILE will host its **Gender Equity at Work Session** (Friday, January 3, 1:30-3:15pm). This Session builds on some of the discussions that took place over the Section's listserv inspired by a report on women's salaries in big law and expanded to numerous other gender equity topics. The Session will begin with an introductory panel led by Vice Provost Adrienne Davis (Wash U) and Dean Angela Onwuachi-Willig (Boston U). Following the panel, participants will attend their choice of the following moderated small discussion groups:

- Gender Equity in Law School and University Leadership, moderated by Deans Michèle Alexandre (Stetson), Lyriisa Lidsky (Missouri), and Elizabeth Kronk Warner (Utah);
- Gender Equity in the Tenure Stream, moderated by Professor June Carbone (Minnesota) and Associate Dean Catherine Smith (Denver);
- Gender Equity in Contract Positions moderated by Associate Dean Tonya Evans (New Hampshire) and Professor Ashley London (Duquesne);
- Gender Equity in the Legal Profession, moderated by Vice Dean Hannah Brenner

(California Western) and Professor Renee Knake (Houston); and

- Gender Equity and Our Students, moderated by Professors Nancy Cantalupo (Barry) and Sahar Aziz (Rutgers).

Our programming will continue with WILE's **Teaching in a #MeToo World Session** (Friday, January 3, 3:30-5:15pm) which will explore how we teach law in the age of #MeToo, Time's Up, Justice Kavanaugh, Intersectionality, President Trump, Proper Pronoun Use, the Women's March, and other recent developments. Presenters were selected from a call for proposals. This Session will feature the following professors' #MeToo teaching innovations:

- Nancy Cantalupo (Barry), *Teaching Sexual Violence Law in 1L and Upper Level Courses*;
- Blanche Cook (Kentucky), *Jeffrey Epstein: The Problems of Unchecked Power, Privilege, and Pedophiles*;
- Camille Hébert (Ohio State), *Teaching About MeToo' in a MeToo World*;
- Deana Pollard-Sacks (Thurgood Marshall), *Sex Tort Advocacy in Light of the #MeToo Cases*; and
- Elizabeth Schneider (Brooklyn), *MeToo Across the Curriculum*.

Each professor will discuss her #MeToo teaching innovation. An audience engagement session will follow the panel presentations. Through break-out discussions led by the panelists, professors will have the opportunity to think about how they too can create or adapt a course for our #MeToo world. It is our hope that through discussion, panelists will provide guidance and inspiration to professors

who want to begin creating their own #MeToo teaching innovation.

On Saturday, the WILE Session will host its main program, **A Century Since Suffrage: How Did We Get Here? Where Will We Go? How Will We Get There?** (Saturday, January 4, 1:30-3:15pm). This Session will explore the legal accomplishments and failures of the women's movement since 1920. Speakers were selected through a competitive call for proposals. Their articles will be published in the Winter 2021 Duquesne Law Review Symposium issue memorializing this conference. The Section is proud to present the following professors to discuss their works:

- Lolita Buckner-Inniss (SMU), *While the Water is Stirring: The Past, Present and Future of Black Women's Rights*;
- Leslie Gielow Jacobs (McGeorge), *The Court & The Constitution, Existing Rights, Emerging Threats, and Demanding Same Doctrinal Treatment to Minimize the Damage*;
- Nan Hunter (Georgetown), *Both Means & End: Suffrage and the Exit-Entry Trap*;
- Diane Klein (La Verne), *Their Slavery Was Her Freedom: White Supremacy and the Centrality of White Women's Experience in Conceptualizing Women's Rights Movements*; and
- Danaya Wright (Florida), *Getting the Equal Rights Amendment Over the Line: The Next Step in the Battle for Equality*.

Please note that WILE's Annual Business Meeting will occur immediately following this program. If you will not be at the Annual Meeting or are otherwise unable to attend the business

meeting but would like to serve on the Section's Executive Committee in 2021, please contact Rona Kaufman at kitchenr@duq.edu before the Annual Meeting.

It has been an absolute privilege to Chair the Section on Women in Legal Education this year. I would like to thank the Section's Officers and for all of their hard work: Chair-Elect Tamara F. Lawson (St. Thomas); Secretary Susan Bisom-Rapp (Thomas Jefferson), Treasurer Lisa Mazzie (Marquette), and Immediate Past Chair Cynthia Fountaine (SMU). I would also like to thank our Executive Committee Members: Naomi Cahn (George Washington), Jill Engle (Penn State), Victoria Haneman (Creighton), Catherine Hardee (California Western), Suzanne Kim (Rutgers), Ashley London (Duquesne), Linda McClain (Boston University), Fernanda Nicola (American), Hari Osofsky (Penn State), Kaelyn Romey (Golden Gate), Susan Rozelle (Stetson), Nancy Soonpaa (Texas Tech), Milena Sterio (Case Western), Kerri Stone (Florida International), and Ettie Ward (St. Johns).

Finally, I had no idea how much work went into planning the WILE Annual Meeting sessions. I am in new awe of recent past Chairs Cynthia Fountaine (SMU) and Kerri Stone (Florida International) for making it all look so darn easy. Though I am sure our Chair-Elect, Dean Tamara Lawson (St. Thomas), is up to the task, I would

never have survived it without the help of some special members of the WILE Program Committee. I am so excited for the sessions our Section has planned for this year and I am confident they will be exceptional. The credit goes to this incredible group of women and the countless hours they devoted on behalf of our Section. My deep and sincere personal gratitude to:

- Naomi Cahn (George Washington)
- Victoria Haneman (Creighton)
- Tamara Lawson (St. Thomas)
- Lisa Mazzie (Marquette)
- Linda McClain (Boston University)
- Hari Osofsky (Penn State)
- Rebecca Rosenberg (Ohio Northern)
- Ettie Ward (St. Johns)

Finally, a special thank you to Susan Bisom-Rapp (Thomas Jefferson) for creating this lovely newsletter.

I am very much looking forward to seeing many of you in D.C. in January. Have a great end of the semester!

Sincerely,

Rona Kaufman, Associate Professor of Law,
Duquesne University School of Law

THE FIRST WOMAN LAW PROFESSOR

Taja-Nia Y. Henderson, JD, PhD
Dean, Rutgers University Graduate School-
Newark,
Professor of Law, Rutgers Law School.

If a student asks you “Who was the first woman law professor?”, whose name comes to mind? Chances are, it’s not Lutie Lytle, whose unlikely path to the legal academy has been nearly lost to our profession. Lytle joined the faculty at Central Tennessee College in 1898, becoming the earliest woman identified as an instructor in one of the nation’s established law schools. An African American woman born in 1875 to formerly enslaved parents in the hills of Middle Tennessee, Lytle was raised in Kansas after her family moved there as part of the “exoduster” migration. This mass movement of formerly enslaved black Americans seeking better economic and social conditions in the West (and away from the South) would reshape the landscape and demographics of cities and towns throughout Kansas. In Topeka, the Lytle children attended integrated schools. As a teenager, Lutie herself worked as a compositor and editor for the state’s leading black newspapers, including the *Kansas Blackman*, and would later remark that her experience in journalism led her to the belief that law - its practice, defense, and enforcement - was the last remaining hope for black progress in the face of withering racial hostilities throughout the nation.

While Kansas was no promised land, conditions in the state were favorable for black entrepreneurship and political involvement. In 1895, while still a teenager, Lutie Lytle obtained a job as an enrolling clerk for the state legislature in Topeka (long before women could vote in the state). Subsequently, after a brief stint as a teacher in

Chattanooga, she entered Central Tennessee College’s law department in 1896. At the time, few of the nation’s law schools accepted women for study. At Central, she was the only female student, and the school employed no female instructors. Lutie Lytle may have been the only woman in the building during her studies there. She graduated valedictorian, and upon graduation, sought admission to the bar of Tennessee. After an initial rebuff by a local Nashville judge, Lytle was admitted to practice in the state, becoming the first woman so admitted. After graduating, she traveled home to Topeka, and became the first woman admitted to the Kansas Bar. Her accomplishments up to that point were, however, insufficient to overcome the dual barriers of being both Black and female in the late 19th century. Lytle had few prospects; when she sought partners to build her legal practice, her efforts were subtly mocked in the press.

After a year, with seemingly no viable prospects for a law practice on the horizon, she traveled back to Nashville and joined Central Tennessee College as an instructor in the law department. At Central, she taught criminal procedure, evidence, and domestic relations. She spent a year on the faculty teaching before moving again, and ultimately to New York City, where she wed Alfred Cowan, a graduate of New York Law School and a commercial and civil rights litigator in the city. Together, the Cowans were active in local Republican politics, and practiced together in Cowan’s firm. After his untimely death in 1913, Lutie remained in NYC and maintained the couple’s law practice. Over the next 25 years, she remained active in the city’s local political, social, and cultural groups, including local Republican groups and the United Negro

Improvement Association, Inc., an offshoot of Marcus Garvey's organization.

After 1941, Lutie no longer appeared in the local press, and her accomplishments as the second black woman to graduate law school, and the first woman (anywhere) to teach at an established law school, were seemingly lost to history. It was only in 2017, with the online availability (and searchability) of the NYC Death Index that her date and location of death even became known.

I have previously detailed Lytle's life and work, including her efforts to establish a law practice, in a 2017 article for the Iowa Law Review (<http://bit.ly/lutieiowalawrev>). Her experiences as being an "only" in her law class and on her faculty, as well as her thwarted efforts to build a legal practice (due to the dual biases of sexism and racism) echo to this day. As one of our profession's pioneers, Lutie A. Lytle ought to be recognized as a foremother to all women in legal education.

CONFERENCES, CALLS FOR PAPERS, AND WRITING COMPETITION ANNOUNCEMENTS

The Association of Family and Conciliation Courts (AFCC) and the Maurice A. Deane School of Law at Hofstra University, in cooperation with the editorial staff of *Family Court Review*, are sponsoring the Eleventh Annual Law Student Family Law Writing Competition. Entries can address any area of family law, and topics that focus on international or interdisciplinary subjects are especially encouraged. Articles should focus on a current legal issue and must have a strong foundation in legal research. First prize includes \$500, a certificate of recognition, and consideration for publication in the *Family Court Review*. Requests for an anonymous entry number must be received by February 1, 2020. For more information, please go to:

<https://law.hofstra.edu/currentstudents/studentactivities/journals/familycourtreview/hflwritingcompetition/index.html>.

Professor Barbara Babb (Baltimore), Center for Families, Children, and the Courts (CFCC) director and editor-in-chief of *Family Court Review* (FCR), invites members of the AALS Section on Women in Legal Education to submit articles for publication in FCR, the leading interdisciplinary academic and research journal for international family law professionals and the quarterly journal of the Association of Family and Conciliation Courts (AFCC). Submitted articles are peer-reviewed. For more information, visit <http://www.afccnet.org/Publications/Family-Court-Review/Submit-an-article> or contact Professor Babb at bbabb@ubalt.edu or 410-837-5661.

Georgia State University (GSU) Law's Center for Access to Justice will host the Third Annual State of the South Conference on Feb. 21, 2020. This year's focus is Housing Justice. For more information: <https://calendar.gsu.edu/event/StateoftheSouth>

The University of Virginia Law School will host a conference: A Federal Right to Education: Fundamental Questions for Our Democracy, April 2, 2020.

The University of Colorado's Byron White Center will host the 28th Annual Rothgerber Conference on April 3, 2020. The conference theme is "Women's Enfranchisement: Beyond the Nineteenth Amendment." The conference will bring scholars and practitioners from across the country to discuss historical perspectives of the Nineteenth Amendment, barriers to political representation, and women's empowerment beyond political rights.

The University of Tennessee College of Law's Clayton Center for Entrepreneurial Law is hosting the National Business Law Scholars Conference June 18-19, 2020. A call for papers will soon be available at (among other places) the [Business Law Prof Blog](#).

Blogs

Tracy A. Thomas: Editor, Gender & the Law Prof Blog,

http://lawprofessors.typepad.com/gender_law

YOUR WOMEN IN LEGAL EDUCATION ANNUAL MEETING SCHEDULE

(See the Annual Meeting Schedule for Rooms)

Friday, January 3rd	
12:15 – 1:30 pm	<p>Section on Women in Legal Education Luncheon Presentation of the Ruth Bader Ginsburg Lifetime Achievement Award to Professor Robin L. West, Fredrick J. Haas Professor of Law and Philosophy, Georgetown Law.</p>
1:30 – 3:15pm	<p>Gender and Equity at Work This session will explore issues concerning gender equity in the workplace, including the legal profession and legal academia. An introductory panel featuring Vice Provost Adrienne Davis and Dean Angela Onwuachi-Willig will explore issues concerning gender equity in the workplace, including the legal profession and legal academia. Following the panel discussion, participants will attend their choice of two small moderated discussion groups that will focus on the following issues:</p> <ol style="list-style-type: none"> 1. Gender equity in law school and university leadership. 2. Gender equity in the tenure-stream process. 3. Gender equity in contract positions. 4. Gender equity in the legal profession. 5. Gender equity and our students.
3:30 – 5:15pm	<p>Teaching Law in a #MeToo World (Session cosponsored by Leadership) This session will focus on how we teach law in the age of #Metoo, Time’s Up, Justice Kavanaugh, Intersectionality, President Trump, Proper Pronoun Use, the Women’s March, and other recent developments. This session will consider how we, in our capacity as law teachers, are adapting our teaching as the world around us changes. Panelists will discuss their teaching innovations: courses they created or adapted or other ways in which they have engaged with students in this #Metoo World.</p> <p>Following the panel presentations, there will be an audience engagement segment in the form of break-out group discussions. Each panelist will co-lead a break-out group. The group discussions will provide interested professors in the audience with an opportunity to think about how they too can create or adapt a course for our #Metoo world. Panelists will provide leadership by offering guidance and inspiration to professors who want to create their own #Metoo teaching innovation.</p>

Saturday, January 4th

1:30 – 3:15pm

**A Century Since Suffrage: How Did We Get Here? Where Will We Go?
How Will We Get There?**

This session will explore the legal accomplishments and failures of the women's movement since 1920. A century ago, women won the right to vote. Since then, women garnered additional rights in virtually every legal area, including in the realms of employment, property, reproduction, education, care taking, sexual freedom, and protection from violence. Despite significant success, much work remains. This session will consider the future of the women's movement through a critical examination of our past.

Papers from this program will be published in *Duquesne Law Review*

Business meeting at the program conclusion.

OFFICERS AND EXECUTIVE COMMITTEE MEMBERS

Officers

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Chair-Elect	Tamara	Lawson	St. Thomas
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Member	Susan	Rozelle	Stetson
Member	Nancy	Soonpaa	Texas Tech
Member	Milena	Sterio	Cleveland-Marshall
Member	Kerri	Stone	Florida International
Member	Ettie	Ward	St. John's

BOOKS

Barbara A. Babb & Judith D. Moran, *CARING FOR FAMILIES IN COURT: AN ESSENTIAL APPROACH TO FAMILY JUSTICE* (Routledge 2019).

Connie de la Vega & Alen Mirza, *A PRACTICAL GUIDE TO USING INTERNATIONAL HUMAN RIGHTS AND CRIMINAL LAW PROCEDURES* (Edward Elgar 2019).

Andrea Freeman, *SKIMMED: BREASTFEEDING, RACE, AND INJUSTICE* (2019).

Sarah Gerwig-Moore, *WHAT BRINGS YOU HERE TODAY? AN INTRODUCTION TO CLIENT COUNSELING* (forthcoming Esquire Legal Publishing 2020).

Jill Elaine Hasday, *INTIMATE LIES AND THE LAW* (Oxford University Press 2019).

Lynne Marie Kohm & Kathleen E. Akers, *JANE AUSTEN'S LAW & ECONOMICS* (forthcoming Lexington 2019).

Nancy Levit & Allen Rostron, *BEYOND ONE L: STORIES ABOUT FINDING MEANING AND MAKING A DIFFERENCE IN LAW* (Carolina Academic Press 2018).

Nancy Levit, Andrew McClurg, & Chris Nero Coughlin, *LAW JOBS: THE COMPLETE GUIDE* (West Publishing Co. 2019).

Marilyn E. Phelan, *NONPROFIT ORGANIZATIONS: LAW AND TAXATION 2D* (6th ed. 2019).

Marilyn E. Phelan, et al., *SOVEREIGN IMMUNITY LAW* (2019).

Kimberly Jenkins Robinson, *A FEDERAL RIGHT TO EDUCATION: FUNDAMENTAL QUESTIONS FOR OUR DEMOCRACY* (Kimberly Jenkins Robinson ed., forthcoming NYU Press 2019).

Tracy A. Thomas, ed., *WOMEN AND THE LAW* (Thomson Reuters 2018 & 2019 eds.)

Kathleen Elliott Vinson, *MINDFUL LAWYERING: THE KEY TO CREATIVE PROBLEM SOLVING* (with Shailini George & Samantha Moppett) (Carolina Academic Press 2018).

Lynn D. Wardle, Mark S. Strasser, Lynne Marie Kohm, & Tanya Washington, *FAMILY LAW FROM MULTIPLE PERSPECTIVES* (West, 2d ed. 2019).

RECENT NEWS

- Anita Bernstein has been named winner of the 2020 William L. Prosser Award from the AALS Section on Torts and Compensation Systems.
- Susan Bisom-Rapp, Associate Dean and Professor of Law (Thomas Jefferson), received the 2019 Paul Steven Miller Memorial Award for Outstanding Academic and Public Contributions to the Field of Labor and Employment Law Scholarship at the 14th Annual Colloquium on Scholarship in Employment and Labor Law hosted by University of Nevada, Las Vegas. She became a Fellow of the American Bar Foundation in 2018.
- Lisa Radtke Bliss, Assoc. Dean of Experiential Education and Clinical Programs and Clinical Professor at Georgia State University College of Law, was awarded a Fulbright Distinguished Chair and is teaching Health Law and a Human Rights Clinic at Palacky University, Olomouc, Czech in fall semester of 2019.
- Anna Spain Bradley was promoted to Full Professor at the University of Colorado School of Law in June 2019. She will be reappointed to Assistant Vice Provost for Faculty Development and Diversity in January 2020 (a position she has held since 2017).
- Blanche Bong Cook has been awarded tenure at Wayne State University School of Law and the University of Kentucky College of Law.
- Caroline Mala Corbin received a Dean's Distinguished Scholar award.
- Katie Eyer (Rutgers Law School) was voted Professor of the Year, Rutgers Law School (Camden Campus) (2019), Elected as a Member of the American Law Institute (2018), received the Lastowka Award for Scholarly Excellence (2018), the Rutgers Board of Trustees Research Fellowship for Scholarly Excellence (2018), and the Rutgers Presidential Fellowship for Teaching Excellence (2018).
- Pamela Foohey received the Leon H. Wallace Teaching Award, the highest teaching honor given to the Indiana University Maurer School of Law faculty.
- Sarah Gerwig-Moore was recently promoted to Associate Dean for Academic Affairs at Mercer University School of Law. She was also named McDonald Distinguished Fellow, Center for the Study of Law and Religion, Emory University, from 2019-2024.
- Phoebe A. Haddon, Chancellor of Rutgers University-Camden, received the 2019 Ruth Bader Ginsburg Lifetime Achievement Award from the Association of American Law Schools Section on Women in Legal Education. She also received the 2019 Smith College Medal, which recognizes alumnae who exemplify in their lives and work the ability of a liberal arts education to transform lives and communities. Haddon was the Kick-Off Speaker for the Pennsylvania Bar Association's 30th Minority Attorney Conference on Oct. 3 and

served as an opening panelist for the Temple University Public Policy Lab's Inaugural Symposium on Sept. 5. *NJBIZ* named her among the "Top 50 in Higher Ed" in New Jersey in 2019, while *Philadelphia Business Journal* named her to its "Power 100" list for 2019.

- Anna Han is now serving as the Interim Dean of Santa Clara University, School of Law.
- Victoria J. Haneman was awarded the Frank J. Kellegher Professor of Trusts & Estates (endowed professorship) effective July 1, 2019.
- Joan Heminway and Joy Radice (University of Tennessee College of Law Professors) were both finalists for the YWCA of Knoxville & the Tennessee Valley's 2019 Tribute to Women Award in Education, and Professor Radice took home the award in the September 2019 ceremony.
- Tamara Herrera was appointed Associate Dean of Faculty Development at Sandra Day O'Connor College of Law, Arizona State University (effective July 1, 2019).
- Leslie Gielow Jacobs has been appointed the inaugural Justice Anthony M. Kennedy Professor of Law at University of the Pacific, McGeorge School of Law.
- Cynthia Lee was named the Edward F. Howrey Professor of Law at the George Washington University Law School.
- Irina Manta is serving as a Visiting Professor at the St. John's University School of Law for the 2019-2020 academic year.
- Veronica Root Martinez was promoted to tenure and full professor at Notre Dame Law School on July 1, 2019.
- Joan Meier is thrilled to have completed her empirical study of family courts' handling of cases involving abuse claims. Many of the findings are in press with the *European Journal of Social Welfare and Family Law*, which is publishing a symposium issue on research on the topic across countries.
- Deborah Merritt has been named a Distinguished University Professor, the highest honor that Ohio State confers on faculty members.
- Kimberly Jenkins Robinson was appointed as the Elizabeth D. and Richard A. Merrill Professor of Law at UVA Law and a Professor of Education at the UVA Curry School of Education.

- Vicki Schultz reports: several of us formed a new group called UNLEASH (United Legal Educators Against Sexual Harassment) EQUALITY, a group of law professors devoted to combatting sexual and other forms of harassment in the workplace, on campus, and elsewhere. Current members include Rachel Arnow-Richman, Susan Bisom-Rapp, Tristen, Green, Rebecca K. Lee, Ann C. McGinley, Angela Onwuachi-Willig, Nicole Porter, Vicki Schultz, and Brian Soucek. We've engaged in a number of activities including scholarship and media education. Our website is here. <https://www.unleashequality.com>.
- Stacey A. Tovino was elected to the American Law Institute in December 2018 and, in Spring 2019, received the UNLV Top Tier Award, a university-wide honor that recognizes faculty members who demonstrate excellence in all five areas of UNLV's Top Tier Mission, including research and external funding, teaching excellence and student achievement, academic health center growth, infrastructure and shared governance, and community partnerships.
- Rachel Van Cleave has been awarded a second J. William Fulbright Research Grant to engage in research on Italian sexual violence law at the Corta Suprema di Cassazione in Rome for spring/summer 2020.

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