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Seven Principles: Increasing Access to Law School Among Students of Color

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Seven Principles: Increasing Access to Law School Among Students of Color

Catherine E. Smith*

ABSTRACT: In Fall 2010, I became one of the first tenured professors in the nation to hold a deanship dedicated exclusively to diversity in a school of law. As the Associate Dean of Institutional Diversity and Inclusiveness at the University of Denver's Sturm College of Law ("SCOL"), I am charged with strengthening access to the legal academy, particularly among, but not limited to, students and faculty of color. This Essay describes the evolution of my role and the seven principles that currently guide student pipeline and recruitment efforts at the SCOL. These principles help the SCOL focus those efforts, work strategically, and increase the likelihood that desired outcomes will be achieved. I conclude by offering three examples of efforts undertaken by the SCOL in the first six months of my service as associate dean, each of which reflects the principles in action.

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That people of color lack equal access to the legal academy is a well-documented problem, one that has roots in historical discrimination and has been exacerbated by more recent attacks on affirmative action and by the rise of *U.S. News and World Report* rankings.¹ Increasing access among people of color is a challenge not just for my institution, the University of Denver Sturm College of Law (“SCOL”), but rather for the majority of law schools and the legal profession.² In fall 2010, I agreed to take on this challenge at the SCOL as its Associate Dean for Institutional Diversity and Inclusiveness. Some outside the University criticized the role’s very development, seeing it as political correctness and affirmative action run amuck.³ Others worried privately that diversity efforts would be pigeonholed, rather than integrated, throughout the work of the SCOL, and still others, primarily those who knew me, expressed concerns that I myself would be tokenized, reduced in the minds of colleagues at the SCOL and throughout legal academia as the black (lesbian) woman who does the “diversity stuff.”⁴ To me, however, the role is an opportunity to leverage my privileges as a tenured member of the SCOL faculty to address real-world challenges among prospective students and faculty of color.⁵ Moreover, as a critical race scholar, I view this as an opportunity to bring theory into practice.⁶

1. See Leonard M. Baynes, *The LSAT, U.S. News & World Report, and Minority Admissions*, 80 ST. JOHN’S L. REV. 1 (2006).

2. See Patricia A. Wilson, *Recreating Law School To Increase Minority Participation: The Conceptual Law School*, 16 TEX. WESLEYAN L. REV. 577, 577 (2010). For a list of the top diversity law schools, see *Law School Diversity Index*, U.S. NEWS & WORLD REPORT, <http://grad-schools.usnews.rankingsandreviews.com/best-graduate-schools/top-law-schools/law-school-diversity-rankings> (last visited May 27, 2011).

3. See Steven Bainbridge, *Denver’s Diversity Dean*, PROFESSORBAINBRIDGE.COM (Mar. 16, 2010, 3:37 PM), <http://www.professorbainbridge.com/professorbainbridge.com/2010/03/denvers-diversity-dean.html>.

4. For a detailed discussion of tokenism, particularly in the legal academy, see Linda S. Greene, *Tokens, Role Models, and Pedagogical Politics: Lamentations of an African American Female Law Professor*, 6 BERKELEY WOMEN’S L.J. 81 (1990).

5. As lawyers and law professors of color in legal institutions, we wield a significant amount of class and professional privilege. While in relation to other majority groups within our institutions, we may view ourselves as subordinated or lacking access because of race, gender, sexual orientation, ability, or membership in other social categories, privilege is a relative concept. We must seek to share the privilege and access that we do have, even if it appears to be less than what others hold. See Aya Gruber, *Navigating Diverse Identities: Building Coalitions Through Redistribution of Academic Capital—An Exercise in Praxis*, 35 SETON HALL L. REV. 1201, 1205–06 (2006) (“[W]e . . . possess . . . a measure of academic capital, which, in effect is our ability to create change through what we teach, what we say, what we do, and what we write. Academic capital, like political or economic capital, is an asset.”). See generally STEPHANIE M. WILDMAN, *PRIVILEGE REVEALED: HOW INVISIBLE PREFERENCE UNDERMINES AMERICA* (1996).

6. Adrien Katherine Wing, *Brief Reflections Toward a Multiplicative Theory and Praxis of Being*, 6 BERKELEY WOMEN’S L.J. 181, 198–200 (1990); see also Eric K. Yamamoto, *Critical Race Praxis: Race Theory and Political Lawyering Practice in Post-Civil Rights America*, 95 MICH. L. REV. 821 (1997).

This Essay begins in Part I by exploring the “diversity history” of the SCOL and explains why the SCOL took this particular step at this particular juncture in our history. Every law school should take on the challenge of increasing access, but *how* that work transpires must necessarily be tailored to the needs and realities of each institution. Part I also provides a short description of the evolving nature of my role as “diversity dean.” Part II describes seven principles we have developed at the SCOL to help ensure that our student pipeline and recruitment efforts are well-focused, strategically implemented, and more likely to result in the outcomes we seek. These principles certainly will evolve over time, expanding and contracting as we learn more and as the needs and realities of our particular institution and community change. In Part III, I offer three examples of these principles in action, each a particular initiative undertaken by the SCOL during the first six months of my service as associate dean.

I. A DEAN OF DIVERSITY AT SCOL: HOW THE ROLE EVOLVED (AND IS EVOLVING)

A. ABOUT THE STURM COLLEGE OF LAW

The University of Denver College of Law opened its doors in 1892, becoming the first law school on the American frontier.⁷ Within fifteen years, it also would unveil the nation’s first clinical program.⁸ In 1957, the SCOL merged with Westminster Law School, which then offered the only night-course law program between Kansas City and the Pacific Coast.⁹ Today, the SCOL carries these traditions forward, with nationally ranked clinical and evening programs.

Importantly, the SCOL has reflected the promise of diversity and inclusiveness¹⁰ since its very first class of fourteen students.¹¹ The 1892 inaugural class included a woman, an African American, and a foreign

7. For a more detailed history of the SCOL, see *DU Law History*, UNIV. OF DENVER STURM COLL. OF LAW, <http://www.law.du.edu/index.php/about/du-law-history> (last visited May 10, 2011) (“In September 2004, upon receipt of a generous \$20 million gift from DU Law graduate Donald L. Sturm, LLB ’58, and his wife, Susan M. Sturm, the University of Denver’s College of Law became the Sturm College of Law.”).

8. *Id.* A special thanks to Assistant Professor Wadine Gerhke for providing diversity materials dating back decades.

9. *Id.*

10. This value stems from a university-wide focus on “inclusive excellence,” which is “the recognition that a community or institution’s success is dependent on how well it values, engages and includes the rich diversity of students, staff, faculty, administrators, and alumni constituents, and all the valuable social dimensions that they bring to the campus, including but not limited to race/ethnicity, sexual orientation, gender identity, gender expression, religion, nationality, age and disability.” *Inclusive Excellence at DU*, UNIV. OF DENVER, http://www.du.edu/cme/ie_du.html (last visited May 10, 2011).

11. DU STURM COLLEGE OF LAW ADMISSIONS VIEWBOOK 2010, at 35, available at <http://pinkshagdesigns.ipaperus.com/DU/DUSturmLawViewbook/?Page=3>.

national from Japan.¹² The first woman to become a member of the Colorado and Denver Bar Associations and one of the first two women admitted to the American Bar Association graduated from our hallways. During the civil rights movement, Dean Robert B. Yegge created a summer program to increase access to legal education among Latinos and other people of color, an initiative funded by the Ford Foundation, and, building from that successful model, the American Bar Association and the Association of American Law Schools established the Council on Legal Education Opportunity (CLEO) in 1968.¹³

Further, the SCOL, like many law schools, offers an array of programs that specifically serve diverse communities. Today, Yegge Scholarships carry Dean Yegge's legacy forward with financial support for successful applicants from diverse backgrounds. Our Lawyering-in-Spanish program offers courses in Immigration, International Business Transactions, and Labor, as well as Spanish language classes for students whose first language is not Spanish, or who are not fluent in Spanish.¹⁴ Each of our six clinical programs is designed to connect SCOL students and resources with disenfranchised individuals and groups in our community,¹⁵ and the Chancellor's Scholarship program rewards students who aim to serve the public interest post-graduation.¹⁶

From its founding through the twenty-first century, the SCOL has consistently revisited and renewed its commitments to, and performance around, diversity and inclusion. A SCOL subcommittee in 2001, under Dean

12. For more information on these individuals, see PHILIP E. GAUTHIER, *LAWYERS FROM DENVER: A CENTURY OF SERVICE TO THE WEST AND THE NATION: A CENTENNIAL HISTORY OF THE UNIVERSITY OF DENVER COLLEGE OF LAW, 1892-1992* (1995). The African-American student, Robert Henry Hayes, was from Columbus, Mississippi; he was admitted to practice in Denver in April, 1895, where he practiced law until 1906. DAVID L. ERICKSON, *EARLY JUSTICE AND THE FORMATION OF THE COLORADO BAR* 104 (2008). Chosaku Katawniwa was from Utusnomia, Japan. GAUNTHIER, *supra*, at 15. Ann Hunt, the only woman in the inaugural class, was also the first woman law school graduate admitted to the Colorado Bar. *Id.* at 16; ERICKSON, *supra*, at 122-23.

13. *Student Affairs News*, UNIV. OF DENVER STURM COLL. OF LAW <http://law.du.edu/index.php/news/show/student-affairs> (last visited May 31, 2011); see also Jack Hanley, *Remembrances of Robert B. Yegge*, C. L. PRAC. MGMT., <http://www.colpm.org/Docs/Rememberances%20of%20Robert%20Yegge.pdf> (last visited May 31, 2011).

14. For more information on this program, see *Lawyering in Spanish*, UNIV. OF DENVER STURM COLL. OF LAW, <http://law.du.edu/index.php/lawyering-in-spanish> (last visited May 31, 2011).

15. *Law School Clinical Program*, UNIV. OF DENVER STURM COLL. OF LAW, <http://www.law.du.edu/index.php/law-school-clinical-program> (last visited May 31, 2011) ("The University of Denver's Student Law Office (SLO) has six in house clinics, including: criminal defense, civil litigation, civil rights, community economic development, environmental, and mediation and arbitration.").

16. For further information on the Chancellor's Scholarship Program, see *Chancellor Scholarship*, UNIV. OF DENVER STURM COLL. OF LAW, <http://law.du.edu/index.php/financial-aid/list-of-scholarships/chancellor-scholarship> (last visited May 31, 2011).

Mary Ricketson, for example, identified five priority areas to further strengthen diversity on campus, priorities that would later inform my role as Associate Dean for Institutional Diversity and Inclusiveness.¹⁷ That same year, twenty-five percent of the students in the incoming class were “non-Anglo,” a percentage that has since declined.¹⁸ Although the SCOL’s longstanding commitment to diversity is something of which we can be proud, the simple truth is that we have long struggled to achieve—and sustain—a “critical mass”¹⁹ of diverse students among our student body, and among our faculty.

In late 2009, the faculty and administration of the SCOL overwhelmingly approved a new strategic vision and plan, which provided yet another opportunity to examine diversity on campus.²⁰ The process toward the plan’s development allowed the SCOL’s constituents, including faculty, students and alumni, to reach consensus both around who we were and who we want to become. The plan outlines two areas of focus:

1. *The Modern Learning Initiative*, aimed at producing more practice-ready lawyers by expanding experiential learning opportunities and increasing the integration of skills, doctrine, and professional identity in the curriculum.²¹
2. *The Specialization Initiative*, aimed at building distinctive excellence and engagement in five specific areas: Environmental and Natural Resources Law, International and Comparative Law, Workplace Law, Constitutional Rights and Remedies, and Business and Commercial Law.²²

Importantly, the strategic plan centralizes our commitment to diversity and inclusiveness as a core value of the SCOL.²³ Dean Martin J. Katz, who shepherded the SCOL’s strategic-planning process, and diversity advocates on campus recognized that the plan’s ultimate success would depend, in part, on strengthening our demonstrated commitment to diversity and

17. These five areas were: “Continued active recruitment of minority students, faculty and administrative personnel; retention of minority students, faculty and administrative staff; graduation of minority students; job placement for minority students; [and] alumni activities involving minority students.” REPORT AND RECOMMENDATIONS OF THE STRATEGIC PLANNING AND IMPLEMENTATION SUBCOMMITTEE ON DIVERSITY AND MULTICULTURAL RECRUITMENT (2001) (on file with author).

18. *Id.*; see also Bob Jackson, *DU Law School Finds Itself in the Minorities Number of Non-Anglo, First-Year Students Starting Classes in the Fall Is a Record*, THE ROCKY MOUNTAIN NEWS, Aug. 17, 2001, at 21A.

19. *Gutter v. Bollinger*, 539 U.S. 306, 308 (2003).

20. UNIV. OF DENVER STURM COLL. OF LAW, STRATEGIC PLAN (2009), available at <http://law.du.edu/documents/about/SCOL-Strategic-PlanFinal.pdf>.

21. *Id.* at 5–10.

22. *Id.* at 10–14.

23. See *id.* at 4.

inclusiveness.²⁴ After all, a core part of our vision is the preparation of students for twenty-first-century legal practice,²⁵ and this necessarily requires that our classrooms reflect the diversity of a twenty-first-century society.²⁶

B. *WHY EMBED DIVERSITY WITHIN AN ASSOCIATE DEANSHIP?*

In the past, we, like other law schools, have exercised various means to address diversity issues—faculty committees and staff positions with responsibilities related to student diversity, for example.²⁷ Dean Katz chose an alternate path at this juncture, however, embedding these priorities in a new associate dean position, one reserved for a tenured member of the faculty. This decision already has rendered some advantages as we take on “diversity work” with new purpose at the SCOL.

The deanship centers diversity as an institutional priority. While some might find a “diversity deanship” an unusual choice, it is important to remember that the choices law schools make about how deanships, and deanship tracks (associate or assistant, for example), are structured reflect the objectives and priorities of our institutions. Most of us have access to a dean of research, for example, because the legal academy emphasizes scholarship as one of the profession’s highest priorities. The SCOL has centralized diversity as one of its core priorities, both through the creation of a diversity dean and the budget assigned to it. The deanship helps ensure that diversity and inclusion issues are represented—and considered—in almost every aspect of the law school’s operations:

- *In the “dean suite”*: As an Associate Dean, I hold a seat at the table alongside the Dean of the SCOL and the Associate Deans

24. Dean Katz began articulating the concept for the position as a candidate during the SCOL’s dean search. Many offered input about the concept during that process, including DU’s Center for Multicultural Excellence, DU’s Faculty of Color Association, and the Center for Legal Inclusiveness (“CLI”). “CLI . . . is dedicated to increasing diversity in the legal profession by actively recruiting, educating, and supporting private and public sector legal organizations in their own individual campaigns to create cultures of inclusion.” CTR. FOR LEGAL INCLUSIVENESS, <http://www.colegaldiversity.org> (last visited June 7, 2011).

25. *Student Handbook*, UNIV. OF DENVER STURM COLL. OF LAW, <http://law.du.edu/index.php/student-handbook/student-handbook/vision-and-mission-statement#mission> (last visited May 10, 2011).

26. Our strategic plan provides that it is imperative that we adjust to societal changes in the legal profession, and educational theory and practice, and that we must “adapt to a changing world by considering the impacts on law and legal practice of phenomena such as globalization; increasing diversity; technological change; and the growing interconnectedness of peoples and places.” UNIV. OF DENVER STURM COLL. OF LAW, *supra* note 20, at 2.

27. We, like many law schools, have a multicultural committee comprised of faculty and staff committed to diversity and inclusive excellence. Some schools have staff dedicated exclusively to diversity issues. For example, the William Mitchell College of Law has an associate dean for multicultural affairs. *Andriel Dees*, WILLIAM MITCHELL COLL. OF LAW, <http://www.wmitchell.edu/faculty/adjunct+professor.asp?ID=422047&Andriel+Dees+'95> (last visited May 31, 2011).

of Budget, Academic Affairs, and Faculty Development and Research, which helps centralize diversity and inclusion into all of the work that transpires in the “dean suite.”

- *Among staff-run programs:* Being an associate dean also makes it easier to interface regularly with different law school departments, including Admissions, Student Affairs, Career Services, Development and Alumni Relations, Academic Achievement, the Bar Success Program, and Media and Communications. In order to attract and retain diverse students, faculty, and staff, the law school must link its diversity efforts throughout the institution.
- *In the work of the faculty:* In my associate-dean capacity I also serve ex-officio on faculty committees where the Dean views the services as warranted. For now, that includes the Faculty Appointments Committee and the Admissions Committee. I also chair the long-standing faculty committee dedicated to issues of diversity and inclusiveness in the SCOL.

Tenure allows for difficult conversations. Diversity work is challenging—it is implicitly political, and discussions of race are often quite personal. I possess the privilege of tenure’s protections, which allows me to “push” and be “pushed” without the fear of losing my job as a professor. As Dean Katz explained in Colorado Law Week, “She needs to be free to disagree with me or fellow faculty members, and having tenure gives her some freedom to do this her way.”²⁸

Assigning the role to an existing member of the faculty leverages relationships. I am privileged by the benefit of having worked previously, and closely, with the other deans, and my faculty and staff colleagues. Further, that I continue to serve in the classroom deepens my connections to the students we aim to serve, and likely increases the degree to which students perceive me as an accessible resource, not just for academic matters, but also for the diversity and inclusion issues that affect their lives as students and as people. Usually, when an issue of inclusion or diversity arises, students first go to their peers, other law students, for advice. The visibility of a faculty member, who has taught or is teaching a significant number of the students (for me, 160 first-year students this year), adds an access point that matters.²⁹

Of course, my role continues to evolve, and has since day one. Few, if any, individuals walk into a job role with the full set of skills, expertise, and institutional knowledge needed for success in the long term. That certainly

²⁸ Matt Masich, *DU Law’s Diversity Dean*, COLO. L. WK., Mar. 10, 2010, at 12, available at <http://law.du.edu/documents/news/DiversityDeanArticle-2010-0409.pdf>.

²⁹ Repeatedly, when a student comes to me, they usually start by saying, “One of your students suggested I talk to you.”

was true for me. Indeed, the first thing I had to acknowledge was how little I knew; with time, I realized that I had to get “ramped up” in three particular ways.

First, there are areas of this role that have required me to develop new skills and competencies, from budgeting to media relations, from fund development to alumni relations—the kinds of functions that fall within the responsibilities of a deanship, but not necessarily within the role of a professor. To say that my staff and faculty colleagues, and my peers in the dean suite, have “stepped up” to support me is an understatement. I have learned a tremendous amount from each of them and am honored by their willingness to support my development and the goals we jointly pursue. Indeed, I’ve been especially fortunate that my colleagues have been willing to collaborate and to embrace the reality that our work is intricately tied together. Early on, Andriell Dees, the associate dean for multicultural affairs at William Mitchell College of Law, advised me, “You must avoid letting people move the diversity work onto your desk, as if it is ‘your’ job. The diversity work is everyone’s job, and everyone in the building must learn the important skills to do the work.” My SCOL colleagues have embraced this mindset, and I believe it would prove critical at any law school undertaking purposeful diversity work.

Second, creating an inventory of aligned programs proved a necessary first step, and strengthening my personal connections to and knowledge about these programs was another important and ongoing step. There are numerous programs and individuals within the SCOL, the University, and the broader community dedicated to elements of diversity and inclusiveness. Once my position was announced, I received scores of emails and phone calls from people who were, in one way or another, involved in diversity work, or who wanted to lend their support. It was incredibly heartening to hear from existing allies, and to connect with new resources and new allies so quickly. Numerous organizations immediately stepped up with offers of support and to express a willingness to strengthen collaborations, including the University’s Center for Multicultural Excellence, the Center for Legal Inclusiveness,³⁰ and each of the affinity bars in our state.³¹ The learning curve is steep, and I continue to work to understand the role of each office or institution, its central actors, and its history with the SCOL. A key part of my role now is to weave a shared fabric from sometimes disparate strands of

30. The Center for Legal Inclusiveness, formerly known as the Colorado Campaign for Inclusive Excellence, is a nonprofit “dedicated to increasing diversity in the legal profession by actively recruiting, educating, and supporting private and public sector legal organizations in their own individual campaigns to create cultures of inclusion.” CTR. FOR LEGAL INCLUSIVENESS, <http://www.colegaldiversity.org/> (last visited May 10, 2011).

31. These are the Asian Pacific American Bar Association, Colorado GLBT Bar Association, Colorado Hispanic Bar Association, Colorado Indian Bar Association, Colorado Women’s Bar Association, Sam Cary Bar Association, and the South Asian Bar Association.

programming and areas of responsibility. I imagine most law schools, if not all, share a similar mosaic of programs on campus and in their community. Identifying the full realm of potential partners and connecting the dots likely should be an included step in any diversity initiative undertaken at institutions of higher learning.

Third, I needed to dive into the body of research on diversity in the legal academy and profession with new purpose. As a critical race scholar, I was familiar with some of the literature, but not all of it. The American Bar Association's 2010 report, *Diversity in the Legal Profession: The Next Steps*, in particular, provided a gold mine of ideas, even if it seemed unlikely that the SCOL could or should implement all sixty-two of its recommendations across eight broad areas of emphasis.³² I quickly saw that focusing our work would be key to our success; otherwise, we would be moving in too many directions at once and undermine our ability to create meaningful outcomes.

II. FOCUSING OUR EFFORTS: SEVEN PRINCIPLES

The SCOL eventually settled on three broad areas where there was both acute need and a lack of purposeful strategy: (1) pipeline development; (2) student recruitment and retention;³³ and (3) faculty recruitment and retention. This Essay focuses on student pipeline development.³⁴

Within the student pipeline and recruitment areas, further narrowing was required.³⁵ Again, there were simply too many options in terms of what we *could* do; we needed guidelines to help us zero in on what we *should* do in our diversity work, particularly as it relates to students. We developed seven

32. AM. BAR ASS'N, *DIVERSITY IN THE LEGAL PROFESSION: THE NEXT STEPS* (2010), available at <http://www.wsba.org/abadiversityinthelegalprofession.pdf>. Another thorough resource was SARAH E. REDFIELD, *DIVERSITY REALIZED* (2009).

33. By definition pipeline includes components of student recruitment, however, some of our student recruitment and retention efforts are often distinct from our pipeline efforts. The student recruitment and retention efforts have been modest in the last six months. In our recruitment efforts we have started with basic steps, such as complementing our admissions outreach efforts with targeted information sessions on our own campus and with local college campuses in the Denver Metro area. Darryl Collins, a recent SCOL graduate, has been indispensable in making this component of our initiatives successful.

34. While this Essay focuses on our recruitment of students of color, we are also in the process of exploring initiatives to recruit other groups, including LGBT students and veterans. We also recognize that these groups and others are intersectional. See, e.g., Kimberle Crenshaw, *Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color*, 43 STAN. L. REV. 1241, 1242 (1991) (explaining that women of color are at the intersection of race and gender discrimination).

35. For an overview of CLEO, one of the most extensive legal pipeline programs, see Dana N. Thompson Dorsey, *Accessing the Legal Playing Field: Examining the Race-Conscious Affirmative Action Legal Debate Through the Eyes of the Council of Legal Education Opportunity (CLEO) Program*, 16 TEX. WESLEYAN L. REV. 645 (2010); see also Charles R. Calleros, *Enhancing the Pipeline of Diverse K-12 and College Students to Law School: The HNBA Multi-Tier Mentoring Program*, 58 J. LEGAL EDUC. 327 (2008).

principles to help guide us. These principles are not binding mandates, but truly serve as guideposts—and they certainly will evolve over time, expanding and contracting as we learn more and as the needs and realities of our particular institution and community change.

The seven principles that currently guide the SCOL's pipeline and student recruitment work are:

1. *Go local:* Our strategic plan calls on the SCOL to strengthen connections with the practicing bar. There are countless diverse students in Denver, the state of Colorado, and the Rocky Mountain region who will one day become excellent lawyers. Presumably, many of them want to stay in this part of the country, to study law, and ultimately to practice as members of the bar. The SCOL is committed to providing these opportunities. We seek to foster connections between the SCOL/University and young people in the city of Denver, the state of Colorado, and the Rocky Mountain region. We are committed to opening doors to those “in our own backyard” and creating opportunities that ultimately will strengthen diversity within the practicing bar.³⁶
2. *Build relationships:* First, we acknowledge that the SCOL is not, and should not be, alone in this work. We aim to work collaboratively with other University programs and community organizations. Second, our goal is to build genuine connections and relationships, both with partner organizations and the students with whom we are engaged. Relationships serve to strengthen our efforts and ultimate outcomes.
3. *Level the playing field:* There are both structural barriers and barriers of thought that undermine the competitiveness of diverse students in law school admissions and in law school performance. We want to break those down, or at least chip away at the walls.³⁷
4. *Embrace the long-term view.* Relationships are built over time: a first-year high school student with whom we are engaged now is at least seven years away from admission to the legal academy. We do not expect a magical transformation in six months, and

36. This focus does not mean we are abandoning efforts to attract students nationally, or internationally; we certainly are not. We simply are striving to do more to open our doors among the young people “in our own backyard.”

37. See Mari J. Matsuda, *Looking to the Bottom: Critical Legal Studies and Reparations*, 22 HARV. C.R.-C.L. L. REV. 323 (1987). See generally Alan David Freeman, *Legitimizing Racial Discrimination Through Antidiscrimination Law: A Critical Review of Supreme Court Doctrine*, 62 MINN. L. REV. 1049 (1978).

there is a chance that our gains will be modest, even in the long run.

5. *Monitor and assess.* We must be able to offer compelling arguments for why we are undertaking particular projects and monitor indicators that tell us whether we are on the right track. In the long term, outcomes must be quantifiable. Little of our work can be undertaken simply because it “feels good.”³⁸
6. *Be efficient—in terms of cost and expertise.* Although some big-ticket items may be warranted, programs with large price tags are not necessarily going to be more effective than programs with smaller ones. And some valuable steps likely can be taken at no cost at all. Further, we do not want to reinvent the wheel; we acknowledge that our partners in the University and broader community often have skills and expertise we do not.³⁹
7. *Support the bigger picture.* As “a private law school dedicated to the public good,”⁴⁰ we have a broad interest in breaking down barriers that impede the success of marginalized individuals and groups in our communities and in society. Although our goal is for the students with whom we engage to ultimately choose the University and the SCOL, if a student chooses another undergraduate program or law school, or opts for medical school instead, that is still a success, because it is a success for that student and for equity in our society.

III. THE PRINCIPLES IN ACTION

Institutions sometimes spend enormous amounts of time developing guiding principles or vision statements, as if that is the work itself. Often, such pronouncements end up on a web page or brochure, but fail to actually inform the work of the institution. We are attempting to avoid this trap. The principles we have developed for our pipeline and recruitment efforts help the SCOL focus its efforts, work strategically, and increase the likelihood that desired outcomes will be achieved. Importantly, they hold us accountable. In these last six months, the SCOL has sought to find pathways that reflect our guiding principles in ways that are both theoretically and

38. There must be some space for this, as relationships necessarily entail emotional connections.

39. For example, as a result of the work of the CLI we did not need to duplicate the organization’s efforts to expand access to law firms and the corporate sector.

40. *University of Denver Sturm College of Law*, FACEBOOK, <http://www.facebook.com/pages/University-of-Denver-Sturm-College-of-Law/204562631883?sk=info> (last visited May 10, 2011); see also *Office of the Chancellor*, UNIV. OF DENVER, <http://www.du.edu/chancellor/> (last visited May 31, 2011).

practically sound. Below, I provide three examples of efforts that reflect such alignment.

A. *EXAMPLE ONE: BUILDING A PIPELINE WITH THE DENVER URBAN DEBATE LEAGUE*

Pipeline efforts are increasingly common among law schools and take various forms.⁴¹ These programs are usually designed to connect high school students with legal professionals or law students and to position law as a profession of choice. Like many other law schools, the SCOL has offered summer preparation programs for diverse students and continues to offer a street law course. We wanted to find ways to strengthen the SCOL programs that best align with our principles⁴² and build new pipeline partnerships. In the Fall of 2010, we decided to formalize our relationship with the Denver Urban Debate League (“DUDL”). This partnership allows us to deploy all seven principles simultaneously.

In 2008, in a two-way partnership between the Denver Public Schools district (“DPS”) and the National Association for Urban Debate Leagues (“NAUDL”), SCOL Professor Roberto Corrada, Rico Munn, a SCOL alumnus and then-executive director of the Colorado Department of Higher Education, and Casie D. Collignon, also a DU alumnus, launched the DUDL.⁴³ Its mission is to improve the educational outcomes among Denver students through debate. The SCOL has served as a strong supporter of DUDL since its inception, thanks to former Dean José Roberto (Beto) Juárez Jr. This relationship with DUDL already served our *go local* principle as a pipeline program directly connected to high school students in our city. Indeed, under the leadership of executive director Jessica Clark, DUDL has grown in just three short years to serve teams in eleven high schools within DPS and will expand to additional high schools—and to middle schools—in the future.⁴⁴ We could have left our support as it was, offering our facilities for the occasional event and providing some financial resources. Yet, we strongly believed in DUDL’s approach to strengthening educational

41. See Michelle J. Anderson, *Legal Education Reform, Diversity and Access to Justice*, 61 RUTGERS L. REV. 1011, 1029–34 (2009); Leonard M. Baynes, Introduction, *The Celebration of the 40th Anniversary of Ronald H. Brown’s Graduation from St. John’s School of Law*, 25 J. CIV. RTS. & ECON. DEV. 1, 14–22 (2010).

42. A first step in strengthening existing programs was to support the replication of the Mentor’s Practicum, which reflects principles of *go local*, *build relationships*, and *embrace the long-term view*. Created by SCOL lecturer and trial advocacy director David Schott, the Mentor’s Practicum integrates service learning into law students’ trial advocacy coursework by connecting them with area high school students, with whom they work twice weekly during the academic year. Their collaborations culminate in a mock trial event, where high-school students sit second chair and participate actively in proceedings. In the past, the Mentor’s Practicum has been limited to Professor Schott’s classes. We recently reallocated resources to support the replication of the Mentor’s Practicum throughout the SCOL’s trial advocacy course offerings.

43. DENVER URBAN DEBATE LEAGUE, www.denverdebate.com/aboutdudl.html (last visited May 10, 2011).

44. *Id.*

outcomes and opportunities—an approach that reflected our principle to *support the bigger picture*.

We ultimately extended our support into a more formal partnership, asking DUDL if we could make our space, their space. DUDL and their executive director now “live” in our building. DUDL students practice and compete in the moot court facilities, use the resources of the law library, and increasingly are coming to view the SCOL as “their” space. They have also become partners at the table for special events, such as a visit by Supreme Court Justice Sonia Sotomayor and the oral arguments by the 10th Circuit Court of Appeals recently hosted by the SCOL.

Most importantly, our proximity to each other is allowing us to *build relationships*, between the SCOL and DUDL as institutions *and* between members of the SCOL community and DUDL students. Further, our strengthened partnership reflects the intent to *embrace the long-term view*, both in terms of relationship building and in creating the outcomes we seek.

It is not enough that the high school students are in the building. We seek to create opportunities for these students and SCOL students, faculty, and staff to engage with one another, forge new relationships, and strengthen existing ones. In January 2010, many SCOL students, staff, and faculty attended the first set of trainings offered in our building to become judges, coaches, and volunteers with DUDL.⁴⁵ Law students who commit a significant amount of time will earn their required public-service credit hours.⁴⁶ We are working to ensure SCOL volunteers enter into their work with DUDL understanding that this is not top-down mentoring, i.e., “I’m here to help these poor kids,” but rather an opportunity to develop three-hundred-and-sixty-degree relationships. DUDL students have as much to teach as they have to learn. We will increasingly call upon models, such as multicultural service learning, to support this disposition among SCOL volunteers.⁴⁷

Our relationship with DUDL also reflects our commitment to *level the playing field*, by addressing structural barriers and barriers of thought.

45. DUDL and its volunteers work hands-on with students throughout the school year and over the summer, and sustain these relationships year after year. This commitment demonstrates the principle of *embrace the long-term view*.

46. For information on the the SCOL’s public-service credit requirement, see *Public Service Requirement*, UNIV. OF DENVER STURM COLLEGE OF LAW, <http://law.du.edu/index.php/public-service-requirement> (last visited June 11, 2011). See, e.g., Catherine E. Smith, *Queer as Black Folk?*, 2007 WIS. L. REV. 379, 400–02 (discussing “subordinate goals” and their ability to unite diverse groups of people to work on projects that can only be completed cooperatively).

47. See *Classroom Activities*, TEACHING TOLERANCE, <http://www.tolerance.org/activities> (last visited May 10, 2011); see also *Service-Learning and Prejudice Reduction*, TEACHING TOLERANCE, <http://www.tolerance.org/activity/service-learning-and-prejudice-reduction> (last visited May 31, 2011); *Multicultural Service-Learning: Teacher Planning Sheet*, TEACHING TOLERANCE, <http://www.tolerance.org/activity/multicultural-service-learning-teacher-planning-sheet> (last visited May 31, 2011).

DUDL's parent organization has an incredibly strong track record reducing structural barriers, helping students cross the hurdles that are the necessary preconditions for later admission into law school. Research shows debaters possess elevated high-school graduation rates compared to their non-debate peers (77% versus 55%), and also exhibit heightened levels of college-readiness, as measured by the ACT.⁴⁸ The benefits of urban debate are particularly pronounced among African American males.⁴⁹ (The fact that this research exists demonstrates DUDL's alignment with our principle of *monitor and assess*.)

DUDL also works to *level the playing field* by interrupting barriers of thought that can impede the success of students of color. At DUDL's 2010 banquet, for example, Shaneice Steward, a senior at Montbello High School, delivered remarks. She said, in part, "DUDL is not saving us, because we never needed to be saved. We always had the ability to achieve whatever we desired, and we were never lost, broken, or damsels in distress. But I can say that DUDL shines a light, one that is very seldom lit."⁵⁰ Ms. Steward's remarks enlivened the students and their parents—roars of approval filled the room. Yet her statements created momentary pause among many of the "professionals" in attendance. Ms. Steward explicitly challenged "savior mentalities" and pushed the audience of law students, lawyers, and law professors to understand that our roles are not to "help disadvantaged kids," but rather to assist in removing the educational barriers that stand in their way and then to step aside so they can select their path, unencumbered.⁵¹

This was a teenager teaching legal professionals: my barriers are not about my supposed deficits, but rather reflect my lack of opportunities. That lack of opportunities reflects deficits, not in the students, but in the structures that surround them, including educational and professional pathways. Even those of us who may be well-meaning must be mindful of how we frame our approaches to avoid embedding norms, stereotypes, or viewpoints that justify our lack of action or impede our progress. Law schools, law firms, and other legal employers must root out systems, conditions, and practices that impede their ability to diversify classrooms, law offices, and corporate board rooms.⁵²

Despite notions that pipeline programs are "too costly," strengthening our partnership has proven extremely consistent with our principle to *be*

48. See Briana Mezuk, *Urban Debate and High School Educational Outcomes for African American Males: The Case of the Chicago Debate League*, 78 J. NEGRO EDUC. 290, 296 (2009).

49. *Id.*

50. NAT'L ASS'N FOR URBAN DEBATE LEAGUES, 2007-2010 EXPANSION PLAN: FINAL REPORT 15 (2010), available at http://www.urbandebate.org/pdf/NAUDL_EP_Report.pdf.

51. See, e.g., Barbara J. Flagg, "Was Blind, But Now I See": *White Race Consciousness and the Requirement of Discriminatory Intent*, 91 MICH. L. REV. 953 (1993); Charles R. Lawrence III, *The Id, the Ego, and Equal Protection: Reckoning with Unconscious Racism*, 39 STAN. L. REV. 317 (1987).

52. See, e.g., Freeman, *supra* note 37.

efficient in terms of cost and expertise. First, our partnership with DUDL has not come with a huge pricetag. Most of the support the SCOL now offers comes in the form of “sunk” costs—i.e., use of our facilities. The most expensive aspect of the new partnership is likely incurred in our photocopying center. (Debaters copy *lots* of material!) Second, DUDL came to the table with an array of its own relationships—with area schools, teachers, members of the bar, and members of the bench. Similarly, the SCOL has a broad reach in terms of relationships. By joining forces, we extend our reach and connections. Further, DUDL continually lends its expertise to the SCOL. DUDL students and the program’s executive director constantly teach us about the realities of diverse high school students and also enrich our thinking about the ins and outs of building sustained relationships and partnerships in service of shared goals.

A final note: DUDL was particularly attractive to the SCOL as a pipeline partner because they offer a research-based, “extracurricular” intervention that elevates student achievement and opens pathways to college—without requiring the SCOL to get directly involved in the rancorous, political debates about public-school reform. Although the SCOL certainly possesses expertise in legal education, it holds little holistic knowledge at this point about efficacy in K-12 environments. Working in high school settings and with high school students is, as mentioned above, part of our learning curve. Many law schools may find themselves similarly situated, yet in a community without an urban debate league.⁵³ Still, their communities likely are home to nonprofits that offer well-researched, impactful programs that elevate student achievement. Such organizations may well serve as excellent pipeline partners.

B. EXAMPLE TWO: LEVERAGING A (VERY) SPECIAL EVENT AS A “RELATIONSHIP STRENGTHENER”

I mentioned that Supreme Court Justice Sonia Sotomayor recently visited the SCOL.⁵⁴ It was an incredible honor for the SCOL, in partnership with the Center for Legal Inclusiveness (“CLI,” formerly known as the Colorado Campaign for Inclusive Excellence),⁵⁵ to host Justice Sotomayor. It also proved an incredible opportunity to leverage a special event for pipeline purposes in alignment with the core principles of *go local, build relationships, embrace the long-term view, and be efficient*.

53. The SCOL isn’t the only institution to see promise in urban-debate programs as part of pipeline efforts. See Melissa Maleske, *Pipeline Priority: Lawyers Go Back to School To Build Diversity from the Bottom Up*, INSIDE COUNSEL, May 2011, at 50, available at http://www.urbandebate.org/pdf/inside_counsel_may2011.pdf.

54. Felisa Cardona, *Sotomayor Tells DU Audience that Stubborn Streak Helped Her Overcome Resistance*, DENVER POST, Aug. 27, 2010, http://www.denverpost.com/frontpage/ci_15908209.

55. See *supra* note 30.

The event was a meaningful experience for the 200 members of the Colorado Bench and Bar, University officials, and law school staff and faculty who attended.⁵⁶ Participation was not limited to these individuals, however. A majority of tickets (and all 250 seats at the front of the room) were reserved for students—those from the University⁵⁷ and other area colleges *and* from twenty-two high schools in the Denver metro (*go local*).

We decided early on that, in distributing tickets to high school and college students, we would begin with those who already were engaged in University partnerships. Our strategy was situated not in the belief that the event could be a “relationship maker,” but rather that it could serve as a “relationship strengthener,” reinforcing students’ existing attachments to the University. This decision reflected our desire to *embrace the long-term view* of relationship-building. Once we maximized existing contacts, we expanded strategically to high schools with which we would like to *build relationships* in the future.

We also realized that having all of these students and VIPs on our campus represented a unique opportunity to strengthen ties in other ways, and we aimed to *be efficient* by leveraging the opportunity. Our Associate Dean of Research invited Justice Sotomayor’s former judicial clerk, and Assistant Professor at Boalt Law School, Melissa Murray, to do a faculty development talk to our faculty. We hosted “mini-events” the morning of the Justice’s talk, including a Student Affairs/Admissions drop-in for college students interested in law careers, as well as a presentation for law students by Judge Carlos Lucero of the U.S. Tenth Circuit Court of Appeals on his experience working with Latin American federal judges on environmental and natural resources cases. A team from undergraduate admissions also set up a table and “worked the crowd” to connect with high school students. The SCOL, in partnership with the Colorado Hispanic Bar Association, also sponsored a private reception after the event at which select students were able to speak with Justice Sotomayor and other dignitaries one-on-one.

The SCOL also had to *be efficient* by calling upon the expertise and support of others, especially when it came to supporting area teachers who found themselves, just one week into the school year, planning a field trip to see a Supreme Court Justice. After all, it was not simply that we were doing the teachers a favor by providing tickets for their students; they were doing us a favor by bringing their students. Curriculum writer Jennifer Holladay stepped in to develop a set of lesson plans to ease the burden on teachers and to prepare students for the event.⁵⁸ DUDL, which often deals with

56. SCOL faculty and staff were awarded forty ticketed seats through a lottery.

57. SCOL students were awarded fifty ticketed seats through a lottery. Students also had first-come, first-serve standing room on our balcony over the forum.

58. UNIV. OF DENVER STURM COLL. OF LAW, PREPARING FOR A Q&A WITH SUPREME COURT JUSTICE SONIA SOTOMAYOR (2010), *available at* <http://law.du.edu/documents/news/lessons-sotomayor.pdf>.

transportation issues for its students, helped us connect with the Regional Transportation District (Denver's public transportation system) to get students from their schools to the event. Other partners—CLI and area firms—stepped in to defray transportation costs, and since the event began right around lunch time (1:00 p.m.), these partners also sponsored lunches for students and teachers on their arrival.

The Sotomayor event was unique in many ways. The Justice wanted to speak with students (and not just law students); she requested a Q & A format, which allowed her to truly engage with students; and she has a compelling life story that resonates among the diverse youths we aim to reach and serve. Several students asked questions related to diversity, and the Justice spoke freely about barriers she has encountered as a woman, as a Latina, and as someone who grew up in poverty.⁵⁹ She also spoke pointedly about the importance of educational opportunities and achievement.⁶⁰

Hosting Justice Sotomayor proved an incredible opportunity to strengthen our relationships with area students, the bar, and the bench—and helped us identify areas where our connections, partnerships, and networks were strong, and where they needed improvement. We could look around the room and see who was present, and who was not. Moreover, it reminded us that the SCOL's pipeline work is intricately tied to similar efforts that others are undertaking at the University and in our community. It strengthens our shared purpose to be consistently mindful of this reality and to link objectives and purposes, so that we do not duplicate, but rather strengthen, each other's efforts. Finally, the varying collaborations undertaken in planning this event reminded us that others possess knowledge and skills we do not, and it behooves us to step out of the way, make space for their contributions, and defer to their expertise.⁶¹

C. EXAMPLE THREE: LOW-COST LSAT PREP AND ADMISSIONS SUPPORT

When it comes to law school admissions, perhaps nothing matters as much as an applicant's LSAT score.⁶² As Dean Michelle Anderson explains,

59. Cardona, *supra* note 54.

60. *Id.* (quoting Justice Sotomayor's remarks that "[e]ducation lets you fly without a plane").

61. DUDL's executive director Jessica Clark, for example, literally saved the day for a group of students after getting on the phone with their principal and convincing him that this event was important enough to miss half a day of school.

62. For some schools, the LSAT is not relied upon as heavily as others in admissions decisions. Before coming to the SCOL, I had the honor of teaching at Texas Southern University's Thurgood Marshall School of Law—a historically black institution that serves a student population whose LSAT scores are significantly lower than those of students admitted to other law schools. Each year the Law School ranks in the top five in the nation in the number of African American law graduates. In addition, it ranks in the top twenty-five in the number of Mexican American graduates. See *About Texas Southern University and Thurgood Marshall School of Law*, THURGOOD MARSHALL SCH. OF LAW, <http://www.tsulaw.edu/about/index.asp> (last visited

“Although they give the illusion of being a neutral measurement for comparison, LSAT scores are deeply entwined with privilege in our society. Being able to afford to take a test preparation course for example, can enhance an LSAT score.”⁶³ Increasing access to LSAT preparation among undergraduates of color and/or those with socioeconomic disadvantage, at the University and in the Denver metro more broadly, is now a core priority for the SCOL. As delineated below, this emerging program supports a number of our guiding principles.

We considered several options in terms of how we might build an LSAT preparation program and ultimately formed a partnership with a new nonprofit in the Denver area, Campus Prep, which is dedicated to making graduate preparation courses available to “the underrepresented and financial need-based qualifying students.”⁶⁴ With in-kind support on our end like classroom space, Campus Prep offered LSAT preparation in fall 2010 to more than two dozen undergraduates from the Denver metro area. We were able to attract these students, thanks to outreach efforts we have undertaken at the University, through connections we have identified and nurtured, especially through the Sotomayor event, and via Campus Prep’s own networks. Students paid just \$125 for the Campus Prep course, compared to \$1,200 or more for similar classroom-based courses.⁶⁵

This partnership has enabled us not only to reach more undergraduate students,⁶⁶ but also to enrich the course experience. The Campus Prep course was offered in our building, and the SCOL admissions team, recent alumni, and current students led a class on the ins and outs of applying to law school. Others affiliated with the SCOL, including the executive director of the CLI, dropped in on classes to share brief insights and offers for ongoing support.

This approach reflects many of our principles:

- *Go local*: It serves students from the Denver metro.

May 31, 2011). And while TSU is often criticized for low bar passage rates, it is important to remember that few of its students were expected, by the measures of other law schools, to ever become lawyers at all. TSU “provid[es] equal legal educational opportunity to underserved citizens of the State of Texas The Law School’s graduates have served in Congress, the state legislature, and judiciary, and throughout the legal community in Texas and beyond.” *Id.* Perhaps all of us in the legal academy can learn from the dedication and perseverance of TSU students, faculty and administration.

63. Anderson, *supra* note 41, at 1012.

64. See *About Us*, CAMPUS PREP, http://www.campusprep.org/#!__about-us (last visited May 10, 2011).

65. The course is open to everyone. Those who do not meet the need-based requirement simply pay an additional \$100 dollars to take the course.

66. For the same basic financial investment, we could have awarded scholarships to three individual students for a Kaplan course.

- *Build relationships*: The partnership not only connects us to a local nonprofit, but also creates opportunities to develop ongoing, rather than fleeting, relationships with area students.
- *Level the playing field*: The program helps chip away at a barrier (lower LSAT scores) that can preclude admission to law school.
- *Monitor and assess*: We are mindful that LSAT prep is a new avenue for the SCOL and that Campus Prep is a new nonprofit. For these reasons, we have secured the participation of Joyce Sterling, a member of the SCOL faculty who is also a social scientist experienced in data development and analysis in the legal profession.⁶⁷ Dr. Sterling is serving as the project's evaluator to help us identify "tweaks" that may be required and to assess the partnership's longer term efficacy in outcomes and impact.
- *Be efficient*: The program is cost-effective, in terms of time and resources.⁶⁸

Our inaugural class with Campus Prep just completed their coursework, and we are eager to learn from their experiences and strengthen our efforts in the coming years. I hope to see some of them again in my Fall 2012 Torts class.

IV. PARTING THOUGHTS

I would like to offer three final considerations for those reading this Essay who are interested in pipeline and student recruitment efforts at other law schools.

First, as we attempt to change institutional cultures, we must not lose sight of the work that must be undertaken in our buildings to educate everyone about diversity, inclusiveness, and professionalism. Although the response at the SCOL has been overwhelmingly positive, we have experienced bumps in the road. Last year, for example, a law student challenged high school students who were using one of the many study rooms in our facility. The law student questioned the very idea that they were "supposed to be there," used offensive language, and refused to back down, or apologize, even after law faculty intervened. It was an incredibly unsettling experience for the high school students and their coaches, and for those of us at the SCOL. Bias incidents happen every day on college

67. To read about Dr. Sterling and her work, see *Joyce Sterling*, UNIV. OF DENVER STURM COLL. OF LAW, <http://law.du.edu/index.php/profile/joyce-sterling> (last visited May 11, 2011).

68. Before Campus Prep came along, we were exploring the idea of contracting with an expert in prep courses to teach twenty-five to fifty students in a nine-week LSAT-prep intensive course.

campuses.⁶⁹ Within schools of law, we must continually position respect for diversity, interpersonal skills, and cultural competence as part of the professional expectations we hold, and teach, our students—as students and as future members of the bar. We must also continually educate ourselves as faculty, staff and administrators, and, develop and strengthen protocols that seek to ensure such incidents are addressed effectively when they do occur.⁷⁰

Second, I encourage schools of law to be mindful that positions like mine—whether the person holding the position is a member of the faculty, of the professional staff or a committee—will require support staff. At the SCOL, I have benefitted greatly from my colleagues' collaborative approach and from an increased pool of student assistants who support me. These current systems of support reflect our early stage, however, and as our programs grow and evolve, additional staff will be required.

Finally, while we at the SCOL are excited about the steps we have taken in these first six months, we recognize that we are just getting started. Our approach to pipeline efforts and student recruitment almost certainly will change over time. These are not laurels on which we will rest.⁷¹ What will remain constant is the SCOL's commitment to increasing access to the legal academy among those who are, and have been, disproportionately excluded from the halls of academia and the profession of law.

69. Patty Powell, *Inclusive Excellence in Law Schools*, in *BEYOND DIVERSITY: INCLUSIVENESS IN THE LEGAL WORKPLACE*, available at <http://www.legalinclusiveness.org> (follow "Beyond Diversity" hyperlink) (on file with author); see also BRIAN WILLOUGHBY, *10 WAYS TO FIGHT HATE ON CAMPUS: A RESPONSE GUIDE FOR COLLEGE ACTIVISTS 2* (2004), available at http://www.plymouth.edu/reslife/pdfs/diversity/resources/Ten_Ways_Campus.pdf ("Every year, more than half a million college students are targets of bias-driven slurs or physical assaults. Every day, at least one hate crime occurs on a college campus. Every minute, a college student somewhere sees or hears racist, sexist, homophobic or otherwise biased words or images.").

70. See generally Julie Davies, *Teaching Diversity Skills in Law School: One School's Experience*, 45 J. LEGAL EDUC. 398 (1995).

71. Anderson, *supra* note 41, at 1034 ("This essay could end here, suggesting that CUNY Law's Pipeline to Justice is a laurel worth resting on. But the truth is that, as much as we are doing at CUNY Law to widen the pipeline of students of color who become attorneys, we are not doing enough.").