



UNENTITLED: THE POWER OF DESIGNATION IN THE LEGAL ACADEMY†

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Last December, The Wall Street Journal published an op-ed that questioned whether Dr. Jill Biden should more appropriately be addressed as Madame First Lady, Mrs. Biden, Jill, or even kiddo, characterizing her desire to be called doctor as "fraudulent" and a "touch comic."1 Many were understandably outraged by the lack of respect afforded to Dr. Biden, which had a distinctly gendered dimension.2 More

† Eds. Note: This essay is part of a Rutgers University Law Review Symposium entitled, Taking Our Space: Women of Color and Antiracism in Legal Academia. The Symposium features a collection of essays inspired by Meera E. Deo's Unequal Profession: Race and Gender in Legal Academia (2019) and was accompanied by a roundtable discussion with the authors held virtually in March 2021.

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1. Joseph Epstein, Is There a Doctor in the White House? Not if You Need an M.D., WALL ST. J. (Dec. 11, 2020, 5:56 PM), https://www.wsj.com/articles/is-there-a-doctor-in-the-white-house-not-if-you-need-an-m-d-11607727380.

2. Rachel Treisman, Op-Ed Urging Jill Biden to Drop the "Dr." Sparks Outrage Online, NPR: POLITICS (Dec. 13, 2020, 6:48 PM), https://www.npr.org/2020/12/13/946068319/op-ed-urging-jill-biden-to-drop-the-dr-sparks-outrage-online.

recently, after a controversial decision by the University of North Carolina's Board of Trustees to deny her tenure, Nikole Hannah-Jones, a Pulitzer Prize and MacArthur "Genius Grant" winner, was instead offered an appointment as a "Professor of Practice" on a five-year, fixed-term contract, which she ultimately declined.<sup>3</sup> These high-profile examples put in sharp focus what many women of color in the legal academy already know all too well: labels have an innate power to confer or diminish status. This essay explores the role that titles play in the legal academy and, in particular, their often depreciative consequences for women of color. Drawing from my story, those relayed to me by others, and other empirical evidence, I will show how titles perpetuate stereotypes and entrench existing racial and gender hierarchies in the legal academy, although they appear race- and gender- neutral.

As a human rights advocate, I have often witnessed the power of labeling. In my recent article, *Redeeming Justice*, my co-authors powerfully described how being labeled as a prisoner, criminal, or felon creates the distance that enables dehumanizing treatment.<sup>4</sup> The practice is exploitative but effective. By labeling others as something less worthy, regimes are often able to justify discrimination and abuse on other seemingly justifiable grounds.<sup>5</sup> There are, of course, extreme examples of this. Human rights defenders are designated as terrorists, political opponents as traitors.<sup>6</sup> There are also more common, but nonetheless disparaging, labels—such as referring to undocumented immigrants as illegal aliens or people with physical disabilities as handicapped.

These labels become proxies. They lend credence to abusive, and even invidious, treatment all under the veil of objective neutrality. I have witnessed and experienced the same phenomenon in the legal academy but felt reluctant to name it, mostly because of the relative privilege I feel on a daily basis. With so many injustices all around me, somehow it felt ungrateful or entitled to protest something seemingly so trivial. But upon hearing story after story about how such labeling translates into disparate treatment and tangible inequities for many faculty members of color who identify as female, the time felt right to elevate this concern.

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3. *Noted Journalist Got Knight Chair, Did Not Get Tenure*, CAROLINA ALUMNI REV., May 20, 2020, <https://alumni.unc.edu/news/noted-journalist-got-knight-chair-did-not-get-tenure/>.

4. Terrel Carter, Rachel López & Kempis Ghani, *Redeeming Justice*, 116 NW. U. L. REV. (forthcoming 2021).

5. *See id.*

6. *See, e.g., Philippines: Dangerous Anti-Terror Law Yet Another Setback for Human Rights*, AMNESTY INT'L (July 3, 2020, 6:43 PM), <https://www.amnesty.org/en/latest/news/2020/07/philippines-dangerous-antiterror-law-yet-another-setback-for-human-rights/>.

In my view, if law schools truly aspire to be anti-racist institutions, as so many have pledged to be, we must acknowledge, and hopefully someday soon address, the racial and gendered—often intersectional—dynamics of titles in the legal academy.<sup>7</sup>

### I. THE POWER AND PRESTIGE OF “PROFESSOR”

It is no secret that the legal academy is extraordinarily hierarchical, with women and people of color often populating the lower ranks of the totem pole.<sup>8</sup> There is a stinging irony to this. As Ruth Gordon eloquently put it, “many of us spend our professional lives contesting hierarchy and exclusion—whether on the basis of race, gender, or class—but when it comes to academia—and I would suggest especially legal academia—we appear to have finally found a hierarchy we can believe in.”<sup>9</sup> We have a problem of academic exceptionalism in the legal academy—hierarchy and exclusion are others’ problems, not our own.

Labels, in the form of titles, help cement these disparities, concretizing them into a caste system that justifies unequal pay, less power in faculty governance, and, at times, abusive behavior.<sup>10</sup> While doctrinal professors are “Professors of Law,” the academic archetype, the legal academy has developed a virtual cottage industry of other professional designations.<sup>11</sup> These titles denote “the other teachers” in the legal academy: Clinical Professor, Professor of Practice, Teaching Professor, and Legal Writing Instructor, to name a few.<sup>12</sup> The message is

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7. See generally IBRAM X. KENDI, *HOW TO BE AN ANTIRACIST* (2019) (describing the concept of anti-racism as being actively involved in dismantling racist systems and policies as compared to being passively “not racist”).

8. Paula A. Monopoli, *The Status Gap: Female Faculty in the Legal Academy*, F. PUB. POLY ONLINE (2014), <https://files.eric.ed.gov/fulltext/EJ1050504.pdf>; Katherine L. Vaughns, *Women of Color in Law Teaching: Shared Identities, Different Experiences*, 53 J. LEGAL EDUC. 496, 498–501 (2003) (“Notably, the ever present problem of racism in this country also impacts women of color, excluded from the legal academy for the better part of the last century.”).

9. Ruth Gordon, *On Community in the Midst of Hierarchy (and Hierarchy in the Midst of Community)*, in PRESUMED INCOMPETENT 313, 326–27 (2012).

10. Kent D. Syverud, *The Caste System and Best Practices in Legal Education*, 1 J. ASS’N LEGAL WRITING DIRS. 12 (2002); Lisa T. McElroy, Christine N. Coughlin, & Deborah S. Gordon, *The Carnegie Report and Legal Writing: Does the Report Go Far Enough?*, 17 J. LEGAL WRITING INST. 279, 301–06 (2011) (documenting empirical evidence tending to show that students are more likely to exhibit respectful behavior toward educators they perceive as having the “most powerful” titles).

11. See YALE L. SCH. CAREER DEV. OFF., *ENTERING THE LAW TEACHING MARKET* (2018–19), [https://law.yale.edu/sites/default/files/area/department/cdo/document/cdo\\_law\\_teaching\\_public.pdf](https://law.yale.edu/sites/default/files/area/department/cdo/document/cdo_law_teaching_public.pdf) (explaining the different types of legal academic positions).

12. *Id.*

that “Professors of Law” are the ones who really teach the law, while those with the other titles teach something else less important.

With these titles come a host of other assumptions and consequences. As a colleague at another law school recently told me, some of her colleagues have real biases against those who teach legal writing or clinical courses. They seem to think that their work is more important or that they are smarter than the faculty who do not teach at the podium.<sup>13</sup> These biases translate into all kinds of concrete disparities in the legal academy. Clinical and legal writing professors usually are not on the tenure-track.<sup>14</sup> They are paid less<sup>15</sup> and have less of a role in faculty governance.<sup>16</sup>

They are also disproportionately women, often women of color.<sup>17</sup> Women so frequently teach legal writing, clinical, academic success, bar

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13. See Kirsten A. Dauphinais, *Sea Change: The Seismic Shift in the Legal Profession and How Legal Writing Professors Will Keep Legal Education Afloat in its Wake*, 10 SEATTLE J. FOR SOC. JUST. 49, 86–100 (2011).

14. Robert R. Kuehn, Margaret Reuter & David A. Santacroce, *2019–20 Survey of Applied Legal Education*, CTR. FOR STUDY OF APPLIED LEGAL EDUC. 54–55, <https://www.csale.org/#results> (last visited Aug. 10, 2021) [hereinafter *2020 CSALE Survey Results*]. According to the 2019–2020 CSALE Survey, only 21% of clinical faculty are tenured or on the tenure-track and 12% have clinical tenure or are on the clinical tenure-track. *Id.*

15. Robert Kuehn, *The Disparate Treatment of Clinical Law Faculty*, BEST PRACTS. FOR LEGAL EDUC. BLOG (Jan. 4, 2021), <https://bestpracticeslegaled.com/2021/01/04/the-disparate-treatment-of-clinical-law-faculty/>. “[C]linical faculty are paid, on average, \$30,000 per year less than their doctrinal colleagues at similar points in their careers.” *Id.* The median salary of clinical and field instructors is \$110,000 to \$119,999. *2020 CSALE Survey Results*, *supra* note 14, at 57. As reported in a recent Society of American Law Teachers (“SALT”) salary survey, the range of median base salaries for assistant professors is approximately \$72,100 to \$141,700. *2018–19 SALT Salary Survey*, SALT EQUALIZER, at 2, 4 (Nov. 2019), <https://www.saltlaw.org/wp-content/uploads/2015/03/SALT-salary-survey-2019-final-draft.pdf>. Associate professor—pre-tenure—median salaries range from \$86,140 to \$154,148. *Id.* at 1, 4. For tenured professors, the median range is \$108,543 to \$204,250. *Id.* at 1, 2.

16. *2020 CSALE Survey Results*, *supra* note 14, at 58. Only 26% of clinical faculty can vote on all faculty governance issues. *Id.* 28% of clinical faculty had no vote whatsoever on any faculty governance issues. *Id.*

17. *Id.* at 52–53. 67% of clinical faculty members are female, 33% are male, and fewer than 1% are queer/non-binary. *Id.* at 52. 19% of clinical faculty members identify as non-white. *Id.* at 53. See also Deborah J. Merritt & Barbara F. Reskin, *The Double Minority: Empirical Evidence of a Double Standard in Law School Hiring of Minority Women*, 65 S. CAL. L. REV. 2299, 2301, 2321 (1992) (describing how female law faculty of color often “began teaching at significantly lower ranks than the minority men, obtained positions at significantly less prestigious schools, and were significantly more likely to teach low-status courses”); Donna E. Young, *Two Steps Removed: The Paradox of Diversity Discourse for Women of Color in Law Teaching*, 2 AFR.-AM. L. & POL’Y REP. 270, 271–72 (1995); Deborah

preparation, or library skills courses, that some legal scholars describe the legal academy as having a “pink ghetto.”<sup>18</sup> The numbers are telling. Across all law faculty, only 37.3% identify as women and 14.86% as non-white.<sup>19</sup> By comparison, 67% of clinical faculty identify as female and 19% identify as non-white;<sup>20</sup> whereas 71.8% of legal writing faculty identify as female and 18.6% identify as non-white.<sup>21</sup> As others have noted, the women in these positions increase faculty diversity without being afforded the benefits typically associated with tenured faculty positions.<sup>22</sup>

As a 2019–2020 study by the Center for the Study of Applied Legal Education demonstrated, the division between clinical and podium professors at many law schools is more imagined than real.<sup>23</sup> Sometimes these disparities are justified by the demand and rigor of the scholarship requirements placed on podium faculty, but approximately 80% of clinical faculty said that producing scholarship was either required or beneficial for their position too.<sup>24</sup> Moreover, while 11% of clinical faculty were precluded from teaching podium classes, of those permitted to do

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Jones Merritt & Barbara F. Reskin, *Sex, Race, and Credentials: The Truth About Affirmative Action in Law Faculty Hiring*, 97 COLUM. L. REV. 199, 263 (1997) (explaining that “women of color were significantly more likely than white or minority men with similar credentials to teach skills courses, an unfortunate result given the disfavored status of these subjects”).

18. Renee Nicole Allen, Alicia Jackson & DeShun Harris, *The “Pink Ghetto” Pipeline: Challenges and Opportunities for Women in Legal Education*, 96 U. DET. MERCY L. REV. 525, 527 (2019); see also Susan Ayres, *Pink Ghetto*, 11 YALE J. L. & FEMINISM 1, 2 (1999); Jo Anne Durako, *Second-Class Citizens in the Pink Ghetto: Gender Bias in Legal Writing*, 50 J. LEGAL EDUC. 562 (2000).

19. ASS’N OF AM. L. SCH., AALS STATISTICAL REPORT ON LAW FACULTY 10, 15 (2008–2009). Unfortunately, these are the last statistics that the AALS has made publicly available. Meera E. Deo, *Looking Forward to Diversity in Legal Academia*, 29 BERKELEY J. GENDER L. & JUST. 352, 355 (2014) (“Though AALS currently provides data regarding faculty who entered legal academia in 2008 and before, no statistics are available for more recent years.”)

20. 2020 CSALE Survey Results, *supra* note 14, at 52–53.

21. ASS’N OF LEGAL WRITING DIRS. & LEGAL WRITING INST., ALWD/LWI LEGAL WRITING SURVEY, 2019-2020 REPORT OF THE INSTITUTIONAL SURVEY 62–63 (2019–2020) <https://www.alwd.org/images/resources/ALWDLWI2019-20InstitutionalSurveyReport.pdf>.

22. Durako, *supra* note 18, at 564; see also MEERA E. DEO, UNEQUAL PROFESSION: RACE AND GENDER IN LEGAL ACADEMIA 19–20 (2019) (describing how women of color are often “accidental professors” who lack the elite credentials increasingly expected to obtain tenure-track positions and often enter the legal academy through unsecure positions). Of those faculty who teach legal writing, clinical, or library skills courses, most who are on the tenure-track and receive higher salaries are men. Marina Angel, *The Glass Ceiling for Women in Legal Education: Contract Positions and the Death of Tenure*, 50 J. LEGAL EDUC. 1, 1–7 (2000).

23. 2020 CSALE Survey Results, *supra* note 14, at 61.

24. *Id.*

so, 55% taught podium classes over the last three years,<sup>25</sup>—more often than not without any additional compensation or teaching release.<sup>26</sup>

## II. UNENTITLED ACADEMICS

Even when we obtain the “right title,” it is often taken from us. So many female faculty members of color, regardless of what they teach, have shared stories with me that feel all too familiar. Whether it be the casual email from a student saying “Hey, [insert first name]” or an introduction at an academic presentation, our formal titles are frequently shed.

A colleague at another institution, another female professor of color, relayed this story to me:

When the new Vice Provost started at my university, he was kind enough to offer to introduce me to some of his old colleagues. I was shocked when his email said “Clare, meet Dr. X and Dr. Y. Clare is. . . Dr. X was the former president of...” My degrees are in my email signature, so all he had to do was look down to see my title. One of the Doctors he introduced me to picked up on his error and responded back and said, “Dr. Jackson it is a pleasure to meet you.”<sup>27</sup>

Unfortunately, Dr. Jackson’s experience is in line with those of other female academics across different disciplines. Indeed, several recent studies in the medical field have found that female academics are more likely than their male colleagues to be introduced by their first names, instead of their professional titles.<sup>28</sup> I suspect that an examination of the

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25. *Id.* at 60 (“Only 11% of respondents are precluded, whether by rule or practice, by their school from also teaching doctrinal or podium courses (namely courses other than applied practice skills courses like trial practice, appellate advocacy, etc.), similar to the 2016–17 and 2013–14 surveys. Of those permitted to do so, 55% taught a doctrinal/podium course(s) over the last three years. . .”).

26. *Id.* (“Fifty-four percent were neither relieved of their clinical teaching obligations nor received additional compensation for teaching an additional doctrinal/podium course(s).”).

27. I have used a pseudonym to protect the anonymity and privacy of this colleague.

28. See Narjust Duma et al., *Evaluating Unconscious Bias: Speaker Introductions at an International Oncology Conference*, 37 J. CLINICAL ONCOLOGY 3538, 3538–40 (2019) (finding that “[w]hen introduced by men, female speakers were less likely to receive a professional address and more likely to be introduced by first name” than their male peers); Julia A. Files et al., *Speaker Introductions at Internal Medicine Grand Rounds: Forms of Address Reveal Gender Bias*, 26 J. WOMEN’S HEALTH 413 (2017) (finding that “women

most recent Association of American Law Schools (“AALS”) conference would yield similar empirical results.

Dr. Jackson’s story is all too familiar to me too. Every year I must ask, often several times, for my students to call me Professor López instead of Rachel. This annual ritual, I am told by my colleagues, is unique to me. Some of my white male colleagues have told me that they ask their students to call them by their first names, but most students will not. Sometimes the pushback from students includes, “I didn’t know you were a professor”—despite the context making that abundantly clear—or “[insert name of a white male professor] tells me to call him by his first name.” These types of challenges are more commonplace for faculty of color who identify as female. While most of us have many positive relationships with and frequently provide mentorship to our students, we are also more likely than our colleagues to be challenged in the classroom or during private meetings.<sup>29</sup>

For me, the transition from Rachel to Professor López is ongoing, even though I have been teaching for over a decade. When I accepted a tenure-track job at the Thomas R. Kline School of Law at Drexel University, a mentor advised me that I should go by Professor, in part because of harassment by a male student at my prior institution.<sup>30</sup> My mentor believed that a more formal title would help to create some distance from my students who, often mistakenly, thought I was their age. This was not an obvious choice, since many clinical faculty members chose to go by their first names.<sup>31</sup> Title, I was told and believed, would offer an assurance of respect and deference.

And to some extent, that has been true. My title at the time, Assistant Professor of Law, cloaked me with the status of “regular full-time faculty”

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introduced by men at [a medical speaking event] were less likely to be addressed by their professional title than were men introduced by men.”)

29. DEO, *supra* note 22, at 6, 55–68; see also Taleed El-Sabawi & Madison Fields, *The Discounted Labor of BIPOC Students & Faculty*, 109 CAL. L. REV. ONLINE (forthcoming 2021).

30. I am not alone in this experience. DLA data has shown that sexual harassment on the basis of gender is a pervasive and persistent problem in the legal academy. DEO, *supra* note 22, at 43–46.

31. Similar to the phenomenon described by my co-authors in *Redeeming Justice*, clinical faculty often internalize or even embrace depreciating labels. See generally Carter, López & Ghani, *supra* note 4. For example, we often refer to ourselves as “clinicians,” instead of clinical faculty, or allow students to call us by our first names. In doing so, we sink into a trap of making us seem lesser to other professors, or at least making it easier for others to perceive and treat us that way. It normalizes our position as a lesser class of faculty. I have also spoken to many female clinical professors of color who find the norm of clinical faculty encouraging students to call them by their first name to be really problematic. At best, it invites students to be more informal, and at worst, to challenge our authority or abuse us in other ways.

that clinical faculty at many other law schools do not enjoy. I could not have imagined the privilege that came with the transition, but also how it would vest me in a system that uses title to exclude and propagate hierarchy. Sometimes, it just feels bad to be a part of this enterprise, once described to me as peonage, even when you are at the top.

Drexel is uniquely equalitarian when it comes to tenure-track faculty. Most clinical and legal writing faculty are on a unitary tenure-track. I can honestly say that I do not know of another institution where the distinction of what you teach matters less, and I believe that is why I have been such a productive scholar.<sup>32</sup> Still, I am very conscious of how my research leaves depend on adjuncts and teachers with other designations, who are paid much less than me. And though I have at times jealously protected my title and status, in the end, the system holds me back too.

Even though Drexel is unitary track and does not distinguish between doctrinal, clinical, or legal writing faculty,<sup>33</sup> I have felt the assumptions and biases from faculty at other schools when I engage with the broader legal academy. For instance, after giving a presentation at a faculty workshop at another school, I was approached by a professor who could not say enough positive things about my research. When I mentioned that I taught in a clinic, his face totally changed. He said, “Oh, I just assumed you were on the tenure track.” After I explained that I was recently tenured, he said, “No, it’s different. How many articles did you need to get tenure?” At that point, I had already authored six law review articles and a book chapter in six years, but I did not even have a chance to explain that. The conversation was over.

At the AALS annual meeting, when I was discussing concerns about the gender pay gap in the legal academy with a colleague from another

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32. While at the Kline School, I have authored two book chapters and placed eight articles in leading law journals due in no small part to generous research leave and assistance afforded to tenure-track faculty. I am currently a Fellow at the Carr Center for Human Rights Policy at the Harvard Kennedy School. I have also held research fellowships at Yale Law School, the Max Planck Institute for Comparative Public Law and International Law, and the University of Cambridge and been awarded a Fulbright Scholarship. *The Law of Gravity*, my most recently published article, was selected for the “New Voices in Human Rights and International Law” panel at the 2020 Association of American Law Schools Annual Meeting. See Rachel López, *The Law of Gravity*, 58 COLUM. J. TRANSNAT’L L. 565 (2020).

33. Dan Filler, *Drexel University Kline Law Seeks Tenure-Track Legal Methods/Legal Writing Faculty*, FAC. LOUNGE (Mar. 9, 2020, 5:47 PM), <https://www.thefacultyounge.org/2020/03/drexel-university-kline-law-seeks-tenure-track-legal-methodslegal-writing-faculty.html>.



law school, she tellingly said, “Well, you are a clinical faculty, so it makes sense that they would pay you less.”

After so many negative experiences like these, when I am in an environment where my scholarship is being evaluated, I have learned to hide that I teach in a clinic. One colleague equated this to “trying to pass.” I would not go that far, but it did cause me to reflect on one problem with the practice. By presenting as doctrinal, thereby seeking my own advancement, I close the door behind me to other clinical faculty, many women of color, who also want a voice in these scholarly debates.

And for those of us fortunate enough to teach in a clinic and have tenure, clinical teaching at times feels like a glass ceiling all its own. The opportunities for advancement are limited, since most law schools do not tenure their clinical faculty.<sup>34</sup> Of the law schools currently ranked in the top twenty-five, only one primarily appoints clinical faculty to traditional tenure-track positions.<sup>35</sup> For those lucky enough to be a clinical professor with tenure and hoping to lateral—and I have talked to many of them—the options seem to be either give up tenure or clinical teaching. You cannot have both.

### III. CONCLUDING OBSERVATIONS

So, what can be done? The first answer is most obvious: stop the labeling. If you teach law full-time at a law school, you are a professor of law. Period. Full stop. As someone who has benefited enormously from being on the tenure-track, of course, I would also advocate for more law schools to adopt a unitary track, or at the very least provide a tenure-track option for all teaching positions. For those faculty members who were not hired on the tenure-track, the path to and criteria for transitioning to that track should be clearly established. This is not only good for faculty, but also good for our institutions. It means more harmonious relationships among the faculty at your law school, but also more faculty who are engaged with and producing scholarship. In my view, some of the most rigorous and interesting scholarship right now is being produced by faculty who teach in a clinic.<sup>36</sup>

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34. David Santacrose et al., *The Status of Clinical Faculty in the Legal Academy: Report of the Task Force on the Status of Clinicians and the Legal Academy*, 36 J. LEGALPRO. 353, 357 (2012).

35. Kuehn, *supra* note 15.

36. See, e.g., E. Tendayi Achiume, *Migration as Decolonization*, 71 STAN. L. REV. 1509 (2019); Amna Akbar, Sameer Ashar & Jocelyn Simonson, *Movement Law*, 73 STAN. L. REV. (forthcoming 2021) (Professors Akbar and Ashar are both clinical professors); Erika K. Wilson, *Monopolizing Whiteness*, 134 HARV. L. REV. 2382 (2021); Jennifer J. Lee & Annie

I also believe that we need better institutional norms and policies around student-professor interactions. In my clinic, I often teach my students how to effectively engage with their supervisors and properly address others in the legal profession, including judges, court staff, partners at law firms, and law professors. This is part of a more extensive class on professionalism in legal practice. It benefits them and benefits me. Building on these lessons, I recommend that law schools develop a training for law students focused on successfully building relationships with professors, with an emphasis on ensuring anti-racism in the classroom. Such a training could be incorporated into new student orientation or in courses on professional responsibility or professionalism, especially as the latter is becoming more routine at law schools.

In the end, however, so much of this comes down to building anti-racist law schools that reflect the world that we imagine in our scholarship by removing unnecessary hierarchies that perpetuate discrimination against women of color, to finding a future less hamstrung by the biases that inhabit our minds and institutions, and perhaps even to having the humility to recognize that we all play a role in educating the next generation of lawyers—each one just as important as the next.<sup>37</sup>

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Smith, *Regulating Wage Theft*, 94 WASH. L. REV. 759 (2019); Colleen F. Shanahan, *The Keys to the Kingdom: Judges, Pre-Hearing Procedure, and Access to Justice*, 2018 WIS. L. REV. 215 (2018); Jennifer Lee Koh, *Executive Defiance and the Deportation State*, 130 YALE L.J. 948 (2021); Llezlie L. Green, *Wage Theft in Lawless Courts*, 107 CALIF. L. R. 1303 (2019).

37. See, e.g., Law Deans Antiracist Clearinghouse Project, ASS'N AM. L. SCHS., <https://www.aals.org/antiracist-clearinghouse/> (last visited Aug. 10, 2021). Deans Angela Onwuachi-Willig, Kimberly Mutcherson, Carla D. Pratt, Danielle Holley-Walker, and Danielle M. Conway have created a comprehensive plan for how law schools can put the aspirations documented in these anti-racist declarations into action.