



# A CURRICULUM FOR OUR TIMES: ANTI-BIAS PROGRAMMING FOR LAW STUDENTS AND LAW FACULTY



THE PENNSYLVANIA INTERBRANCH COMMISSION  
FOR GENDER, RACIAL AND ETHNIC FAIRNESS

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## **ABOUT THE COMMISSION**

The Pennsylvania Interbranch Commission for Gender, Racial and Ethnic Fairness was established in 2005 by the three branches of Pennsylvania government to implement the recommendations from a 2003 Pennsylvania Supreme Court report on racial and gender bias in the justice system. The report focused on 14 specific topics, including, among others, sentencing disparities in the criminal justice system, court access for litigants with limited English proficiency, racial and ethnic bias in jury selection, domestic and sexual violence, juvenile justice inequities, and indigent defense reform. The Interbranch Commission conducts its work through six committees, each of which is responsible for implementing recommendations from one or more of the 14 chapters. This booklet is the product of the Equal Opportunity and Diversity Committee's initiative to incorporate anti-bias training and programs into the curriculum of each of Pennsylvania's nine law schools.

## **ACKNOWLEDGMENTS**

We wish to express our gratitude to the Supreme Court of Pennsylvania for its continuing support for the Interbranch Commission and its work. We would also like to thank Pennsylvania's law schools for agreeing to participate in this initiative and for generously sharing their time and the information about their courses and programs highlighted in this booklet. Special thanks to our Executive Director, Lisette McCormick, Esq., and her staff, Brendan Bertig, Esq. and Alneda Richardson, as well as the members of the Commission's Equal Opportunity and Diversity Committee, The Print Shoppe, and AlphaGraphics, for their assistance in developing and reviewing this booklet.



# INTRODUCTION

Establishing anti-bias education as a central tenet of law school training equips law students with the ability to combat the biases within our legal system that significantly impact clients, attorneys, and court users from vulnerable communities. As a part of its efforts to combat racial, ethnic and gender-based biases, documented at length in the above-referenced Supreme Court Report, the Interbranch Commission established a special work group, comprised of deans and administrators from Pennsylvania's nine law schools, to share information about the programming they have integrated into their curricula to educate their students about these issues.

During the numerous meetings convened since the group was assembled, the members generously shared their pedagogical methods, as well as their existing and planned curricula, with the Interbranch Commission. Our booklet, entitled "A Curriculum for our Times: Anti-Bias Programming for Law Students and Law Faculty", is a compilation of these insights and the relevant programming recently instituted by the members' law schools.

The curricular changes introduced not only in Pennsylvania law schools but in schools throughout the nation represent a collective response from the legal community to a national reckoning with the structural inequities in our justice system. Importantly, the new curricula arrived in a timely manner, as the American Bar Association's House of Delegates recently voted to update its law school accreditation standards to require law schools to provide anti-bias training to students at the initiation of their legal studies, and at least once more prior to graduation.

While providing training and programming on these topics is crucial, the Interbranch Commission also encourages Pennsylvania's law schools to ensure that their curricula include a thorough examination of the role that the law itself has played in upholding and perpetuating the structural racism within our justice system. It is incumbent upon legal educators to provide meaningful opportunities for students to both examine the law's impact on marginalized populations and to assess their own, individual abilities to address that impact in a positive way.

As Pennsylvania's law schools continue to institute curricular reform, they also must make transparent their course and program listings so that prospective law students can assess the schools' commitments to combating structural disparities within the justice system. It is our hope that the law schools will also publish the concrete steps they are taking to make law school more affordable to, and equipped to retain and support, law students from historically disadvantaged backgrounds.

Finally, the changes discussed above are more expediently effectuated if law faculty are similarly trained to reflect on and facilitate discussions related to bias, racial discrimination, and structural inequities. To that end, the booklet includes a broad range of options for law faculty programming, education and training to assist them in carrying out these critical responsibilities.

**LAW STUDENTS**

## **COURSES/SEMINARS FOR STUDENTS**

### **Race and Equal Protection of the Laws – Penn State Dickinson Law**

This year-long, required course teaches first-year students the relationship between race and law in areas such as housing, healthcare, criminal justice, democracy, and capitalism. A majority of the faculty contributes to the course, serving as teachers, content providers, and/or breakout room discussion leaders.

### **Legal Writing and Methods – Drexel University Thomas R. Kline School of Law (Drexel)**

The required legal research and writing course for first-year students at Drexel incorporates aspects of diversity and inclusion through prompts for the brief-writing assignments. Course prompts are based upon input from a diverse panel, convened by the law school and comprised of a prosecutor, defense attorney, and criminal court judge, who share their experiences on how diversity issues have impacted their work.

### **Asian American Experience and American Jurisprudence - Villanova University Charles Widger School of Law (Villanova)**

This course explores race-based precedent, which is then applied to present day social, legal, and political/economic issues. It includes discussions on how racial considerations influence court decisions through the institutionalization of racial subjugation and considers how to better identify implicit biases in legal decisions.

## **Race and the Law –**

### **Temple University Beasley School of Law (Temple)**

Structured to encourage broad and diverse thinking about race and ethnicity in the United States, this course focuses on the contemporary interaction of law and race with respect to a variety of matters, including voting, education, social equality, employment, affirmative action, freedom of expression, crime, and economic opportunity.

### **Critical Race Theory (CRT) - Villanova**

Villanova's law curriculum includes an introductory class on the history of CRT and an analysis of CRT's application to torts, contracts, civil procedure, criminal law, criminal procedure, and other areas of the law. The course also includes an analysis of the impact of past and current racial discriminatory factors that have resulted in unequal treatment in the legal system.

## **Race and American Law –**

### **Duquesne University School of Law (Duquesne)**

This seminar addresses the racial and legal history of major racial/ethnic groups in the United States, including African Americans, Native Americans, Asian Americans, Latinos and Whites. In addition to these histories, the seminar includes the following topics: competing definitions of race and racism; the legal system's contributions to the construction of race; race, voting, and participation in democracy; developing notions of equality; segregation and education; race, marriage, and family; race and crime; and responses to racism.

## **Structural Inequalities and the Role of the Lawyer - Villanova**

Designed to have students think about lawyers' role in society, this course provides a lens through which the students can read cases during law school. Students have a choice of six different topics: Intersectionality and The Legal Profession; Intersectionality and Solidarity; Learning About Racial History's Movement; Lawyering for Social Change; Reservations, Redlining and Racial Justice: Where Were the Lawyers?; and Wealth Inequalities, with a Focus on Homeownership in Philadelphia.

## **The Penn Experience: Racism, Reconciliation, and Engagement - University of Pennsylvania Carey Law School (Penn Carey Law)**

This collaborative course was developed in partnership with several schools across the University of Pennsylvania. The course consists of modules with video interviews, readings, and other materials on a range of topics, from Penn's evolving relationship with West Philadelphia to implicit bias, restorative justice, intercultural communication, gender identity, and allyship, among other matters. Penn Carey Law is incorporating these modules into co-curricular orientation and training programs for international LLM students, students engaged in pro bono legal service, and others.

## **Law and (In)equity – Penn State Law**

A different law professor teaches each weekly segment of this course that explores the intersection of law and (in)equity within their areas of expertise, such as immigrant exclusion, racial justice in the criminal justice system, and the current state of K-12 desegregation.

### **Race and the Law – Villanova**

Students gain a substantive understanding of how the law may perpetuate or ameliorate racial injustice in this course. To that end, students learn the core tenets and critiques of critical race theory, as well as gaining a sense of their own professional identity as scholars and advocates.

### **Reproductive Health Rights and Justice – Temple**

This seminar explores how the law shapes reproductive decision-making through a variety of mechanisms designed to regulate and control sexuality, bodies, and family relationships. Course materials pose challenging questions about the role of government institutions, economic systems, and social structures in influencing or impeding the realization of reproductive rights. The seminar is appropriate for students who wish to study reproductive rights in greater depth and for all students interested in exploring issues relevant to various forms of social justice lawyering.

### **Criminal Justice, Race, and the Media – Villanova**

This course fosters critical thinking about the influence of media representations of racial groups in the processing of criminal cases and persistent inequalities in the criminal justice system.

### **Gender and the Law – Duquesne**

Implicit bias training is incorporated into this course's discussions about the barriers that women face in our educational, legal and political institutions.

### **Analysis of the Imposition of the Death Penalty in Pennsylvania - Villanova**

Key death penalty issues are examined in this course, such as mental health and brain damage; the impacts of age, race, and gender; the duties of prosecutors and defense lawyers in capital cases; the impact of systemic deficiencies in funding indigent defense; the questions of innocence and exoneration; and emerging international human rights issues.

### **Fair Housing – Villanova**

This course examines how implicit racial, gender, and other biases against individuals with protected class characteristics impact an individual's ability to secure fair housing.

### **Gender and the Law - Villanova**

Through various theoretical and philosophical perspectives, students analyze gender-related legal topics, such as: What is gender? What is law? What is sex discrimination? What is sexism? What is misogyny? How can considerations of intersecting structural inequalities, such as racism and heterosexism, inform one's understanding of gender and the law?

### **Race, Health and the Law – Temple**

Students are provided with an opportunity to explore the connections between the social concept and embodiment of race, public health, and law in this course. It includes extensive readings in the legal history of race and the social epidemiology of health inequalities and inequities, but is structured to rely on the students to make sense of what is important to their own agendas for personal and collective legal action.

### **Diversity and Inclusion Case Discussions Series – Drexel**

During each of the classes in this series, a faculty member leads a discussion about a case – typically one taught in class for specific doctrinal reasons – that reflects deep inequalities not fully acknowledged in the classroom setting. The discussions create space to engage in those unfinished conversations by examining cases with an anti-racism lens.

### **Health Care Inequities – Villanova**

The concept of racial inequities in the delivery of health care is incorporated into the law school's course on medical malpractice.

### **Poverty and Policy - Villanova**

The role of the law in creating, and potentially remedying, wealth inequality is the focus of this course, including an analysis of how government policies impact socioeconomic systems in the areas of race, labor, prison, education, migration, and housing.

### **Professional Practice Fundamentals – Drexel**

This required, eight-week course for first-year students focuses on topics relevant to professional development in the legal field and incorporates implicit bias training into the lectures.

### **Native American Law - Villanova**

Students are introduced to the substantive areas of Native American law and questions of federalism, the relationship between the judiciary and the executive branch, and critical race theory in this course.

### **Human Trafficking Issues – Villanova**

The focus of this course is on laws that impact survivors of human trafficking, popular culture's perceptions of human trafficking, and the utilization of trauma-informed lawyering skills to respond to the diverse physical, emotional, and psychological needs of survivors.

### **Spanish for Lawyers – Villanova**

In this course, students who are proficient in Spanish learn how to communicate with and advocate for Spanish-speaking clients in immigration, family, criminal, personal injury, bankruptcy, landlord/tenant, wills and power of attorneys, and other areas of civil law.

### **Academy for First-Year Law Students – University of Pittsburgh School of Law (Pitt Law)**

In this required non-credit course, students discuss topics related to diversity and inclusion as part of a comprehensive examination of professional identity formation. The course consists of six small group, intensive programs held over the course of the academic year and co-taught by the Associate Dean for Equity and Inclusive Excellence and the Dean of Students.

### **Race and the Law for Upper-Level Students – Pitt Law**

This three-credit course explores the treatment of race in the United States. Central to this examination are the following issues: (1) the legal and social construction of race and racism; (2) the legal history of racialized groups including African Americans, Latinos/as, Native Americans, Asian Americans, Arab and Middle Eastern Americans, and White Americans; (3) anti-discrimination laws (governing diverse areas such as education, employment, voting, familial relations, public

accommodations, and housing); and (4) the relationship between race, language, and citizenship. Students analyze and inquire into the significance of race in the post-civil rights era through various perspectives, including Traditionalism (advocating for colorblindness and “reverse” racism claims), Reformism (supporting affirmative action), and Critical Race Theory (recognizing continued systemic subordination).

### **Bias in the Law Course as a Graduation Requirement - Temple**

Temple Law mandated a new graduation requirement which requires all students who matriculate into the J.D. program on or after July 1, 2021, at some point of their choosing during their law school career, to take at least one course from a menu of courses that explore bias in the law. The goal of this requirement is to produce graduates who are mindful of the ways in which the law can be facially unbiased but nevertheless reflect bias in its impact and operation, and who have the analytical skills to identify and work to eliminate those biases.

### **Diversity and Inclusion in the Legal Profession – Penn Carey Law**

This elective seminar course offers students the opportunity to develop the knowledge and skills that every lawyer entering the profession today needs, to contribute effectively to the profession-wide conversation about diversity, equity, and inclusion. Throughout the course, students learn about implicit bias, engage in activities that enable them to assess their own biases, and examine how bias can arise in various legal practice settings.

## TRAININGS FOR STUDENTS

### **Professional Development Curriculum – Villanova**

This required, three-year course addresses issues of race and implicit bias training.

### **Discussion of Implicit Bias, Micro-Aggressions, and Inclusive Practices for First-Year Law Students – Pitt Law**

The law school's program of education offers several opportunities for first-year law students to learn about and engage with the concepts of implicit bias, micro-aggressions, and inclusive practices. During 1L Orientation, Pitt Law's Office of Equity and Inclusive Excellence conducts an interactive, 1.5-hour presentation, during which students learn strategies for disrupting micro-aggressions, challenging their implicit biases, and practicing behavior that contributes to an inclusive learning environment.

### **Leadership Retreat for Upper-Level Student Leaders – Pitt Law**

Each spring, newly elected student leaders are invited to participate in a leadership retreat sponsored by the Associate Dean for Equity and Inclusive Excellence and the Dean of Students. In addition to receiving information about implicit bias, micro-aggressions, and inclusive practices as they relate to the mechanics of holding student leadership positions, students engage in interactive discussions about their role and responsibilities as contributors to an inclusive community at Pitt Law.

### **First-Year Student Diversity Program - Drexel**

This 1.5-hour diversity program is offered to incoming first-year students and incorporates the concepts of implicit bias, micro-aggressions, and allyship. Four interactive activities engage students' participation, including the following:

**“I am, but I am not”:** This is an activity designed to have students think about how they may (or may not) fit stereotypes used to describe their respective racial/cultural, gender, and sexual orientation groups.

**“The Surgeon’s Dilemma”:** This popular riddle is posed in order to have incoming students assess their own implicit biases and to consider how implicit bias manifests in real life.

**Breakout Groups:** ABA resources are used to conduct breakout group discussions on the topics of diversity, implicit bias, and micro-aggressions.

**Videotapes TED Talk:** Melinda Epler, a well-known TED speaker on diversity and inclusion, discusses how to be a better ally in the workplace.

### **Technology-Assisted Bias Training – Temple**

During this one-hour program, Temple Law uses technology that allows incoming students to respond anonymously to questions posed by the presenter via text message. The text message responses are displayed on a screen in the front of the room in the same manner as a live feed. During the presentation, incoming students are asked to share their personal experiences in dealing with bias and prejudice. The display of anonymous responses to this question allows students to learn about the challenges their peers face.

### **Cultural Competence Training Series – Penn State Law**

Students participate in a series of training sessions on three topics: cultural competence versus cultural agility; What About Us? Learning from Seldom Heard Minority Groups; and Micro Aggressions: From Confusion to Clarity.

### **Intergroup Dialogue (IGD) – Villanova**

Students receive training in this course on how to effectively discuss the systemic inequalities that affect different minority groups.

### **Training on Implicit Bias and Cultural Considerations – Duquesne**

Each year, Duquesne Law incorporates implicit bias and cultural competence training into its orientation for first-year law students. For example, during one such program, a law professor showed a video entitled *The Lunch Date*, a black-and-white short film depicting how implicit bias manifests itself in a surprising but realistic way. After the film ended, students were asked to identify instances of bias that occurred during the film sequence. The orientation program also includes training for new students on *Mitigating Bias in the Classroom* – a three-hour long series of workshops and modules on the issue. The law school has also begun working with the Pittsburgh Legal and Diversity Coalition on other related programming for students and faculty and is reviewing its Professional Responsibility courses for opportunities to take a much more intentional look at cultural competency/literacy.

### **Orientation Program Module on Structural Inequalities – Villanova**

The law school has added a new module to its student orientation program on the role of law schools in addressing structural inequalities.

### **Equity and Bias as Part of First-Year Law Students' Orientation – Penn State Law**

The law school hosts sessions and provides resources on equity and bias during orientation for first-year law students.

### **Anti-Racism Conversations (ARC) – Drexel**

In coordination with the Student Bar Association, students engage in anti-racism conversations twice per month using resources on the topics from the ABA.

### **Racial Equity Consciousness for Upper-Level Students – Pitt Law**

This one-credit, intersession class encourages law students to explore and engage in six bilateral spheres of racial equity consciousness development. It is designed to support students' capacity to seek, consider, and adopt different perspectives; to promote personal growth and empowerment; to enhance cultural humility, cultural competence, and cultural agency; and ultimately, to embody the requisite mindset to foster anti-racist practices.

### **Anti-Bias Programming During First Year Students' Orientation –**

#### **Widener University Commonwealth Law School (Widener)**

As part of its annual student orientation programming, Widener administers a presentation on Diversity, Equity, Inclusion and Belonging.

### **Diversity Intergroup Dialogue Class for Upper-Level Students – Pitt Law**

This one-credit course brings together students with diverse cultural and social identities in a small group setting, with the goal of engaging students in experiential learning as well as open and constructive dialogue concerning issues of intergroup relations, conflict and community.

## SPECIAL EVENTS/PROGRAMS FOR STUDENTS

### **Gender Identity Initiative – Temple**

This initiative was designed to assist incoming students in expressing their gender identity to other students, faculty, and staff. Students and faculty are provided name tags on which they can inscribe their personal pronouns. Faculty are also provided color-coded name cards for their students, indicating the students' self-ascribed gender identity. Each color corresponds with a specific gender pronoun. Temple has also hosted an *I Day Celebration* to celebrate everyone's uniqueness. During the celebration, students, faculty, and staff receive pins on which they indicate what makes them unique.

### **Professional Development Day – Widener**

Each year, the law school holds a professional development day which students are required to attend, consisting of three hours of programming, including programs on racial injustice issues.

### **Community Conversations Series - Temple**

The Associate Dean of Academic Affairs and Diversity, Equity and Inclusion Liaison oversees Temple Law's Community Conversations. In this series, students, faculty, staff and alumni engage in facilitated educational programs and conversations about topics, such as Threats to Marriage Equality and Related Rights, Police Killings in the Black Community: Demanding Justice and Accountability, The History and Present-Day Reality of Exclusion and Racism in the AAPI Community, The Pursuit of Justice for Joe Ligon and All Juvenile Lifers, Kris Henning – Rage of Innocence, and CRT – The Truth About the Movement.

### **Law and Inequality Program During Orientation – Penn Carey Law**

Since 2019, Penn Carey Law has incorporated topics of equity and inclusion into the formal orientation of first-year students. Programs have ranged from discussions of identity and allyship to panel presentations on Law & Inequality. In 2022, Penn Carey Law is launching an E&I Fellows Program in which upper-level students are selected and trained to facilitate year-long, ongoing discussions among 1L students on topics of identity, bias, harm, and dialogue across difference.

### **Multicultural Mentorship Dinner – Penn State Dickinson Law**

The law school annually hosts a dinner, attended by local attorneys, diverse law students, law school faculty, and alumni, to provide students with informal mentorship opportunities.

### **Symposia on Anti-Poverty and on Gender Equality – Villanova**

Initiated in 2021, Villanova Law offers an annual Symposium on Anti-Poverty for law students and others that brings together leaders and advocates to explore the cause and effect of poverty and inequality and to identify the best approaches to eradicating poverty and eliminating disparities. Villanova also previously conducted a day-long Symposium that focused on how unequal treatment and unconscious bias against women continues to hamper their ability to achieve full equality in law schools.

### **Diversity, Equity and Inclusion Orientation Programming - Temple**

During this interactive program, Temple Law partners with IDEAL (Office of Institutional Diversity, Equity, Advocacy and Leadership) to educate students about issues of diversity and inclusion in the law.

### **Community Kickstart Program – Villanova**

This program for first-year diverse law students focused on diversity and inclusion and included a discussion about micro-aggressions and certain civil rights cases in which diversity and inclusion issues have arisen. The program is no longer offered but the topics have been incorporated into the annual orientation program for new students.

### **Minority Judges Panel – Widener**

During this program for law students of color, judges of color spoke about their experiences in the legal profession as a means of helping the students envision judgeships as a viable and attainable career path.

### **Diversity Potluck Dinner – Pitt Law**

Each Fall, a member of the Pitt Law faculty hosts a potluck dinner at their home for law students who self-identify as diverse, as well as their allies. The event fosters camaraderie and an inclusive culture at Pitt Law.

### **Diversity Reception – Temple**

During this reception for diverse students and alumni, law school staff connected students with alumni who work in legal fields of interest to the students.

### **Program on Intersectionality and the Law – Penn Carey Law**

Penn Carey Law previously held a program during public interest week on intersectionality and the law, during which Professor Kimberlé Crenshaw, a leading scholar on critical race theory and intersectionality, participated as a panelist.

### **Minority Mentor Program – Penn State Law**

Through this minority mentor program, in operation since 2014, law students are provided with the opportunity to establish a mentorship relationship with both an “internal” faculty member or senior administrator and an “external” alumnus, who is a minority professional in the legal field. The program currently has over 90 participating students.

### **Personal Pronouns on Student Lists – Penn State Dickinson Law**

As a result of efforts by law faculty members, students’ personal pronouns are now available to faculty members on their student lists.

### **CLEO Summer Pipeline Program - Penn State Dickinson Law**

The Council on Legal Education Opportunity (CLEO) sponsors a six-week program for pre-law students of color to provide them with the tools they need to be more academically competitive in law school. The school is currently working to secure a grant from the University’s Equal Opportunity Planning Committee (EOPC) to fund the program for the next five years.

### **Sheller Summer Pipeline Program - Drexel**

This free, three-week summer program is designed for members of underrepresented groups in the legal profession, first-generation law students, and individuals who have otherwise faced discrimination or overcome social and economic hardships. The program offers participants the tools and support needed to begin the law school application process.

### **Achieving Excellence Speaker Series – Pitt Law**

This annual speaker series brings guest lecturers to Pitt Law who are using their platform and expertise to make the world a more equitable and inclusive place. Last year's speaker was author and Rutgers law professor, Sahar Aziz.

### **Micro-Aggression Reporting Form – Pitt Law**

Launched in Fall 2020, Pitt Law's micro-aggression reporting form allows members of the Pitt Law community to anonymously report a micro-aggression experienced on campus or through an event sponsored by the law school. Upon completing the form, those who make a report receive a message that affirms them as a valued member of the Pitt Law community and as an emerging legal professional.

### **Office of Equity and Inclusive Excellence's Student Advisory Council (SAC) – Pitt Law**

The SAC encourages student participation in matters of diversity, equity, inclusion, social justice and belonging as they pertain to the Pitt Law community. Historically, SAC has produced resources such as a *Social Media Guide*, created to help Pitt Law students navigate the use of social media in community-conscious ways that align with norms of professionalism, character and fitness standards, and the Student Code of Conduct; and *Habits of Inclusion*, which describes six habits that can be used to create a Pitt Law environment where learners feel welcome and supported within the culture and communities integral to the school.

### **Student Affinity Groups' DEI Programming – Widener**

The law school's Women's Law Caucus, along with the school's chapters of BLSA (Black Law Students Association) and LALSA (Latinx Law Students Association), actively sponsor and host Diversity, Equity, and Inclusion programming throughout the year.

## RELATED CLINICS/ CONCENTRATIONS OFFERED TO STUDENTS

### **Concentration: Race, Law and Equity – Penn State Law**

Penn State Law offers students the opportunity to earn a concentration in race, law and equity by taking courses or participating in experiential opportunities that support racial justice initiatives. Selected courses include *Critical Race & Feminist Legal Theory*, *Law and Sexuality*, and *Minority Business Ownership*, while clinical opportunities range from the Center for Immigrants Rights Clinic to the Civil Rights Appellate Clinic.

### **Civil Rights, Equal Protection and Social Justice**

#### **Certificate – Penn State Dickinson Law**

Students may earn this certificate by completing a minimum of 15 credits in core and elective courses and by earning a cumulative GPA of 3.0 or higher within the certificate program. Core courses include *Constitutional Law II* and *Criminal Procedure*, while elective courses include *Racism and American Law* and *Poverty Law*.

#### **Certificate Program – Widener**

The law school offers its law students the opportunity to participate in a certificate program conducted by The Corley Institute at George Mason Law School. The semester-long course deals with explicit and implicit bias, among other topics.

#### **Systemic Justice Clinic – Temple**

This clinic affords students the opportunity to learn how to provide legal aid to clients who have collateral legal issues arising from past criminal convictions.

### **Law Clinics - Villanova**

Each of the law clinics operated by Villanova incorporates aspects of the *Race and the Law* course into their classroom components/portions.

### **Immigration-Related Training for Local Police Department – Penn State Law**

Students in the law school's Center for Immigrant Rights Clinic (CIRC) administered a series of immigration-related trainings to the State College Police Department, providing information on immigration law and hosting interactive sessions that highlighted the relationship between vulnerable international populations and the police. Clinic students have worked with the Department since 2015, and based on their collaborative efforts, the State College Police Chief announced a written policy on anti-bias-based policing and immigration in 2017.

**LAW FACULTY**

## FACULTY TRAINING

### **Faculty Surveys and Micro-Trainings – Drexel**

Drexel Law's Diversity and Inclusion Committee regularly surveys the faculty to assess their interest in possible topics for training, including implicit bias. Faculty also receives micro-trainings on best practices as part of the school's collective DEI efforts.

### **Interrupting Bias in the Classroom – Duquesne**

As a part of its focus on developing a comprehensive approach to addressing bias in legal education, the law school joined with the University's Internal Center for Teaching and Learning and Dr. Jessica Mann, Assistant Vice President of Community Engagement, to train the law faculty and staff on interrupting bias in the classroom. The training consists of a series of three-hour modules and workshops, the most recent having been conducted by Dr. William Cox on January 14, 2022. Part of the training included a pledge to encourage anti-racism in all areas of legal education.

### **Best Practices Trainings – Pitt Law**

The law school's Office of Equity and Inclusion provides annual training to law faculty on best practices relating to a range of topics, including implicit bias, micro-aggressions, and inclusive teaching methods.

### **Adjunct Orientation – Pitt Law**

Since 2020, the Office of Equity and Inclusive Excellence has facilitated interactive discussion during orientation with adjunct faculty on a range of topics, including implicit bias, micro-aggressions, and best practices in inclusive teaching. Beginning in 2022, DEI-related content will be presented to adjunct law faculty as a series of self-guided modules, which each adjunct must complete.

### **Training Trainers for a University-Wide Bias Intervention Program – Penn State Dickinson Law**

Though it is no longer offered at Penn State Dickinson Law, certain faculty and staff members were previously trained to conduct presentations on a university-wide bias intervention program, Stand for State. The Stand for State program aims to prevent sexual violence on university campuses.

### **Incorporation of Race and Equity Issues into Courses – Villanova**

Over the past eighteen months, faculty have engaged in a series of workshops to discuss and share teaching ideas about how to incorporate issues of race and other DEI topics into all existing courses.

### **Increase in Courses Incorporating DEI Topics into Curriculum – Penn Carey Law**

Since 2019, there has been a 45% increase in the number of courses at Penn Carey Law that explicitly incorporate topics of diversity, equity and inclusion.

### **Trauma-Informed Lawyering and Teaching Workshop - Villanova**

Last year, the law school held a Trauma-Informed Lawyering and Teaching Workshop for all faculty.

### **University of Pennsylvania Center for Teaching and Learning Partnership – Penn Carey Law**

Penn Carey Law has partnered with the University's Center for Teaching and Learning (CTL) to provide training programs on more inclusive teaching practices. Workshops have been held at the faculty's annual retreat, as well as annually for the school's Legal Practice Skill's faculty and student teaching fellows.

### **Faculty and Leadership Team Trainings – Penn State Law**

Penn State Law held trainings for faculty and its Leadership Team on three topics: cultural competence versus cultural agility; What About Us? Learning from Seldom Heard Minority Groups; and Micro-Aggressions: From Confusion to Clarity. The school's Leadership Team also participated in a training entitled, *Competency and the Capacity to Reduce Workplace Conflict*.

### **Hiring and Recruitment Training – Villanova**

Individuals involved in the hiring and recruitment process take part in university-wide training (including the law school) that provides information on how to ensure that these processes are reaching diverse audiences and managing unconscious biases.

### **Accessibility Training – Widener**

Faculty at Widener recently received training on issues of accessibility, learning how best to support the law school's low-vision and low-hearing students.

### **Workshop for AAPI Women in the Legal Academy – Penn State Law**

Penn State Law co-chaired the inaugural workshop for Asian American and Pacific Islander Women in the Legal Academy, drawing more than 100 AAPI women from around the country who are aspiring to enter or are already members of the legal academy. The workshop will be hosted by a different law school in the United States each year.

## SPECIAL FACULTY PROGRAMS/ RESOURCES

### **Diversity Action Council - Duquesne**

In 2019, the law faculty formed the Dean's Diversity Action Council comprised of faculty, staff and students. The Council's objective is to guarantee that the law school provide a culture of inclusion for its students of color and for other underrepresented communities. One year later, through the work of this Council, the faculty unanimously voted to approve a Promise Statement on Race and Justice, an affirmative statement against racism and a commitment to positive change.

### **Faculty Name Tags Listing Personal Pronouns – Penn State Dickinson Law**

All law school faculty members and staff can order name tags listing their personal pronouns. Although the name tags are typically worn during law school events, some faculty and staff members have also chosen to wear them on a daily basis.

### **Social Justice in Legal Writing – Widener**

Sha-Shana Crichton, Director of Legal Writing at Howard University School of Law, spoke to faculty and students about her article, *Incorporating Social Justice in the 1L Legal Writing Course: A Tool for Empowering Students of Color*. The article focuses on stressors that affect students in first-year legal writing courses and how those stressors more profoundly impact students of color than White students.

### **Safer People, Safer Places – LGBTQ+ Foundations Workshop – Penn State Dickinson Law**

Administered by the University's Center for Sexual and Gender Diversity, this workshop trained law faculty to more effectively support members of the LGBTQ+ community by providing key information on sexual and gender diversity and other related topics.

### **Transgender and Gender Inclusion 101 Workshop – Penn State Dickinson Law**

Hosted in Fall 2020, this workshop explored basic terminology associated with the transgender and gender non-binary communities, engaged participants in discussions on gender diversity, and highlighted some of the challenges constructed by gender restrictive practices.

### **Best Practices in Inclusion Workshop for Law School Staff – Pitt Law**

The law school's Office of Equity and Inclusive Excellence sponsored a half-day, in-person workshop designed to support staff in developing the dialogue skills required for providing inclusive student support.

### **Faculty Papers on Building an Antiracist Law School – Penn State Dickinson Law**

Faculty authored three interdependent papers for a 2021 Rutgers Law Symposium, entitled *Race & The Law: A Review on Building an Anti-Racist Curriculum and Law School*.

The first paper, *Building an Antiracist Law School: Inclusivity in Admissions and Retention of Diverse Students – Leadership Determines DEI Success*, co-authored by Associate Dean Bekah Saidman-Krauss, Dean Danielle Conway and Director of Admissions & Financial Aid Rebecca Schreiber, focuses on Penn State Dickinson Law's

antiracist enrollment management.

The second paper, *Exploring Race and Racism in the Law School Curriculum: An Administrator's View on Adopting an Antiracist Curriculum*, was authored by Associate Dean Amy C. Gaudion and explains the importance of teaching and learning according to antiracist pedagogy, which the law school has worked to implement.

The third paper, *Educating Antiracist Lawyers: The Race and The Equal Protection of Laws Program*, was authored by Professor Dermot Groome and focuses on Penn State Dickinson Law's innovative Race and Equal Protection of the Laws course, referenced earlier in this booklet.

### **Race and Democracy Speaker Series – Duquesne**

In academic year 2020-2021, the law school hosted a *Race and Democracy Speaker Series* with the following presentations: *Historical Overview of Race and Voting in the United States* by Professor Wilson Huhn; *Discrimination and Voting Rights in America* by Professor Jalila Jefferson-Bullock; *Hate in America: Anti-Semitism, Misogyny and Racism* by Professor Rona Kaufman; *Prohibition's Surprising Role in the Regulation of Modern Police* by Professor Wesley Oliver; and *Police Dogs: Problems of Violence and Racism* by Professor Anne Schiavone. Students were invited to these sessions, with the goal of advancing knowledge and understanding among students, faculty and the wider legal community.





**PENNSYLVANIA INTERBRANCH COMMISSION  
FOR GENDER, RACIAL AND ETHNIC FAIRNESS**

**Website: [pa-interbranchcommission.com](http://pa-interbranchcommission.com)**

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