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new law student, I was impressed that the Dean came into our classroom and shared his extensive knowledge about legal careers," he said. "His detailed research provided us with insight into the many opportunities that await Southwestern graduates. And his intelligent and down-to-earth personality made our class feel at ease immediately."

Dean Garth encourages the students to articulate how they plan to weave their own passions, skills, goals and experiences together to enable them to take advantage of – and create their own – career opportunities. Students submit their thoughts on these issues in writing via email to the Dean who in turn uses their responses to stimulate more in-class discussion.

Jessica Muñoz, a student in the traditional day program, believed the exercise with the Dean greatly enhanced the first-year curriculum. "The classes taught by Dean Garth were incredibly informative," she said. "The presentations gave us a real-life depiction of what we could expect coming out of law school...the good, the bad and even the ugly. It was refreshing to get honest answers to questions regarding the difficulties and benefits of the legal profession."

It is not expected that students will emerge with a comprehensive plan this early. Indeed, according to Dean Garth, "Those without some flexibility will find it harder to navigate the legal world. But students who go through these presentations and exercises should begin to build their own understanding of what it will take for them to find happiness and fulfillment in the legal profession." ❖

"After the J.D. is the largest longitudinal study ever conducted of lawyer careers, following the professional lives of more than 5,000 lawyers across the country during their first ten years after law school. It is sponsored by The NALP Foundation for Law Career Research and Education and The American Bar Foundation.

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Southwestern Law School
3050 Wilshire Boulevard
Los Angeles, California 90010-1106
213.738.6700
www.swlaw.edu

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LAW

SOUTHWESTERN

A publication for
students, alumni and friends
of Southwestern Law School

Summer 2007

SOUTHWESTERN LAW SCHOOL

Imagining the Future

DEAN HELPS FIRST-YEAR STUDENTS ENVISION AND PLAN FOR SUCCESSFUL, ETHICAL CAREERS

So you've made it over the hurdle. After months of preparing, applying and waiting, you have been accepted to law school. You know you are about to take your first steps on a path to a challenging and hopefully exciting career – but do you really have a clue about what it is like to be a lawyer? How to build your career? What you need to do to fulfill your ambitions?

It is not easy for entering students to accurately envision what awaits them once they have completed their law degree. And this can make it quite challenging to design a personal law school experience that will properly prepare the student for what will ultimately become a satisfying, successful career consistent with the highest ideals of the legal profession.

Southwestern Law School recognized this dilemma faced by law students, especially today when the profession is more competitive and multifaceted than ever. The faculty committee revising the first-year curriculum felt it was so important to get students – from their first day of law school – thinking about what direction they want to pursue, that they built it into Southwestern's first-year Legal Analysis, Writing and Skills (LAW/S) course. The committee, in this respect, agreed with a finding of the Carnegie Foundation study on Educating Lawyers, namely that law schools should spend more time on "the apprenticeship of professionalism and purpose" instead of a narrow focus on "cognitive, academic" skills.

Dean Bryant Garth took a particular interest in this initiative as a scholar on the legal profession and legal careers. He agreed to teach this aspect of the first-year course to the entire first-year class. In the initial week of school, he draws on a national study of legal careers with which he is affiliated, the After the J.D. Project*, to show quantitative data about career paths and what shapes them for new lawyers.

At the end of the first year, Dean Garth shifts to a focus on Southwestern graduates. Using case histories of individual graduates (actual transcripts of the Dean's interviews with alumni) representing a sampling of legal careers, he conducts class discussions with segments of the first-year class.

"It is important to get law students thinking early about how they are going to build their careers, and to understand that they will encounter many changes and transformations along the way," Dean Garth pointed out. "One way to do this is to give them the opportunity to live vicariously through others' experiences and to systematically talk about the passions these lawyers had, the decisions they made at different stages, how they utilized their backgrounds and talents, and how they built the professional 'stature' essential to long term success."

Issues of race and gender are also considered as they relate to legal careers, as are personal concerns such as family and financial obligations and how they impact decision-making.

Paul Rorie, a student in the SCALE program, appreciated the personal interaction with Dean Garth. "As a



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Southwestern Welcomes New Faculty

As the Fall 2007 semester begins, Southwestern's full-time faculty will include four new members who bring impressive academic credentials and practice experience to the classroom. David Fagundes will teach in the areas of copyright and property law, and Julie Waterstone will direct the activities of the new Children's Rights Clinic and teach a related course. Kembra Taylor and Dow Waisman will both teach Legal Analysis, Writing and Skills. The following presents highlights of recent interviews with the new professors.

David Fagundes Associate Professor of Law

Courses: Copyright, Property

Professor David Fagundes earned his A.B. degree in History, magna cum laude and Phi Beta Kappa, in 1996 from Harvard College. He went on to serve as articles editor of the Harvard Law Review and completed his J.D. degree, cum laude, at Harvard Law School in 2001. A member of the California State Bar, he clerked for Judge David S. Tatel of the U.S. Court of Appeals for the D.C. Circuit, and then worked as an associate at Jenner & Block for two years in Washington, D.C. His time in Washington included a leave from practice to be a Visiting Research Fellow at Georgetown University Law Center. For the past two years, Professor Fagundes has served as a Bigelow Fellow and Lecturer in Law at the University of Chicago Law School. His scholarship has been published in the Northwestern University Law Review and Harvard Law Review.

Q: What do you like most about teaching Copyright and Property?

A: The notion of property is ancient, but it has undergone profound changes in

recent years. Examining different subject matter—real estate, chattels, copyrights, or patents—forces us to ask foundational questions about what property is, both as a social institution and a legal idea.

Q: What has been the focus of your recent scholarship?

A: I'm currently interested in the relationship between tangible and intangible property, and in particular whether rules governing physical property can provide a template for thinking about intellectual property as well.

Q: What drew you to Southwestern?

A: Southwestern strikes me as a dynamic place committed to both teaching and scholarship. And being in Los Angeles means being on the cutting edge of developments in intellectual property and entertainment law.

Q: As a Bigelow Fellow, how were you involved at the University of Chicago Law School?

A: The Bigelow Fellowship is a two-year program at the University of Chicago designed to prepare participants for careers in law teaching. Fellows teach the year-long legal research and writing course while developing their own scholarship.

Q: What is the most valuable advice you received as a law student and that you try to convey to your own students?

A: Enjoy your time in law school. These can be a challenging few years, but they're also a brief and valuable opportunity to engage with fascinating ideas and to meet some great friends and colleagues.

Q: What was your area of focus as a history major at Harvard?

A: I studied medieval Europe, and in particular English legal history during the later Middle Ages. My senior thesis was a study of the church court of the diocese of Ely in the late fourteenth century.

Q: What prompted you to pursue a law degree?

A: I always had a strong interest in examining problems of governance and social organization. As an undergraduate, I approached these issues from a historical perspective, but chose to pursue graduate study in law because it provided not only an intellectual framework for thinking about these problems but also a practical approach to solving them.

Q: Why did you decide to leave litigation and return to academic life?

A: I was always drawn to the law primarily as an academic pursuit rather than a practical discipline. Spending a couple of years practicing turned out to be useful, though, because it provided helpful experience and generated some ideas that I was able to develop into articles.

Q: Since you grew up in the Pomona Valley, what aspect of living in Southern California did you miss the most when you were back east?

A: This is easy: the weather. Especially after the last two years in Chicago, I'm very much looking forward to packing my winter clothes away.

Q: What are some of your other interests or hobbies?

A: I love international travel; learning (or at least trying to learn) foreign languages; and sports (both as an observer and a participant).

Q: During your stint as a travel writer for Rough Guides Ltd., what destinations did you most enjoy?

A: My two most memorable such experiences were traveling and writing in Melbourne and Victoria for *Let's Go: Australia*, and Amsterdam and Holland for *Let's Go: Europe*.

Q: If you could not fail, what would you do?

A: Play striker for FC Barcelona.

Julie K. Waterstone Associate Clinical Professor of Law

Course: Children's Rights Clinic



Professor Julie Waterstone earned her B.A. degree with honors in Law and Society in 1995 at the University of California, Santa Barbara. She completed her J.D. degree in 2000

at Northwestern University School of Law where she served as president of the Student Bar Association and was an instructor in the Street Law Program. A member of the California and Mississippi State Bars, Professor Waterstone worked as a civil litigator for Milbank, Tweed, Hadley & McCloy in Los Angeles for three years. She then served as Clinical Professor and Staff Attorney at the University of Mississippi School of Law's Civil Legal Clinic, where she developed the Child Advocacy Clinic. Three years later, she joined Public Counsel in Los Angeles as a staff attorney litigating special education cases and training pro bono lawyers and law students. She has also served on the advisory board of the Southern Juvenile Defender Center, the legal advisory committee of the Anti-Defamation League, and the executive board of the Mississippi Chapter of the American Civil Liberties Union, and as a volunteer for the Mississippi Volunteer Lawyers Project.

Q: What was one of the highlights of your own law school experience?

A: It was definitely my clinical experience in the Children and Family Justice Center at the Bluhm Legal Clinic. When I was a second and third-year student, I represented children in the delinquency system.

Q: Did you handle any particularly memorable cases there?

A: One case that I worked on in the clinic really stood out in my mind. A child who we represented was charged with

being an accomplice in a gang murder. He was accused of being "the lookout." He was such a young, naive kid, and it was his first time involved with law enforcement. Through our representation of him, what struck me most was our ability to help a child living in a society that was setting him up to fail. He was a poor, minority child in an impoverished area without any role models.

Q: Have you had an opportunity to observe other countries' approach to children's rights?

A: I worked with five other law students researching the governmental and non-governmental organizations' response to street children that included a trip to Cape Town, South Africa. I was very impressed by South Africa, where since the end of apartheid, it has become a pretty progressive, especially in terms of how they deal with street children. For example, they have an established right that children be protected from all kinds of violence, abuse and neglect.

Q: How did you transition from business litigation to public interest law?

A: After law school, I first went to work for Milbank, Tweed, Hadley & McCloy where I gained invaluable experience and was able to hone my research and writing skills. After being there for several years, I realized that although the cases were very challenging, I was not passionate enough about my work. I really missed that aspect of my professional life. This is primarily why I became a clinical professor at the University of Mississippi School of Law.

Q: How did you go about creating a child advocacy clinic at the University of Mississippi School of Law?

A: My first year at the University of Mississippi, I helped rework their existing clinical structure in the Civil Legal Clinic, but always with an eye toward creating my own clinic representing children. I spent that year getting a feel for the need in the legal community, meeting judges and local

practitioners. After assessing the need, I set up a child advocacy clinic that initially focused on representing children in the delinquency system. But by the next semester, I shifted gears to representing children who had been victims of abuse or neglect.

Q: What do you find most gratifying about representing children and their families?

A: Children are among the most vulnerable people in our society. They don't get to choose the families that they are born into. They don't ask to be abused, neglected or poor. The kids that I work with often start life with great disadvantages, whether it is because their parents are involved in drugs, criminal activity or any other factors. These kids need help, and by being their advocate, we help give them a voice.

Q: What do you enjoy most about working with/teaching law students?

A: Law students are energetic and eager to actively engage in whatever they are doing. I love the moment when I see the "light switch" go on in their heads. I know then that they recognize the value in what they are doing. It is also incredibly rewarding when I see that I have sparked some interest in them to represent children, whether it is something they are interested in doing as a career or pro bono. Even if my students do not choose to practice in the area of children's rights, I know they now understand why it is so important to help those less fortunate. I also know that they have seen the benefit of their legal education and how to put the tools they have developed into practice.

Q: How has your work at Public Counsel prepared you for establishing the clinic at Southwestern?

A: While at Public Counsel, I became immersed in the public interest community in Los Angeles and was able to establish contacts there, which are critical to

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developing a clinic. In addition, my work at Public Counsel has helped me develop an expertise in special education law and school discipline.

Q: What will be the focus of Southwestern's new Children's Rights Clinic?

A: I am meeting with people in the community to determine the greatest need and will balance that need with the goal of providing a clinical experience that will be most beneficial for Southwestern students. At this point, I am strongly considering a clinic that will focus on education issues, specifically representing children in expulsion cases and handling their special education issues. I will be teaching law students how to be lawyers in the context of pro bono children's rights cases.

Q: How many law students will participate in the clinic?

A: We have not determined the actual number of students yet. I believe that we are going to start small the first semester with perhaps only 4 students, but then quickly grow to 10 students per semester.

Q: What are some of your overarching goals for the Children's Rights Clinic?

A: To increase Southwestern Law School's place as a real player in the public interest community, and to be the only holistic clinic serving children's rights in Los Angeles, including education, dependency, and delinquency. We want to eventually have other professionals on staff including social workers and psychologists. And we want to provide 16 to 20 students a year with substantive law and skills training in this area.

Q: What is the main value or perspective you hope to impart to your law students?

A: The importance of helping those who are disadvantaged. There are so many people out there who need legal assistance who can not afford it, and even if you just help one of those people, you are making the world a better place.

N. Kemma Taylor

Associate Professor of Legal Analysis, Writing and Skills (LAWS)



Professor Kemma Taylor completed her B.A. degree in History in 1993 at Stanford University, and her J.D. degree in 1996 at the University of California, Berkeley

(Boalt Hall) where she was the recipient of a Graduate Opportunity Fellowship. She served as Abstracts Editor of the African American Law & Policy Report and as a member of the Berkeley Women's Law Journal. She was also a legal instructor for the law school's Street Law Program and a teaching assistant in the African & African American Studies Department. A member of the California State Bar, she practiced law for ten years in various areas of complex business litigation as an associate in the firms of McKenna & Cuneo; Levene, Neale, Bender & Rankin; and Browne Woods & George. She is the co-author of the "Antitrust" chapter of the California Business Litigation treatise published by Continuing Education of the Bar.

Q: What sparked your interest in becoming a litigation?

A: As a student, I worked for the Berkeley Community Law Center and had the opportunity to see and experience justice in action first-hand. The law center represented various clients in the community, and I had the chance to represent a client whose AFDC (welfare) was going to be wrongfully reduced. I attended an administrative hearing on behalf of the client and obtained a favorable result—they didn't cut my client's aid. That was my first time participating in the legal process. I realized, "Wow, litigators really can make a profound difference."

Q: What was the most challenging aspect of litigation?

A: Litigation at a private firm did not necessarily correlate to the view I had of litigation when I was in law school. It's not like on "LA Law" or any of the shows I watched growing up. I definitely thought litigation would be more glamorous. But there's a lot more that goes into preparing your case before it gets to trial. Sometimes there's a lot of drudgery—discovery motions, late nights at the firm when everyone is gone but you—and you don't see that until you actually start practicing.

Q: How did your legal research and writing skills help you as a business litigator?

A: A huge part of what we do as business litigators involves writing advocacy. Having strong, clear, persuasive, and concise writing abilities helps you convince the court and your adversary that your position is the right one. Refining this skill helped me to achieve better results in my cases.

Q: What prompted you to make the transition from law practice to teaching Legal Analysis, Writing and Skills?

A: When I was in practice, I spent a lot of time supervising young attorneys and helping them with their writing. I found those to be some of the most enjoyable experiences for me. When they were drafting motions for me, I would sit down with them and help them with their writing and with practical things such as "how do you make an appearance?" These were things that I learned as my practice grew. I tried to impart that to them. So when this opportunity to teach came up, I thought that I would really enjoy it.

Q: How did your earlier experience as a teaching assistant at Berkeley influence your decision to return to academia?

A: I taught Intro to African American Studies. It allowed me to experience a little taste of teaching. I had weekly classes with a section of 15 to 20 students. I lectured or brought in video clips and

slides, etc. But my decision to enter academia full time didn't come about until after having practiced law for 10 years, especially after helping younger associates.

Q: What is one of the most important things you would like to convey to your students?

A: If there's one thing I hope to impart to law students, it is to use the opportunities and resources that are available to them while they're at Southwestern: Get involved. Talk to the professors. Get in touch with alumni. Participate in clinics. People love to help and pass on their experience and wisdom to students. This will help them figure out what they want to do when they graduate. It will also help them make connections. Southwestern is an excellent place to take advantage of these resources.

Q: Did you always want to be a lawyer?

A: Actually I didn't. My dad is an attorney, and when he suggested law school, my first response was "no." I was a history major in college and academia was an option, but of course, I eventually did decide to go to law school. My father said, "You don't have to practice law, but it will give you more tools." I figured that it would buy me more time while I figured out what I wanted to do, but I wound up spending 10 years practicing. I think it's ironic that after deciding not to go into academia at the end of my undergraduate education, here I am now really looking forward to teaching.

Q: What are some of the key values you gained as Abstracts Editor of the African American Law & Policy Report?

A: As writers we have a responsibility to be accurate and ethical. It's important as legal writers that we're ethical in every aspect of it, from sources to citations to the arguments we're attempting to convey.

Q: Had you lived in California before coming here for college?

A: No. My father was a diplomat before he became an attorney, so I grew up in

different countries and settled in Medford, New Jersey, in high school. Before that, we had lived in Guyana, Trinidad, Brazil, England, and Switzerland.

Q: What are some of your outside interests or hobbies?

A: I love to run. The very first time I ran the marathon, I seriously injured my knee on the 20th mile. My dad had flown out from the East Coast to run the last portion of the race with me. As luck would have it, at the exact spot where he and I had arranged to meet each other, my knee gave out on me. I was in excruciating pain, but he encouraged me through that last stretch. It took about two more hours to finish the last six miles but I finished. I remember when I finally crossed that finish line I felt like I could accomplish anything. I'll never forget that.

Q: What are your favorite legal-themed TV shows and movies?

A: At the moment, I'm going through a phase of watching "Law & Order" re-runs on TNT. I also watch "Law & Order: Criminal Intent" and "Law and Order: Special Victims Unit." I don't watch for the legal aspects. I watch to figure out who did it. I try to put aside those courtroom scenes on TV because they aren't realistic, but I have fun trying to predict whether the jury will acquit or convict a defendant.

Q: If you knew you could not fail, what would you do?

A: It would be a talk show host, because they have a tremendous opportunity to touch people, empower them, and give them hope. I think we each have a responsibility while we're here to serve people in one way or another. And a talk show, done right, can serve that purpose.

Dov A. Waisman

Associate Professor of Legal Analysis Writing and Skills (LAWS)



Professor Dov Waisman graduated, magna cum laude, from Harvard in 1995 with an A.B. degree in Philosophy and completed his M.S. degree in Philosophy at the University of

California, San Diego in 1999. In 2003, he earned his J.D. degree at the University of California, Los Angeles, where he was a member of the Moot Court Honors Program and the UCLA Journal of International Law & Foreign Affairs. Early in his career, Professor Waisman worked as a housing coordinator for Project Renewal in New York. A member of the California State Bar and a certified mediator, he served as a litigation associate representing corporate clients for Silley Austin, and most recently practiced family law as an associate with the firm of Harris - Ginsburg.

Q: What were your responsibilities as a housing coordinator for New York's Project Renewal?

A: Project Renewal runs a variety of homeless assistance programs, including a number of shelters. My job was to help folks who had been living in the agency's shelters find permanent housing and make the transition back into the community. We didn't want to just help people find apartments and then leave them on their own. We organized weekly support groups, kept in close touch with them by phone, etc. I also did outreach work with a group of folks who lived underground in an Amtrak tunnel that ran below Riverside Park. Some people had been living there for decades and had built cabins out of scrap wood and cardboard boxes. It was extremely fulfilling work. I got to work with people who had come a very long way and were determined to move their lives forward.

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Q: At the time you were completing your Masters in Philosophy at UC San Diego, what career path did you have in mind?

A: I was thinking of becoming a professor of philosophy, specializing in 19th century German philosophy. After being in graduate school for a year, I realized that path was not for me. There was something about studying philosophy all day every day that was too abstract, too disengaged from the real world. I love philosophical thinking, but needed a context for doing it which had more to do with real life. So that's when I decided to apply to law school.

Q: What attracted you to a career in the law?

A: On one hand, I love to think analytically and I love to write. On the other, I have always had a strong interest in public service and helping people. Law seemed like a good way to combine those two sides of myself.

Q: What was the most valuable part of your experience as a judicial extern for Judge Stephen Reinhardt of the U.S. Court of Appeals for the Ninth Circuit?

A: My interactions with Judge Reinhardt. I wrote a memo for him on a first amendment issue relating to statements on several anti-abortion websites. He called me into his office with one of the clerks and we talked over my memo in detail. He is so sharp, so knowledgeable, and so passionately ideological. It was terrific.

Q: What are some of the things you accomplished to earn the American Civil Liberties Union Criminal Justice Award in 2005?

A: We provided legal advice and analysis to the ACLU in connection with the 2004 ballot initiative to amend California's Three Strikes Law. We were primarily responsible for analyzing and responding to legal arguments about how the initiative

would be implemented. For example, opponents of the initiative argued that if it passed, thousands of convicted felons would be released from prison. This was a complete distortion of the initiative's provisions on retroactivity and we provided the ACLU with the ammunition to rebut the argument. Although the initiative did not pass, we put up a great fight.

Q: How are you involved in the VIP Mentors* program?

A: I mentor a young man who was paroled from prison after serving five years for grand theft (person). I've helped him with job applications and some legal situations involving custody of his children, but mostly I've just been a sounding board and listener. After five years in prison, the transition back can be very tough. We've had a lot of heart-to-heart talks and become good friends. *formerly Volunteers In Parole

Q: What legal skills do you find particularly valuable in private practice?

A: In private practice, 80% of my time was spent on research and writing. At Sidley Austin, the majority of my practice was devoted to writing memoranda, drafting motions and other pleadings, and performing extensive research in support thereof. At Harris - Oinsberg, I continued to hone my research and writing skills in the context of family law, authoring numerous orders to show cause, pretrial motions, and trial briefs.

Q: What sparked your interest in teaching?

A: Over time, I found myself keeping a mental list of lessons I had learned, some of which I had been taught in law school and some of which I had learned on my own the so-called hard way. After a while, I realized how fun it would be to turn my mental list into a syllabus and teach the lessons I had learned to law school students.

Q: What are the most important points you would like to convey to your students about legal writing?

A: Legal writing is about winning a result. Good legal writing leaves no doubt in the reader's mind about what the result should be and why. Before beginning to write, a lawyer must be absolutely clear on two things in his or her own mind: what am I asking the court to do and why should the court do it. If one is not clear on these two things, it will be very difficult to write a piece that will persuade the reader. When it comes to the writing itself, it is important to state things as simply and succinctly as possible, to get to the point early, and to anticipate your opponent's objections.

Q: What has been the most surprising aspect of your legal career thus far?

A: I'm most surprised that, after leaving philosophy graduate school for law school and going into private practice as a lawyer, I rediscovered my interest in teaching and ended up back in the academic world.

Q: What are some of your interests and hobbies outside the legal profession?


A: Music is my biggest hobby. I play bass guitar and have been in a number of bands over the years. Most recently, I was in a band called Underground Orchestra, which still plays around town. I would describe the band's music as a cross between the Grateful Dead and Parliament/Funkadelic. I loved being in the band, but it was a huge time commitment. I decided to leave when my daughter was born in March.

Q: If you knew you could not fail, what would you do?

A: Become a virtuoso jazz pianist. ♣

Professor Gray Named Diversity Affairs Director

In keeping with Southwestern's longstanding commitment to diversity, Professor H. Nyrre Gray has been appointed as the law school's Director of Diversity Affairs. This new position supports the recruitment, retention, personal development and successful academic matriculation of students from varied racial, ethnic, cultural and other diverse backgrounds.



A 1999 Southwestern graduate, Professor Gray has practiced law for seven years and has been a member of the law school's adjunct faculty since January 2006, teaching Interviewing, Counseling and Negotiating and serving on the Faculty Ad hoc Bar Examination Task Force.

In announcing the appointment, Dean Bryant Garth commented, "We are fortunate to have as our new Director of Diversity Affairs a member of the Southwestern community who is familiar with our students, our historical commitment to diversity and our need for an expanded effort to recruit and ensure the success of students from underrepresented and disadvantaged backgrounds."

Professor Gray works closely with the Admissions Office to identify promising candidates, review application files, and serve as a resource and advocate for diversity. In conjunction with other departments, faculty and alumni, she will develop and support programs that attract and retain students from various groups and further promote a campus environment that values and celebrates diversity.

"Southwestern is committed to being a catalyst of change in the legal community," Professor Gray said. "All schools are dealing with the lack of diversity in the legal profession. Southwestern has a tremendous tradition of giving access to people from all walks of life, and I am proud to be part of that tradition." She enjoys working with individual students and looks forward to serving as "a resource to help them cope with the rigors of balancing life and law school."

AN EXPERIENCED LITIGATOR
Professor Gray's areas of practice have included contractual litigation, labor and employment law. Each year since 2005, she has been selected as a "Southern California Super Lawyer Rising Star," a distinction for lawyers considered in the top 2.5 percent of their practice area. Professor Gray has experience in litigating plaintiff employment discrimination claims in the areas of race, age, gender and sexual harassment in both state and federal courts, and has successfully argued before the 9th Circuit Court of Appeals.

She has been a featured lecturer on employment law, alternative dispute resolution and conflict management at the University of California, Irvine, and the University of California, Riverside, among other professional forums.

Professor Gray has served as a panel attorney for the NAACP and as a Mock Trial Judge for the Constitutional Rights Foundation. She earned her B.A. degree in Social Welfare from the University of California, Berkeley, and is a member of the California State Bar.

AN ADVOCATE FOR DIVERSITY
Professor Gray views diversity as a key element of legal education. "The ability to understand and advocate for various

perspectives is crucial to becoming a successful member of the legal profession; therefore a diverse law school setting is essential," she said.

As an alumna of Southwestern, Professor Gray knows first-hand both the exhilaration and stress that students experience. "I understand their concerns about academic performance, choosing the 'right' courses and externships, financial issues, and successfully entering a competitive legal market," she explained.

Professor Gray will work closely with the student leaders and faculty advisors of the various minority student groups. She will promote student participation in the activities of these organizations and facilitate networking with minority bar associations and individual members of the bench and bar.

In conjunction with the Development and Alumni Affairs Office, Professor Gray will coordinate alumni focus groups and create new avenues for alumni interaction with students. "Many of our younger graduates who want to stay connected with the law school are not in a position yet to contribute financially but would love to give of their time," she said. "They can counsel students, or participate in a 'shadow program' where students can meet them at their offices and hang out with them for the day."

Professor Gray is eager to build on Southwestern's emphasis on diversity and enhancing the law school experience for all students. "I will bring sincere compassion as well as an unyielding optimism for their success," she said. "I look forward to serving as a sounding board and conduit to the rich resources we have at Southwestern." ♣