

bolstered through the encouragement of student networks, role modeling, a supportive law faculty, relevant and appropriate curricula, a far-reaching student support scheme, ATAS tutoring, cadetships and exchange programs. The focus on success does not reduce the need for understanding the complexity of the indigenous student experience at law school. As many students still commence but do not complete degrees, it is clear that significant barriers remain and that further research in this field must be conducted. It is hoped, however, that the identification of positive contributors to success will allow universities and law schools to do more of what they are doing well and to introduce further positive factors to the indigenous law students' study environment.

## TEACHERS

### **The uneasy integration of adjunct teachers into American legal education**

A F Popper

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In many urban areas, a rich and varied community of potential adjunct faculty is available and law schools make frequent use of them. Despite their numbers, too often adjuncts remain shadowy figures who enter the law school under cover of darkness, rarely participating in the intellectual dialogue of the institution. Even more rarely do they participate in discussions about changing pedagogical styles, testing methods or other topics pertinent to teaching.

One way to address concerns about skills development is to use a corps of adjuncts to supplement conventional offerings in the curriculum. When adjuncts are used in conventional, upper-level courses, the likelihood that they will achieve the goals

of skills development is low. Either by design or by coincidence, they will do to their students in the classroom what was done to them when they were law students. Much of the pragmatism and experience adjuncts have achieved in the practice of law is probably lost or set aside.

Newly hired adjunct faculty are never too old, too distinguished or too wise to be above an indoctrination program carefully designed to communicate the few things on which your faculty might agree. You should present to the adjunct a clear picture of the kinds of teaching methods used and the success rates achieved by different faculty using methods such as simulation. You should describe the grave risks inherent in believing that one can prepare one's own materials for a course the first time through. You should describe the grading practices in your law school and explain the curve if one exists. This one-on-one training, generally by a faculty member serving as an associate dean, has an intensely paternalistic quality but law school administrators must clearly play the role of trainer at the outset.

We have long recognised that adjuncts are well equipped to teach skills courses, such as trial advocacy and negotiation. Adjuncts are also a terrific resource for enriching the upper end of any curriculum, the specialised 'capstone' courses. But there is a very real need to calibrate adjunct expectations of student performance. Adjuncts are often poor judges of students' interest in a field and of their sophistication in the field. Concepts that are second nature to the lawyer / expert / adjunct after 20 years in practice are new and complex to a second-year law student. The expert lawyer who is not aware of this disparity is likely to be ineffective as a teacher.

We come to hiring and evaluation. Many law schools find themselves inundated with requests from practising lawyers to take a shot at teaching. These schools can let the forces of nature create their resumé bank of prospective candidates. For many reasons, not the least of which is honesty about faculty diversification, it is a good idea to advertise positions annually. The sources of adjunct teachers are apparent: private firms and sole practitioners, the judiciary, government agencies, trade associations, public interest groups and nonprofits, and even the world of politics. As you cultivate potential sources of adjunct faculty, you are also spreading the good word about your law school.

Finally, to evaluation — most important, what to do when the evaluations of classroom performance are poor, alarming or otherwise problematic? Assuming that you are willing to invest some energy into the situation, rather than immediately firing an adjunct, consider whether the situation is one that would change if you found a complementary team teacher. Or the inadequate evaluations may be the result of external circumstances that can be corrected if you give the adjunct some help. But if all attempts to assist the adjunct have failed, the end game begins. There is no easy way to fire an adjunct.

## TEACHING METHODS & MEDIA

### **Class participation: random calling and anonymous grading**

J M Rogers

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A law teacher intends to teach not only legal doctrine but the analytic techniques used to ascertain and ap-