

One Small Step: Beginning the Process of Institutional Change to Integrate the Law School Curriculum¹

Suzanne E. Rowe² and Susan P. Liemer³

Moving one small rock can cause a landslide. Taking “one small step” can change the law school curriculum.

A small step requires no faculty vote, no committee review, and no administrative approval of additional funds or resources. A small step can be implemented by a single person with a vision. This person may be a professor, a dean, a member of the bench or bar, an alumnus, or a student.

Small steps can be tiny, almost imperceptible at the time. But they begin to change views about the curriculum at one law school.⁴ And they begin the

1. © Suzanne E. Rowe & Susan P. Liemer 2002. All rights reserved. The program that formed the basis of this article was entitled “One Small Step . . . ideas that one person can implement to begin the process of institutional change at his or her school.” This breakout session followed the plenary *Is the Tail Wagging the Dog? Institutional Forces Affecting Curricular Innovation*. After a brief introduction, we facilitated a discussion in which all those attending participated. Virtually all of the ideas we present here are theirs, though we have attempted to arrange and explain them in a way that will enable others to implement them. We are grateful for everyone’s participation, and especially for the assistance of Regina Umpstead, Michigan State University—Detroit College of Law, who kept notes during the fast-paced and animated discussion.

2. Professor Suzanne E. Rowe is the Director of Legal Research and Writing, University of Oregon School of Law. She previously taught legal writing and tax courses at Florida State University and the University of San Diego. Professor Rowe is the author of articles and essays on teaching legal analysis and legal writing, and she is currently writing her second book on legal research. She is active nationally in the Legal Writing Institute, and she joined ALWD’s Board of Directors on August 1, 2001.

3. Professor Liemer is the Director of Lawyering Skills at Southern Illinois University. She also teaches and pursues scholarship in the field of Art Law. Professor Liemer previously served as Director of Legal Writing at the University of Mississippi School of Law and Director of the Lawyering Process Program at Western New England School of Law. She has taught courses in Administrative Law, Sports Law, Advanced Legal Writing and Academic Support. She is a past president of ALWD.

4. Professor Louis Sirico of Villanova has offered a list of suggestions for legal writing programs seeking faculty respect and greater resources. A number of his suggestions are mirrored here, but his essay offers additional ideas that are valuable small steps for integrating the curriculum, as well as for gaining respect. See Louis Sirico, *Getting Respect*, 3 Leg. Writing 293 (1997).

process of erasing the artificial lines between doctrine and skills that too often are drawn in legal education.⁵

Small Steps

The small steps discussed below have proved helpful at law schools around the country. These steps range from educating the faculty about the pedagogy used in skills courses⁶ to promoting skills professors⁷ as faculty colleagues. Some steps require additional work from already busy people, but other steps require only a new approach or a changed attitude. Some small steps need to be coordinated with other people who value skills education and want to see it implemented throughout the curriculum. Some are contradictory: Should a skills professor spend the summer writing an article or teaching a doctrinal course?⁸ Choose from the suggestions below the ones that best suit your school and your style. Then take at least one small step forward.

1. Know the Faculty and the School's Institutional Culture

For small steps to be successful, they must be selected with a particular audience in mind. That means knowing the faculty at your school and understanding your school's institutional culture. The following steps will help you gather this critical information.

Go to lunch with faculty colleagues. Either join them in the faculty lunchroom or ask them to go with you to lunch away from the law school. The lunch does not need to have an agenda. Talk about local events, your backgrounds, your publications, the dean search, the students, or even sports. This is an easy way for faculty teaching traditional courses to begin connecting with skills professors and learning about skills pedagogy. For a skills professor who may have been isolated from the rest of the faculty, a lunch date can establish some common ground.

5. Norman Brand, *Legal Writing, Reasoning & Research: An Introduction*, 44 Alb. L. Rev. 292, 295 (1980); Barbara J. Busharis & Suzanne E. Rowe, *The Gordian Knot: Uniting Skills and Substance in Employment Discrimination and Federal Taxation Courses*, 33 J. Marshall L. Rev. 303, 304 (2000).

6. We use the term "skills courses" broadly to include clinical experiences as well as courses in legal writing, research, and analysis; negotiation and mediation; client interviewing and counseling; trial and appellate advocacy; judicial role-play and opinion writing; legal drafting (including litigation, legislation, and transactional drafting); and scholarly writing.

7. The term "skills professor" includes those who teach the courses listed in the previous footnote. We recognize that in many cases these professors also teach traditional doctrinal courses. We also realize that some "skills professors" do not yet carry the official title "professor." ALWD & LWI, *2001 Survey Results* questions 48 & 68 (available at <<http://www.alwd.org>>).

8. Susan P. Liemer, *The Quest for Scholarship: The Legal Writing Professor's Paradox*, 80 Or. L. Rev. 101 (2002).

Schmooze. Stop by the faculty lounge or drop in an office with an open door. Institute a weekly morning coffee or tea, where colleagues can gather in the faculty lounge for a snack and casual conversation.

Attend faculty retreats and colloquia, and encourage your colleagues to go as well. Speak up when the discussion turns to curriculum or pedagogy. Note who is open to curricular reform and who is resistant. Support those with innovative ideas. Develop relationships with those who are resistant, to learn whether their concerns stem from their own experiences as students, from previous faculty encounters with specific skills courses, from larger curricular concerns, or from some other problem.

Learn who the good teachers are at your school. Seek them out and share teaching experiences. Often good teachers recognize that thinking, writing, and doing are closely related. These teachers are likely to be open to skills pedagogy and may have valuable information about how to implement change.

Read what your faculty colleagues have written. Read their scholarly work, and discuss it with them. Read previous reports or curriculum reviews, especially those on skills courses.

2. Educate the Faculty by Promoting Skills Courses

Once you know the faculty, educate them about the goals and methodology of skills courses at your school. Few understand that courses labeled “Legal Writing,” “Lawyering Skills,” “Appellate Advocacy,” and “Negotiation” not only teach specific skills like writing, research, and oral communication, but also teach legal analysis.⁹

If you teach a doctrinal course that includes a skills component, invite colleagues to observe that component. Offer to work with colleagues on ways to include hands-on skills assignments in their courses.

If you teach a skills course, invite faculty members to attend. Often such visits are part of a process required for retention, promotion, tenure, or post-tenure review. Welcome these opportunities to educate the faculty about your work. Refer them to pertinent articles by legal writing and clinical professors.¹⁰

9. J. Christopher Rideout & Jill J. Ramsfield, *Legal Writing: A Revised View*, 69 Wash. L. Rev. 35, 45 (1994) (“the process of writing is in fact the process of problem-solving and thinking”).

10. E.g. Carol McCrehan Parker, *Writing Throughout the Curriculum: Why Law Schools Need It and How to Achieve It*, 76 Neb. L. Rev. 561, 562 (1997). For earlier bibliographies of scholarship about legal writing, most of which was produced by legal writing professors, see American Bar Association, Ralph L. Brill, Susan L. Brody, Christina L. Kunz, Richard K. Neumann, Jr., & Marilyn R. Walter, *Sourcebook on Legal Writing Programs* 149-174 (1997); George D. Gopen & Karry D. Smout, *Legal Writing: A Bibliography*, 1 Leg. Writing 93, 94-122 (1991). For more recent bibliographies, see Donald J. Dunn, *Legal Research and Writing Resources: Recent Publications*, a regular feature at the end of every issue of *Perspectives, Teaching Legal Research & Writing* (West 1992-2001).

Use e-mail to report programmatic progress to the faculty. A yearly update can show that skills professors are responding to suggestions or concerns with fresh and insightful approaches. Weave into the message the content and pedagogy of skills courses.

Create a web site for each skills course.¹¹ Include the syllabus and other course material. Share information about due dates for major assignments and other projects.

Manufacture moments for celebrating skills courses. Instead of simply announcing the winners of the best appellate brief awards, ask a law firm to sponsor a reception. Invite a representative of the firm to speak to the students about the importance of good writing and research. Ask the dean to attend and make comments.

Facilitate faculty discussions about students' skills. For example, if colleagues complain about problems with student writing, try sending an e-mail to the rest of the faculty asking what difficulties they encounter. While no teacher may be willing to discuss the problem on the listserv, several might approach the skills professor with concerns or insights. The skills professor can then serve as a conduit for suggestions about teaching legal writing to upper-level students.

3. Promote and Support Those Who Teach Skills

Find out which faculty members are currently including skills components in doctrinal courses and support these efforts.

Make the skills professors at your school visible. Introduce new professors at the first faculty meeting of the semester or at a special lunch, morning tea, or reception. Be sure to list their accomplishments and remind the faculty how fortunate you were to attract them.

Include on the school web site pictures and resume information about all skills professors, including clinical, legal writing, and library faculty. This material should be included on the faculty page, as well as the skills courses' pages.

Encourage skills professors to make presentations to the faculty in their areas of expertise. Since most skills professors practiced law before teaching, they likely have an interest in certain substantive areas. Making a presentation about new developments or pervasive concerns in these areas can show the professor's depth of knowledge beyond skills education.

Skills professors may also make presentations on skills pedagogy. Modeling skills pedagogy in making the presentation can show how techniques frequently used in teaching skills can make doctrinal courses more effective. The session could close with specific ideas on how to integrate some skills into traditional courses.

11. Some examples of course web sites can be accessed via the links at <<http://www.alwd.org>>.

For legal writing faculty, move away from the idea of a legal writing “program” that is run in lock step.¹² Emphasize the common goals of all legal writing classes without emphasizing trivial sameness. A small step like using different due dates for major writing assignments can establish legal writing professors as independent personalities, similar to other faculty members. Other small steps in this area include using different topics for writing assignments and varying page limits.

If you teach skills, promote yourself. Be at the law school and involved with the people and activities there. Be visible. To the extent possible, work in your office with the door open and the lights on. Walk around the building, visiting with colleagues in their offices and with students studying between classes. Attend faculty meetings and lectures. Offer to make a faculty presentation or lead a faculty symposium. Invite guest speakers from among your former classmates or colleagues in practice; ask them to address the student body and advertise the event widely. Walk the guests around the school and introduce them to the rest of the faculty. Promoting yourself may be especially important if your school has a habit of ignoring or shunning clinical, legal writing, or library faculty. Do not let unspoken assumptions stop you from taking a step. Take yourself and your position seriously.

4. *Coordinate Courses*

Skills professors and doctrinal professors can sometimes work together to coordinate the content and pedagogy of their courses. The range of coordination extends from casual conversations to formally linked courses.¹³ Students can benefit from seeing clearly the link between analysis and its application and communication. They also benefit if the linkage allows them to cover more material or to cover material in more depth.

On the most basic level, skills professors can use doctrinal professors as sources of ideas and as sounding boards for potential hands-on assignments. Many skills classes use different topics every year to minimize the possibility of students recycling old papers and presentations, so skills professors are continuously searching for topics. Doctrinal professors can offer insights about which topics may be both interesting and appropriate.

12. Thomas R. Newby, *Law School Writing Programs Shouldn't Teach Writing and Shouldn't Be Programs*, 7 *Persp.* 1 (Fall 1998).

13. A number of articles have discussed the range of possibilities. *E.g.* Busharis & Rowe, *supra* n. 5; Christine A. Corcos, Melvyn R. Durchslag, Andrew P. Morriss, & Wendy E. Wagner, *Teaching a Megacourse: Adventures in Environmental Policy, Team Teaching, and Group Grading*, 47 *J. Leg. Educ.* 224 (1997); Susan L. DeJarnatt, *In re MacCrate: Using Consumer Bankruptcy as a Context for Learning in Advanced Legal Writing*, 50 *J. Leg. Educ.* 50 (2000); Joseph W. Glannon, Terry Jean Seligmann, Medb Mahony Sichko, & Linda Sandstrom Simard, *Coordinating Civil Procedure with Legal Research and Writing: A Field Experiment*, 47 *J. Leg. Educ.* 246 (1997); Eleanor W. Myers, *Teaching Good and Teaching Well: Integrating Values with Theory and Practice*, 47 *J. Leg. Educ.* 401 (1997) (integrated Transactional Practice course); Barbara Bennett Woodhouse, *Mad Midwifery: Bringing Theory, Doctrine, and Practice to Life*, 91 *Mich. L. Rev.* 1977 (1993) (Child, Parent, and State course).

After curricular reform, if some first-year courses lose credit, some topics will not be covered. Coordination between legal writing and doctrinal professors can result in some of those topics being the focus of legal writing assignments instead.

Even without such a major change as curricular reform, some doctrinal professors simply may not have time to cover all the interesting topics in their courses. Coordination may mean that the doctrinal professor chooses to skip a topic that she knows will be addressed by a skills colleague. Using a topic that students have not seen before in a doctrinal class mirrors the real world where lawyers frequently encounter unfamiliar legal issues.

Coordination between skills professors and doctrinal professors may encourage the latter to include a skills assignment in her course. For example, a civil procedure professor may ask students to draft a complaint and answer and spend a class session discussing the important substantive considerations involved in writing these documents. This would free the legal writing professor to spend time on other aspects of drafting.

As another example, a writing professor can show doctrinal teachers how to incorporate writing into their classes. One legal writing professor worked with a contracts professor to bring a writing lesson into contracts class. After just summarizing the day's cases, their students wrote essay answers to a related contracts question. During a class break, the two professors quickly chose a few answers to project on a screen to illustrate problems in written organization and analysis. Then the professors reviewed those papers with the class. At the end of class, the students received an outline of a good answer and guidelines for scoring their efforts. The entire class was videotaped, the tape was edited, and it was shown at a faculty retreat to encourage others to try similar exercises.

Sometimes this coordination may lend itself to colleagues being guest lecturers in each other's classes. As long as the guest respects the host, this coordination can be advantageous for faculty and students alike.

In some instances, coordination extends to matching formally a skills course with a doctrinal course. The skills professor will know that all students have been exposed to the same doctrinal concepts at the same point in the semester. This allows the skills class to work more deeply within the analysis and focus more on the application and communication of the analysis. The relationship of faculty colleagues is critical to the success of these matches. As long as faculty work as equals, and recognize the expertise of each other, matching can be very successful. Care should be taken to avoid relationships where skills professors are treated as teaching assistants to doctrinal colleagues.

If course coordination is not a realistic possibility, any professor can incorporate practice skills into doctrinal or writing courses. Someone teaching a doctrinal course can have students negotiate a lease, draft pleadings, argue before moot courts, arbitrate a labor dispute, or present workshops on research skills. Writing professors can incorporate additional skills

components into their courses that enhance the students' learning without requiring much time.¹⁴ For example, after students have submitted a memorandum analyzing a situation, they can be asked to negotiate the situation with lawyers representing other parties. Or theater students can act as clients for an interview in which law students explain their analysis and gather additional facts.¹⁵ In a course in which trial advocacy is taught, students can draft a discovery plan or a motion to compel discovery.

5. Act Like a Duck

While most of the steps suggested in this section are aimed at skills faculty, such as clinicians and legal writing professors, doctrinal faculty may benefit from understanding the lengths to which their skills colleagues go to erase status lines and achieve respect.

Volunteer to write or update a section of the law school catalog, especially the part that discusses the skills you teach. Be sure that all skills professors are included in the catalog with the rest of the faculty.

When the ABA comes to inspect your school, become involved in the process. Offer to write the portion of the report that explains the skills courses at the school.

Take committee work seriously. More and more clinicians, legal writing professors, and library faculty are being included in faculty governance. The result is all teachers have an opportunity to work together and learn from each other's perspective. If you teach skills and are not assigned committee work, offer to join a committee whose work interests you but whose time commitments are not overwhelming. The Curriculum Committee is often an important one for professors of skills courses.

Skills professors can gain considerable respect by offering to teach doctrinal courses. This offer may come when there is a natural opening in the curriculum or on an emergency basis. For example, when a colleague had a personal emergency, a writing professor taught that colleague's contracts course for several weeks. The rest of the faculty suddenly remembered that she was a lawyer, as capable of teaching this course as anyone else on the faculty.¹⁶ Interestingly, the experience also showed her how much preparation is required to teach a doctrinal class for the first time.

14. See e.g. Beth D. Cohen, *Instilling an Appreciation of Legal Ethics and Professional Responsibility in First Year Legal Research and Writing Courses*, 4 Persp. 5 (Fall 1995). Depending on the climate of the particular school, incorporating more skills components may be seen as a positive step towards teaching professional lawyering or as taking time away from necessary instruction in fundamentals like legal writing and legal research. One response to the latter concern is that students write and research better when they understand the context of an assignment; conducting a client interview or discussing discovery can provide needed context.

15. Melissa Shafer, *Shakespeare in Law: How the Theater Department Can Enhance Lawyering Skills Instruction*, 8 Persp. 108 (Spring 2000).

16. This step offers the additional advantage of rebutting those who think that skills professors are not able to teach legal analysis. It demonstrates that skills professors do teach legal thinking, although they use different methods.

Offer to participate in hiring events. Appointments committees often need colleagues to drive the candidate to school, take her to lunch, or tour the city. Since some of these candidates are likely to become new faculty members, the people who assist with the visit establish good relationships early. Even if you cannot take such an active role, try to attend each candidate's job talk and offer a word of encouragement afterwards.

Make the hiring process for all skills faculty mirror the process for hiring any other faculty member.¹⁷ Candidates should meet with faculty, deans and administrators, students, and the hiring committee.¹⁸ They should be provided with transportation, housing, and meals. Even if skills professors are decanal appointments, including the entire faculty in selecting skills colleagues means the entire faculty has a greater investment in those who are chosen to join the faculty.

At some point, however, faculty members must ask how "duck-like" those who teach predominately skills are and should be. A growing number of schools have put their skills professors on tenure track.¹⁹ Many of these professors have earned respect and gained security only after acting like a duck, without duck-like salary or job security, for many years. But some question whether change may come sooner if the inequities in status and pay are more obvious to students, faculty, and alumni. Is it worthwhile to do all of the work of a duck for a low salary and minimal job security? In other words, do those who teach skills want to be real ducks, or just look like ducks?

6. *Involve the Students*

Students often appreciate their skills training. When a student praises a skills course or a skills component of a doctrinal course, suggest that the student share the praise with the dean, associate dean, chair of the Curriculum Committee, or student associations.

Get to know the members of the Student Bar Association, and discuss your ideas and goals with them. Faculty often listen to student interests and concerns, especially when the students are members of faculty committees.

17. Jan M. Levine, *Leveling the Hill of Sisyphus: Becoming a Professor of Legal Writing*, 26 Fla. St. U. L. Rev. 1067, 1111 (1999).

18. One area of uncertainty during this conference discussion was whether the candidate should make a presentation, and if so, what the presentation should look like. For a candidate who has been in the job market before, the typical job talk works well for showing both the candidate's substantive area of interest and the candidate's teaching style. However, practitioners interviewing only for legal writing positions often lack the guidance and exposure to prepare the traditional job talk. Some schools ask legal writing candidates to lead a simulated class, though law professors often make ornery "mock students" in these settings. If any type of presentation is required, the person coordinating the candidate's visit should take an active role in helping the candidate understand what is expected and the level of preparation required.

19. For example, from 2000 to 2001, the number of schools with tenured or tenure-track legal writing directors rose from thirty-four to thirty-eight. ALWD & LWI, *supra* n. 7, at question 45.

Include students in e-mail updates to the faculty. Let the students know that their insights about their skills classes are important and that their suggestions are taken seriously.

Skills professors can offer to hold a special training session for students who will work as faculty research assistants. Coordinating the training with other faculty members can build bridges between the legal research and writing curriculum, faculty scholarship, and student assistants.

Moreover, the research assistants, teaching fellows, or tutors who work with the first-year skills classes can be invaluable ambassadors. Their message to new students is that they learned so much and found the course so helpful that they returned to be part of the program.

7. *Reach Out to the Legal Community*

The local bench and bar can help provide real impetus for change in the law school curriculum.²⁰ To tap into this source, you have to be part of the legal community outside of the law school. Go to bar events and lunches. Offer to present workshops for continuing legal education (CLE). Or conduct continuing judicial education (CJE) or an orientation for judicial clerks.

During alumni weekends or board of visitors meetings, include presentations about skills education at your school. Skills professors should be visible throughout these events.

Invite guest speakers to talk to students or faculty about the importance of legal writing, legal research, and other lawyering skills in the real world. A doctrinal or skills professor can coordinate a research and writing assignment with a practitioner doing pro bono work.²¹

Working outside of the law school setting allows a skills professor to build a reputation, for example as a local expert on legal writing, oral advocacy, or negotiation. Once the outside world recognizes a talented faculty member, those inside the academy may begin to take that person more seriously.

8. *Write and Publish*

20. Bryant G. Garth & Joanne Martin, *Law Schools and the Construction of Competence*, 43 J. Leg. Educ. 469, 508 (1993) (reporting findings of a survey of Chicago lawyers revealing that oral and written communication skills were more important to beginning attorneys than substantive legal knowledge).

21. Rebecca A. Cochran, *Legal Research and Writing Programs as Vehicles for Law Student Pro Bono Service*, 8 B.U. Pub. Int. L.J. 429 (1999); Steven Schwinn, Panel, *Enhancing Law Classes with Pro Bono* (San Francisco, Cal. Jan. 3, 2001) (breakout session sponsored by AALS Section on Pro Bono and Public Service) (copy of prepared material on file with authors).

Much of the legal academy is driven by professors' publications.²² All professors should continue to develop their interests in various doctrinal areas and become familiar with the scholarship related to the skills they teach. Then they should publish.²³ Asking a dean or colleague to review a draft of an article lets others know of your work beyond teaching and involves them in the success of your piece.

Writing a book review can begin a publishing career without taking undue time away from teaching responsibilities. Alternatively, contact a legal publisher about the possibility of reviewing a book proposal.

For legal writing professors or clinicians whose teaching load is too burdensome to allow publishing long pieces, submitting a short essay to a bulletin or bar journal can demonstrate an interest in writing. Possible places for these publications include *The Second Draft*, the bulletin of the Legal Writing Institute; *Perspectives: Teaching Legal Research and Writing*, published by West; and *The Law Teacher*, published by the Institute for Law School Teaching at Gonzaga University School of Law. Even writing a short essay can link the author with others in the academy who know and care about the same work.

Once you have published, show students how to market pieces they have written. Bask in the reflected glory from successful student authors.

Dare to Dream Beyond Small Steps

If your school is ready to consider larger steps, consider leading a brainstorming workshop for your own faculty on how to further integrate your law school's doctrinal and skills training. In preparation for the conference at which the ideas above were generated, one of the co-authors of this report, Professor Liemer, led just such a workshop with the faculty at Southern Illinois University School of Law. The initial brainstorming there was not limited to small steps only, but rather was premised on imagining what the law school might do if there were no limits on resources. This brainstorming produced a wide range of ideas, which are discussed below.

Several suggestions included ways to encourage clinical and non-clinical faculty to work together. For example, a doctrinal professor could team teach a course with a clinician. Other professors could consult with clinical professors when developing teaching materials, using clinical professors as a resource for finding interesting and current problems. Perhaps doctrinal faculty could be rotated into the clinic to teach periodically. One professor

22. Patrick J. Schiltz, *Legal Ethics in Decline: The Elite Law Firm, the Elite Law School, and the Moral Formation of the Novice Attorney*, 82 Minn. L. Rev. 705, 751 (1998) ("Scholarship . . . is 'the hallmark of intellectual worthiness' in the academy [T]he 'importance of scholarship to the careers of law teachers is difficult to overestimate.' Intellectual satisfaction, prestige, promotions, increased salaries, and opportunities to move laterally all depend as much upon writing, and as little upon teaching, as does tenure.") (citations omitted).

23. Mary Beth Beazley & Linda H. Edwards, *The Process and the Product: A Bibliography of Scholarship about Legal Scholarship*, 49 Mercer L. Rev. 741 (1998).

suggested putting all the first-year students into a clinical setting, using a law firm model through which to cover their course material.

Ideas for integrating simulations into doctrinal courses also ran the gamut. A faculty could require a portion of every second-year course grade to be based on skills projects. A faculty could develop simulations of working in law firms for all third-year law students. A faculty could also agree on a list of important skills and assign them to different doctrinal courses. The most fundamental of those skills could be covered throughout the first-year curriculum. And faculty might identify and seek advice from a professor who already successfully integrates skills training into her doctrinal courses. To find out who knows how to do what, the faculty could hold a skills-doctrine fair, giving each professor a table (either real or virtual) at which each could explain what kinds of assistance he or she can offer others on the faculty.

One important goal that came up was integrating writing throughout the curriculum.²⁴ One way suggested to achieve this goal was to require problem solving in every course, with at least two writing assignments per course. These assignments would involve different audiences, such as one document written to a client and another written to the court. An astute observer noted that law students are rarely taught how to fill out legal forms correctly, even though they are required to do a lot of work with forms in some types of legal practice. This skill should also be included when writing projects are implemented across the curriculum.

Conclusion

Starting with small steps, which over time may add up to significant curricular change, could eventually lead to a law school at which such broader changes are possible. Although proceeding by smaller steps may take patience, it can make a real difference. At many schools, it already has.

24. Parker, *supra* n. 10.