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Stein Center News

Louis Stein Center for Law and Ethics

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Stein Center News - June 2015

Stein Center for Law and Ethics

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Fordham Law < Louis Stein Center for Law and Ethics < Newsletter < June 2015

STEIN CENTER NEWS

The e-newsletter for alumni and friends of the
Stein Center for Law and Ethics at Fordham



LOUIS STEIN CENTER
FOR LAW AND
ETHICS

June 2015

June 2015

Stein Alumni Awards Reception



We look forward to seeing many current Stein Scholars and graduates of the Program at the Stein Alumni Awards Reception on Thursday, November 5.

During the event, we will bestow the Stein Alumni *"In the Service of Others"* Award on Seth DuCharme '03 and Jessica Rose '01 for their inspiring commitment to public service. Seth is the Deputy Chief of the National Security & Cybercrime Section at the U.S. Attorney's Office for the Eastern District. Jessica is the

Director of the Community and Economic Development Program at Brooklyn Legal Services Corp. A.



The reception will also be a fun way to catch up with former classmates, meet the current Stein Scholars, celebrate the Stein Scholars Program, and visit the Law School!

Thursday, November 5, 2015
6:00-8:00 p.m.
Costantino Room • Fordham Law School
150 West 62nd Street

Hot and cold hors d'oeuvres and wine and beer will be served.

Registration will be available soon. Questions: slevine17@law.fordham.edu

Stein Bar Grant Fund 2015 Awards

Through the generosity of more than 40 Stein Scholars graduates, we were able to provide Stein Bar Grant Fund awards to ten 3L Steins committed to pursuing careers in public service, in order to help them offset the cost of bar preparation.

Here are words of appreciation from some of the recipients, all members of the Class of 2015:

Thank you so very, very much for this wonderful news. This will most certainly ease the load during my bar preparation and I am extremely grateful to receive such a generous award.

This is great news. I really appreciate all of your help!

Thank you so much for the good news! I truly appreciate this.

Thank you so much! I am so grateful.

THAT'S GREAT! Thank you! My heart was just sinking as I was just reviewing my checking account balance and loan statements, so this really is awesome news. I am very grateful!

Thanks so much! This will be extremely helpful. I've really enjoyed being a Stein Scholar and hope I can give back in the future.

Thank you so much for the generous gift—that is very exciting!

It's not too late to make a donation to the 2015 Stein Bar Grant Fund: [make a gift online now](#) by selecting "I would like to split my gift and/or select another designation" and then choosing the Stein Scholars Program. Thank you!

Spring, In Brief

This spring, the Stein Center sponsored two CLE ethics programs for legal practitioners: Ethical Issues in Public Interest Lawyering (March 30) and Ethical Issues in FCPA Investigations (May 11). The Center also signed on to two amicus briefs.

Ethical Issues in Public Interest Lawyering
March 30, 2015

With more than 70 New York legal professionals in attendance, four Stein Scholars graduates—Elizabeth Joynes '10, Supervising Attorney, Make the Road NY; Amelia Tuminaro '03, Partner, Gladstein, Reif & Meginniss, LLP; Alejandro Forte '99, Principal Attorney, Mental Hygiene Legal Service; and Joseph Krummel '00, Of Counsel, Ween & Kozek, LLP—analyzed and discussed real life public interest legal scenarios in order to explore options available under the Rules of Professional Responsibility.



With Stein Center Director Bruce Green as the moderator, the four panelists shared their views on how to address complicated and tricky dilemmas involving conflicts and confidentiality, representing incapacitated clients and allocation of decision making in the context of wage theft of non-citizen workers, tenant negotiations with potentially unscrupulous landlords, tensions between union members and union officials, and encouraging autonomy by disenfranchised clients.

At the conclusion of the program—the fourth in the Hot Topics series launched in fall 2012—participants received 2 CLE ethics credits for free.

Ethical Issues in FCPA Compliance & Investigations: Practical Advice from the Front Lines
May 11, 2015

On May 11, more than 70 participants learned what to do if confronted with potential wrongdoing in the context of the Foreign Corrupt Practices Act. Using a hypothetical example located in the imaginary country Briberia, the five speakers shared their expertise with the audience by identifying ways to help corporate counsel spot illegal behavior and offering them guidance on the most prudent ways to proceed.



The audience learned from the following five panelists:

- Charles E. Duross, Partner in the Securities Litigation, Enforcement and White-Collar Defense Practice Group and head of the global anti-corruption practice at Morrison & Foerster LLP
- Bruce Green, Louis Stein Chair of Law and Director of the Stein Center for Law and Ethics at Fordham Law School
- Devika Kewalramani, Partner and Co-Chair of Moses & Singer's Legal Ethics & Law Firm Practice
- Stephen R. Reynolds, Executive Vice President, General Counsel and Secretary at Aramark
- Stephen F. Stander, Senior Advisor, International, Legal & Business Affairs at A&E Television Networks, LLC

At the conclusion of the program, which was co-sponsored by the Corporate Law Center, participants received 2 CLE ethics credits.

Berman v. City of New York

The Stein Center joined 16 other organizations in an amicus brief before the Second Circuit Court of Appeals in support of the defendants-appellants' request to reverse the lower court's decision in [Berman v. City of New York](#). The amici urged the Court to hold that specific NYC consumer protection laws are not preempted by sections of the New York Judiciary Law and that such regulation does not violate the New York City Charter, in order to prevent debt collection law firms from engaging in abusive and deceptive non-litigation activities and concealing those debt collection practices behind the shield of attorney conduct.

Glossip v. Gross

The Stein Center, in conjunction with Fordham Law Professor Deborah Denno, filed an [amicus brief to the U.S. Supreme Court](#) seeking to have the judgment of the Tenth Circuit reversed, arguing that in switching to lethal injection, legislatures delegated implementation of the method to prison officials who adopted procedures without medical study or meaningful analysis. The specific issue in the case is whether the use of midazolam in lethal injections violates the Constitution's ban on cruel and unusual punishment. If the Court prohibits the use of the compound, it will mark the first

time the Justices have ruled a particular method of capital punishment unconstitutional in U.S. history.

New Stein Scholars and Stein Scholar News

This spring, the Stein Scholars Program hosted roundtables, implemented the Stein Public Service Fund, and admitted 7 new Steins into the Program. Additionally, many Stein Scholars were the recipients of a variety of awards at and before graduation.

Meet the 7 Spring Admits

Each year, the Stein Scholars Program admits several rising 1Ls into the Program. Join us in welcoming this year's spring admits!

Hannah Ahern, who will be interning with SCU's Human Rights in the Americas summer program at the Inter-American Court of Human Rights in Costa Rica, volunteered during her 1L year with Legal Orientation Program for Custodians of Unaccompanied Alien Children at Catholic Charities of New York.



Ridhima Goyal was active this past year with the Iraqi Refugee Assistance Project and with the South Asian Law Students Association. Prior to coming to law school, Ridhima interned at New York Asian Women's Center.

After having assisted in the Alternatives to Incarceration programs at The Fortune Society this past semester, Lucy Gubernick is looking forward to continuing her work there this summer. During the school year, Lucy also spent time as a Staff Editor for the *Fordham Environmental Law Review*.



Sahar Moazami's work with the National Lawyers Guild, Fordham OUTLaws, New Leadership Program/Legal Aid Society and Advocates for Sexual Health and Rights earned her the February 2015 PIRC Volunteer of the Month award.

Sean Murray is excited to start his summer internship at the DOJ Antitrust Division, in part because his career goal is to pursue antitrust regulatory practice. Prior to starting law school, Sean worked as an analyst with an economic consulting company.



Denis Nolasco, an evening division student, is passionate about international labor rights, which she will be able to pursue during her summer internship with the Communication Workers of America at their national headquarters legal department.

As a volunteer with Youth Law, Prisoner Rights Advocates, and the Student Bar Association, Herbie Rosen had an active 1L year. His commitment to service will continue during his summer internship with Judge Gerald Lebovits of the New York Civil Court.



Stein Public Service Fund

With alumni support, the Stein Scholars Program created and launched the new Stein Public Service Fund, which awarded seven grants to help expand social justice efforts at the Law School and within the broader community. Funding in varying amounts was awarded to the following seven projects, involving approximately 25 Stein Scholars in total:

- Together with the Safe Passage Project, four Steins helped to organize and execute the Safe Passage Project's May 2 Field Day, which consisted of a day of soccer and crafting for unaccompanied minors from Central America.



- Fordham Law Defenders, a new student group for those interested in pursuing careers in indigent criminal defense, received a grant to help cover the expenses associated with their first public policy and practice event, The Prosecution of Juveniles as Adults in New York (March 25), as well as the expected costs of FLD's first Professional Development Day, which will take place in early September and consist of a full day of activities, trainings, and discussions dedicated to professional development. Stein Scholar Prescott Loveland '15 spearheaded the formation of FLD and more than 10 other Steins were integrally involved with launching this new group.



- Several Stein Scholars will lead a group this summer to Austin, Texas, to volunteer with the undocumented minors program at RAICES (Refugee and Immigrant Center for Education and Legal Services).
- A 3L Stein Scholar spearheaded a trip with the Environmental Law Advocates to a community in Wedgewood, Florida affected by their proximity to landfills. The students engaged in legal research, conducted outreach, interviewed residents and attended a City Council hearing together with the environmental justice group Justice Escambia.



- A 2L Stein led a trip with Universal Justice to Santo Domingo to conduct legal and field research to facilitate a written report on the legal treatment and protections of LGBT people in the Dominican Republic.



- Three Steins worked in conjunction with the National Lawyers Guild and the Prisoner Rights Advocates to put together a March 26 panel discussion during Eliminate Solitary Confinement Week.
- Four 2L Steins received funding to help them process data they collected for a best practices guide for bail arguments in conjunction with the charitable bail organization The Freedom Fund and the Bronx Defenders.

Stein Scholars Award Recipients

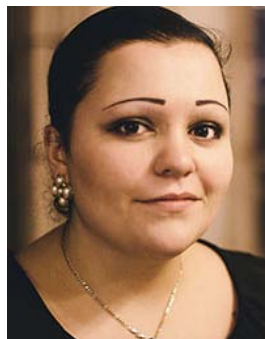
Three Steins were recognized at the 24th Annual PIRC Awards Dinner:

- Public Service Valedictorian – Prescott Loveland '15
- 1L Public Service Student of the Year – Deanna Baumle '17
- 2L Public Service Student of the Year – Rodrigo Ricxu Bacus '16



Stein Scholar Dana Swanson '15 received a Critical Language Scholarship from the U.S. Department of State's Bureau of Educational and Cultural Affairs, which will enable her to spend 8 weeks in Amman, Jordan, studying Arabic.

Two Steins, Marcella Jayne '18E and Sean Murray '17, received an Antitrust Law Section Fellowship from the New York Bar Foundation. Marcella will fulfill her fellowship at the NYC Office of the Federal Trade Commission, and Sean will work with the U.S. Department of Justice.



Finally, many Stein Scholars received awards during the graduation ceremony:

- Prescott Loveland received the Abraham Abramovsky Award in recognition of his outstanding performance in Trial Advocacy and the Joseph Crowley Award in recognition of his academic achievement and concern for others.
- Alex Cardenas, Elizabeth Ling, and Andrew Mainardi were awarded The Donald Magnetti Award for outstanding public commitment and contribution beyond the law school community.
- Estelle Wagner was given the National Association of Women Lawyers Outstanding Law Student Award for academic achievement, contribution to the advancement of women in society, and promotion of issues of concern to women in the legal community.
- Mary Gibbons received the Robert Aram Renzulli Prize in Criminal Law for excellence in the area of criminal law and commitment to engaging in public service criminal law work upon graduation.

Congratulations to them!

In the News

Mari Byrne '11 was recently quoted in the article ["Should Ohio ban judges from allowing plea deals that are 'lies'?"](#) Her *Fordham Law Review* note is the basis for a campaign to change statewide rules that govern how plea deals work.

Peggy Farber '04 is now working in the AG's office as an Assistant Attorney General in the enforcement unit of the Charities Bureau.

Rita Glavin '96 received the Leonard F. Manning Achievement Award at the *Fordham Law*

Review Alumni Association Centennial Reception and Dinner on March 31, 2015.

Dan Hafetz '10 is the Senior Advisor to the General Counsel at the New York City Housing Authority.

Gowri Krishna '06 has relocated from Rhode Island to New York City and will soon be starting as a supervising attorney at the Urban Justice Center.

Michael Landis '11 recently moved to Colorado to start a clerkship with Judge Christine Arguello, United States District Court for the District of Colorado.

David Levy '12 is back in Timor-Leste working with the Asian Development Bank as a Team Leader on a project related to ASEAN.

Marny Requa '04 is moving from Ireland to the U.S. to be an Associate Professor of Criminal Justice at Georgian Court University in Lakewood, New Jersey.

Michal B. Shinnar '11 is an Associate Attorney with the Law Offices of Gary M. Gilbert & Associates, where she represents employees in all aspects of employment law, including EEO discrimination complaints, disability accommodations, employee discipline, employment contracts, and wage and hour disputes.

Once Scholars, Now Teachers

Michael Haber '05

Associate Clinical Professor of Law and Attorney-in-Charge, Community & Economic Development Clinic at Maurice A. Deane School of Law, Hofstra University

I practiced Community Economic Development law in a community legal services program called Brooklyn Legal Services Corp. A for about 6 years before coming to Hofstra to teach its CED Clinic. At Hofstra, I have also created our Disaster Recovery Clinic, which helps low- and moderate-income families to recover from Superstorm Sandy, and I co- led our Occupy Wall Street Clinic, which represented protesters who were injured by police in civil rights litigation.



I find working with students in a clinical setting to be extremely rewarding. Even in the short span of a one-semester clinic, you can see students dramatically improve their writing skills, their comfort with clients, their confidence in client interviewing and counseling, their understanding of basic corporate and transactional practice, and their appreciation for how organizing, law, and even finance can be used as effective tools to support community struggles. Working in collaboration, students can accomplish quite substantial work for our clients, and the clinic has helped low-income communities to create community land trusts, worker-owned co-ops, community benefits agreements, affordable housing developments, after-school programs, community centers, legal services programs, and more than 100 nonprofit organizations fighting for a more just world.

Gilbert D. Martinez '00

Senior Lecturer and Assistant Director, Texas State University School of Journalism and Mass Communication



It's funny how life has a way of getting in the way of your plans, and how your plans must change if you're going to find interesting and fulfilling work.

Before I went to Fordham Law from 1997 to 2000, I had worked as a newspaper reporter. Having covered criminal and civil courts as my beat, I had planned to use law school to help me be a better legal affairs reporter and had dreams of traveling the country covering interesting trials and legal matters. But being a Stein Scholar and a member of the Stein Council, I became interested in public interest law. After graduation, I landed the New Voices Fellowship and worked with Texas Appleseed and helped launch the Equal Justice Center in Austin, Texas. It was good work, but going from daily deadlines at a newspaper to long-term legal projects wasn't a good fit for me.

After working with a career coach and spending time in deep introspection on what I really wanted to do, I found that my law degree was a credential to teach at the college level. I spent a few years at St. Edward's University in Austin, a small private liberal arts university, teaching communication and public speaking classes. But it wasn't until I joined Texas State University in 2003 as an adjunct

instructor to teach Media Law that I found my place in academia.

Since then, I have grown to love teaching a class that allows me to draw from my journalism background and law school training. Having a passion for free speech also helps. I have also been able to inject some of law school into my classes. I teach an honors course that studies free speech and free press issues. For me, teaching is incredibly rewarding and fulfilling. It allows me to push my students to think critically about important issues and realize their potential. I remember how my Fordham Law professors challenged me to think critically in my classes. I aspire to pass that on to my students.

For nearly the last three years, I have also served as an assistant director in the School of Journalism and Mass Communication. I work closely with our director on the school's leadership team to manage our school, one of the largest on our campus with more than 2,000 majors. I also work with part-time instructors and support all faculty on teaching issues. In addition, I coordinated the school's first-ever teaching clinic, a workshop to prepare our graduate students to teach lab sections for our journalism classes and digital and online media classes.

For law students considering teaching, my advice would start with a few questions. Do you want to teach as a career, or a class or two on the side while also working fulltime elsewhere? For career-minded folks, I would suggest considering graduate school to earn a master's degree in the field you want to teach. While you do learn how to do legal research and writing in law school, graduate school in your chosen field will help you learn how to do more academic writing and research, which will be necessary in certain positions. If you want to land a tenure-track position (which has become much more competitive in recent years), you'll have to have a research agenda and a plan to fulfill it. Had I known I was headed to academia when I was in law school, I probably would've tried taking classes to help bolster my legal researching and writing skills.

For those who are interested in teaching as a supplemental job, I would suggest reviewing your skill set and finding an appropriate match at nearby colleges and universities. Good places to look would be political science and criminal justice departments, but depending on your background, there could be others. I chose journalism because of my previous career as a journalist and passion for constitutional law. Many universities use part-time (adjunct) instructors to teach a class or two. It doesn't usually pay a lot, but it can get you in the door and give you valuable experience in the classroom. At Texas State, I started as an adjunct instructor teaching one section of media law, and now I'm an assistant director teaching multiple sections of media law (including an online section) and an honors class.

At our school, we sometimes hire professionals as part-time instructors. We want them to bring their industry experience into the classroom and help prepare our students for life after graduation.

I think Fordham Law prepared me for a career in teaching and university administration with the intangibles. I learned from my sharp and challenging professors and from the collaborative learning environment in the Stein Scholars Program and the Public Interest Resource Center. Not only has the Fordham Law experience contributed to my career, it has also been incredibly valuable in my volunteer work. It helped me be a more effective board chair at the Highlander Research and Education Center in Tennessee, and as board president of the Austin Cycling Association.

I wish I could say that I had all this planned and executed my plan to perfection, but I've learned that that's not the way life works! Fordham Law gave me the skills and tools I needed to navigate these career waters. It gave me options I didn't know I had, and it gave me critical thinking skills to find the best opportunities for me.

Mercedes Medina '96

Faculty Member, Paralegal Studies Program, Miami Dade College and Co-Vice President of the Wolfson Campus for the United Faculty of Miami Dade College

Teaching has been my tool to salvation. Prior to teaching at Miami Dade College and relocating to Miami, I practiced law. Since I was a child, I knew I wanted to be a champion for the disenfranchised and I thought the only way to achieve that goal was to be an attorney. My life was a dream when I was admitted to Fordham Law and the Stein Scholars Program and the dream became a reality when I was admitted to practice law. As an attorney, I was helpful; I provided a voice to clients who were bullied and abused by others. I was passionate in my service to the public. Unfortunately, I had also entered the field of law with divergent purposes. On one hand, I wanted to be an advocate for others, but on another hand, I struggled with my own hardships. I wanted to heal my own pains of being a victim of violent acts and I thought that being a lawyer, a powerful person that faced up to bullies, was the only way I could show that I had survived the



abuse. I faced each day as an attorney as though I were at war, and I was passionate in my advocacy. However, by living with the trauma of the violence that I experienced, along with the reality that I had not received counseling, the inevitable happened, I shut down. I closed my practice and gave up on what I thought was my dream. I was at a crossroads of my life. If all I had ever wanted to be was a lawyer, and I could not find happiness in being a lawyer anymore, who was I and what was my purpose? To me, not being a lawyer meant that I had no purpose, nor was there a reason for the abuse I endured. Without a purpose, I felt dead, and many times I contemplated making that feeling into a reality. I could no longer hide behind career, my emotional storms knocked down every structure I had built—personal and professional.

What seemed like an end to a story was actually a beginning. All my prior experiences, good and bad, came together in my role as an educator. I was offered an opportunity to serve as an AmeriCorps fellow, where I would teach in an inner city school for a year. The program also allowed me to develop my skills and participate in retreats to reflect on my experiences and personal growth. Through teaching, I felt resurrected. With counseling, continued professional development, and a community of supportive friends and colleagues, and most importantly by helping my students through their struggles, I began to heal. Through this healing, I came to the realization that it was not my title but the service I provided to others that mattered. I no longer limited my life experiences and professional skills to being an advocate in the court but saw its utility in the classroom. I could educate, inspire, and support our youth to overcome the challenges they faced each day and become leaders for social justice. However, to effectively teach, one must be authentic and competent. I had to pick myself up from despair and, once again, find a purpose to surviving. Through teaching, I began living an authentic life. Teaching has been both one of the greatest rewards and greatest challenges; it is the skill that, at least for me, requires continuous and ongoing feedback, introspection, and improvement. When I am at my best as a professor, I ask and hear what my students need from me and am able to respond appropriately. Each student, small group, club, and class is different and, regardless of the number of times that I have taught a given subject or in a given setting, I always try to remind myself that repeating what I have done before is unlikely to be good enough. I seek to continually improve my teaching by reaching out to, and receiving honest feedback from, my students and by watching and learning from the many great members of faculty that surround me every day.

Since leaving the practice of law to begin my work as a social justice advocate in education, my love for teaching has deepened and has kept me engaged in my communities. Once again, I love the law and I love sharing how to find, understand, and use the law to resolve conflict. When I witness the students become confident, competent, and community-oriented as a result of my influence and instruction, I feel joy. My passion to teach extends to training of peer faculty as the Wolfson Campus Faculty Facilitator for Service Learning and Wolfson Campus Honors College Lead Faculty. My membership in the United Faculty of Miami Dade College (UFMDC) and role as co-Vice President of the Wolfson Campus for UFMDC allows me the opportunity to train, mentor, and advocate for my colleagues, students, college, and community. This change in career has come with some challenges, but mostly I am faced with blessings. How wonderful it is to be part of an academy and team of educators that addresses societal needs through education, service, and community relationships.

Marny Requa '04

Associate Professor of Criminal Justice at Georgian Court University



Teaching and being involved in education is never boring. It involves an array of skills and activities, and the work is constantly evolving. I just completed my tenth year teaching at Queen's University Belfast in Northern Ireland, within the School of Law, and in the fall I'll be moving to New Jersey, to be an Associate Professor of Criminal Justice at Georgian Court University. I teach undergraduate and graduate students, in doctrinal courses and socio-legal courses in human rights and criminal justice, and in the past decade I have never stopped learning.

The challenges in a teaching position are many: You need to understand the detail of a topic plus have theoretical knowledge and an idea of the big picture. Teaching requires a knack for getting students interested and engaged but also, on the part of the teacher, good presentation skills and the ability to frame the issues and the course. Students come to class with a variety of experiences, and an array of perspectives enhances the group's understanding of a topic. Thus managing class dynamics, challenging assumptions, and facilitating discussion are important skills for teachers. As bell hooks explains, an engaged classroom requires an interactive relationship between students and teachers, for the benefit of all. Teaching doctrinal law has particular challenges: What is the best way for students to learn about the law—and gain technical knowledge—while making connections to wider trends and recognizing that law is not static? The most interesting discussions often arise after the class has a certain level of knowledge about a subject

and have a chance to consider how the law works in society. Teachers also spend time supporting students professionally and personally.

The most notable benefit of a teaching position is that it is never routine. Or if it is, you can change it by incorporating new activities, topics, or readings; by reading up on different pedagogical approaches; by making new connections to social, political, or historic phenomena. In doctrinal classes, legal authorities often change from year to year, keeping teachers on their toes and engaged in the content. When I was a 1L at Fordham, our contracts professor Peter Siegelman joked that in the first year of teaching, only the teacher learns; in the second year, only the students learn; and, in the third year, no one learns. In reality I think that dedicated teachers get better and better. (And it can take longer than a year to master a classroom!)

It seems to go without saying that teaching is rewarding. Working with engaged students, considering new ways of looking at an issue, and supporting learning is without a doubt fulfilling. Teaching in Northern Ireland has been fascinating, in terms of understanding the culture, educational approach, and legal systems. Most significantly the country is undergoing transition from political conflict; teaching law and human rights in this context is exciting and inspiring.

In terms of advice to students who may want to teach in the future: First, appreciate the excellent and supportive professors and deans at Fordham! Not only are they inspiring teachers but they go above and beyond their duties in helping Fordham students and have been a great support to me and to my fellow alumni. Second, I suggest taking courses that interest you most. My electives were generally in human rights and criminal justice topics, and those remain my research and teaching interests. The array of courses offered at Fordham is great; again take advantage of the professors' expertise related to your interests. Third, if you do begin on a path toward teaching or begin to teach, I suggest building expertise on a particular subject or group of subjects rather than being a generalist. Depth of knowledge in an area will help you immensely with teaching and research. (Academic research is the other half of my job, but I'll leave that discussion to another day!)

Irene Donna Thomas '96
Adjunct Professor of Law, Fordham Law School

During my years as a former labor union official, I attended possibly hundreds of classes and workshops designed to increase my effectiveness as a union advocate. As I engaged in classroom activities with sparkling eyes and acute excitement, I decided that teaching others to be effective advocates was what I wanted to do. Through experience, I became increasingly interested in labor and employment arbitration, particularly in exploring ways in which workers could be empowered through this process. As I saw it then, and to some extent as I see it now, labor's judicially forced, total reliance upon arbitration to resolve workplace disputes weakened labor unions by teaching workers to rely upon "business agents," who look like company executives and "neutrals" who probably never worked on a workroom floor a day in their life, rather than relying upon their own collective power. Many years later I studied the law. I became convinced that the law could be successfully used to protect workers wrongfully treated by their employers and to protect employers wrongfully accused of engaging in illegal workplace practices.



The biggest challenge I initially faced as an adjunct professor was student motivation and engagement. On the first day of class, I ask each student what motivated them to register for my class, Labor and Employment Law Arbitration. Some students admit that they are curious about the subject matter while others announce an interest in the topic for future career purposes. My challenge, therefore, is to ignite and excite: engage students to participate in class and stimulate them to explore the subject matter.

Fortunately, I am not often frustrated in my efforts to accomplish the goal of obtaining student motivation. Through the use of real-life hypotheticals to flesh out the legal principles under consideration, students naturally are inquisitive, challenged and engaged. By the semester's end, I am deeply satisfied to see that students who knew nothing about labor and employment arbitration law are enthusiastically arguing these principles and "representing" clients as though they were born to do it.

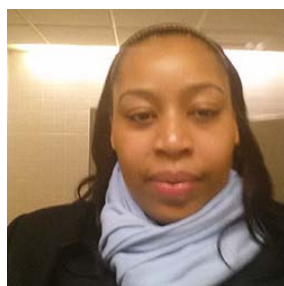
Enjoyment for the subject matter and professor enthusiasm are vital for those who may consider teaching as a career. My experience teaches that enthusiasm for both the task of teaching and for the subject matter taught has a direct impact upon student motivation. The teacher's enthusiasm is contagious: students become motivated to master the subject and eager to participate and learn.

I anticipate that the trend for teaching in general and teaching law students in particular will increasingly focus on graduating practice-ready students. The white paper "Hiring Partners Reveal New Attorney Readiness for Real World Practice," issued by Lexis-Nexis, states among other things that 96% of hiring partners and supervisory associates believe that newly graduated law students lack practical skills related to litigation and transactional practice. Of course, learning the theory underlying the law is not just a good idea, it is essential. Legal theory provides the foundation for solid, effective advocacy. But, as law firms continue to downsize and merge, and as more law graduates hang their own shingle, there will be an increased need for associates with practical, hands-on experience to reduce the loss of productivity and costs associated with a new hire. On average, a law firm spends about \$19,000 per year to train a new associate. It is this practical experience that I wished was more available to me in law school. For instance, although there were numerous, award-winning trial advocacy and moot court programs, in actual practice many advocates, especially those in labor and employment law, may never get to trial. In this area of the law, due to excessive motion practice, a focus on case-studies involving motions to dismiss and summary judgment practice beyond legal theory would have been useful.

After all these years, I am still excited about labor and employment law. As a teacher, I continue to be excited about teaching labor and employment law. It is my sincere hope that my starry-eyed enthusiasm for the subject matter motivates my students to increase their willingness to learn this area of the law and to participate in class energetically.

Janelle Winston '04

Adjunct Professor of Law, Fordham Law School



I worked as a substitute teacher during college; I absolutely loved it. When I learned of the adjunct position with Fordham, I jumped at the opportunity. Teaching provides an occasion to impact future lawyers. It also keeps me up-to-date. I believe in life-long learning, and teaching allows me to learn from a wide variety of students each semester.

Initially, I think that I underestimated the impact of so many different personalities in one classroom. One or two students can completely change the dynamic of the class. Over time, I've learned to gauge each student's personality and learning style. It's challenging but it makes the course more inclusive.

I teach a skills-based course. I grade based on the student's ability to grasp the concepts highlighted throughout the course as well as the student's ability to apply those concepts and skills during the simulations and in-class exercises. The most satisfying part of my job is when a student finally conquers a difficult skill. That feeling of accomplishment is priceless. I can't help but be proud. I think that life experience is the greatest tool that an educator has to offer. I frequently draw on both my work and personal experience to guide students through the materials. I often use my own cases to help students understand legal concepts and the application of ethical rules. I reference my work as an Assistant District Attorney and labor attorney in practically every class. The students are genuinely interested and actively participate. My advice for students or graduates who are thinking about pursuing teaching is to jump in with both feet. If you are excited about the work, the students will be excited about the course.

What's New with the Stein Directors?

Jennifer Gordon has been on the go this spring, moderating and speaking at multiple conferences and workshops. She was a panelist on "Solving Wicked Problems," Open Society Foundations Forum (January 14, 2015), speaker on "Supply Chain Approaches to Regulating Global Labor Recruitment," International Law Colloquium, Temple University Beasley School of Law (March 2, 2015), participant in "Convening on the Future of Work," Columbia University School of Law (March 13, 2015), speaker on "Re-Governing Work in the Global Economy," Faculty Workshop, Vanderbilt School of Law (March 25, 2015), moderator with "Urban Labor and Employment: Dispatches from the 1099 Economy," Conference on Urban Law and the New Economy, Fordham School of Law (April 24, 2015),



Conference on Urban Law and the New Economy, Fordham School of Law (April 24, 2015),

moderator on the plenary session on Public/Private Partnerships and Other Collaborative Models for Closing the Justice Gap, Fourth Annual Access to Justice Conference, Fordham School of Law (May 11, 2015), panelist on "Strategies for Protecting the Labor Rights of Migrant Workers" and "Birds of Passage' 35 Years Later," at the Labor and Employment Research Association Annual Meeting in Pittsburgh (May 30, 2015), commentator on "Worker Centers and Labor Law Protections," NYU Law School 68th Annual Conference on Labor (June 5, 2015), and panelist in "Roles for Workers and Unions in Regulating Labor Recruitment," Conference on Temporary Labor Migration in a Globalized World, Onati, Spain (June 11, 2015).

Since the beginning of May, Professor Bruce Green has spoken on access to justice at a conference at Texas A&M Law School, participated in a brainstorming session at Georgetown Law School on juvenile defense and legal ethics, and helped organize a gathering of academics (the "Criminal Justice Ethics Schmooze") at Fordham to discuss works in progress on ethics in the criminal context. He also has spoken at programs presented by the NY State Bar Association, the NY City Bar, the NY County Lawyers' Association, and Fordham Law School. This summer, he will speak at Stanford Law School and at the annual conference of the Southeast Association of Law Schools.

As the keynote speaker, Professor Russell Pearce spoke about "Who is a Wise Lawyer?" at the Nootbar Institute Conference on Wisdom, Law, and Lawyers at Pepperdine Law School. He also co-authored, along with Eli Wald and Swethaa S. Ballakrishnen, "Difference Blindness v. Bias Awareness: Why Well-Intentioned Law Firms Have Failed to Create Diverse Partnerships," 83 *Fordham L. Rev.* 2407-2455 (2015).

Transitions Among the Stein Center Co-Directors

Join us in saying goodbye and thanks to one Stein Center Co-Director and welcoming another.

Sheila R. Foster, the Albert A. Walsh Professor of Real Estate, Land Use and Property Law at Fordham Law School, will be stepping down as a Stein Center Co-Director after more than a decade of service. Recently named the faculty Co-Director of the Fordham Urban Law Center, Professor Foster served as Vice Dean of the Law School from 2011-2014 and Associate Dean for Academic Affairs from 2008-2011. She is the author of numerous publications on land use, environmental law, and antidiscrimination law. Her early work was dedicated to exploring the intersection of civil rights and environmental law, in a field called environmental justice, and her most recent work explores the legal and theoretical frameworks in which urban land use decisions are made. Professor Foster is the recipient of two Ford Foundation grants for her work on environmental justice and urban development and she is also the coauthor of a recent groundbreaking casebook, *Comparative Equality and Antidiscrimination Law: Cases, Codes, Constitutions and Commentary* (Foundation Press, 2012). She has taught and conducted research around the world in Switzerland, Italy, France, England, Austria, Colombia, Panama, and Cuba.



Associate Professor Kimani Paul-Emile is the new Stein Center Co-Director. Professor Paul-Emile teaches and researches in the areas of law and biomedical ethics, health law, drug policy, and legislation & regulation. In 2011, she was awarded a Public Health Law Research grant from the Robert Wood Johnson Foundation, the nation's leading philanthropy on health and health care. In 2013, Professor Paul-Emile was selected by the Greenwall Foundation to receive a Faculty Scholar Award in Bioethics for 2013-2016, which was awarded to enable her to carry out original research to help resolve important policy and clinical dilemmas at the intersection of ethics and the life sciences. In 2014, she was named to the ABA Lawyers of Color "50 Under 50," a comprehensive catalog of minority law professors making an impact in legal education. She is the author of multiple articles, including "Reconsidering Criminal Background Checks, Race, and Redemption" in *Challenging Punishment* (New Press, forthcoming 2015).

We are very excited to welcome Professor Paul-Emile to the Stein Center and the Stein Scholars Program, and while we are sorry that Professor Foster is no longer a Stein Center Co-Director, at least she has not gone too far!

