ident or provost will take the measure of you, but you must do the same of him (or them). No other constituency can do more to help—or impede—the success of your efforts as dean. So it is critical that you share with the central administration a set of common aims and objectives.

Fourteenth, from the first moment of candidacy, act like you want to be the dean, and do not relent. Once you decide you want to be the dean, project the enthusiasm and energy that, if successful, you will be expected to bring to the position. Show interest and excitement at the prospect of being a part of the community of the institution. Deans make decisions, and good deans have the judgment to make good ones. If you have the judgment and skills needed to be a good dean, the odds are high that you will be a good dean candidate. Therefore, during the search, trust yourself and your instincts. Those who interview you will seek to acquire a sense of how you make decisions; if your judgment is good, you will demonstrate it.

Calling professor AAA: how to visit at the school of your choice

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Alphabetic superiority is the key to frequent visitor miles. Working with an existing database of faculty who began tenure-track posts at accredited law schools during the late 1980s, the factors distinguishing those who had spent one or more visiting semesters at another law school from those who had never left their tenure-track home base were examined. Among the 816 individuals in this database, 21.8% had spent at least one semester visiting another law school. Alphabetic placement of the last name emerged as a striking distinction between this group and their stay-at-home counterparts.

Those who had visited other law schools boasted last names that began, on average, with the letters *Ir.* The group who had never wandered from their tenure-track turf had last names that began on average, with *Ko.* This difference of two letters had only a .005 probability of occurring by chance.

Alphabetic placement of the last name remained one of the most significant predictors that a professor had visited another school; the farther down a name fell on the alphabetic roster, the less likely that person was to have visited another school.

Other results of the regression are equally intriguing. Neither teaching awards nor publications correlated significantly with visits to another law school. Nor did prestige of the institution at which a teacher held a permanent position. After controlling for multiple variables, it was found that people at high-ranking institutions were just as likely to visit other schools as were their peers at lower-ranking institutions.

Most pre-teaching credentials also failed to predict the likelihood of a visit. College selectivity, school prestige, four types of clerkships, private practice experience, a history of non-tenure-track teaching before joining the tenure track, possession of an LLM, possession of a nonlaw master's degree—all showed no significant association with visits. People who identified themselves as conservatives were no more or less likely than others to visit another law school. Similarly, stressing economic perspectives in the classroom neither increased nor decreased the likelihood of a visit. But people who emphasised critical race theory in their teaching appeared more likely to visit other schools, and faculty who stressed feminist perspectives seemed less likely.

Older professors were significantly less likely than their younger colleagues to have visited another school, while men of colour were significantly more likely than white men to have visited. Women (regardless of race) did not differ significantly from white men in their propensity to visit, although both minority and white women (like white men) were less likely than men of colour to have engaged in a visit.

This account represents just a preliminary investigation into the factors influencing professorial visits. The database includes only people appointed to a tenure-track position between 1986 and 1991; different factors might predict visits by more senior or junior faculty. The alphabetic association, however, is strong even in this preliminary analysis—and it seems unlikely to disappear through refinements of the database. The result is intriguing, because schools surely do not intend alphabetic discrimination in their offers to visit. The relationship probably arises from the ubiquitous lists associate deans use to fill visiting positions. If these lists appear in alphabetic order and if weary associate deans work their way from top to bottom, then people with names falling early in the alphabet may receive visiting invitations more often.

The alphabet does not seem to influence other types of career moves in the legal academy. Using the same database of law faculty, no significant association was found in this instance between surname and the prestige of institutions at which professors obtained their permanent tenure-track positions. Similarly, people with names falling near the beginning of the alphabet were no more likely than the alphabetically challenged to publish articles in top law journals or to accumulate a higher number of citations to their articles.

The alphabetic bias in visits seems more curious than disturbing. But the relationship yields both a practical lesson and a prospect for future research. The practical tip is for associate deans struggling to find a visitor to teach that first-year section of 150 students: start at the bottom of the list. The people with laggard last names have been asked less often they may be more likely to say yes.

Sociologists and other scholars of the workplace, meanwhile, might devote more attention to order effects like the alphabet. Few studies examine the impact of alphabetic or other sequences on hiring,

promotions, and related workplace decisions. Political scientists, on the other hand, have documented order effects in voting.

The workplace may sometimes operate with alphabetic order exerting some influence on decisions for which an employer either gets relatively little information about applicants or has no strong preferences among a pool of candidates with similar qualifications. On the other hand, when more information is available or when it is important to select the most qualified applicant, order effects seem to disappear. Further exploration of these effects could enhance understanding of workplace patterns.

Deconstructing the rejection letter: a look at elitism in article selection

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Consider the student law review editor who rejects an article ostensibly because of deficiencies in the author's legal reasoning. Might the real reason be political? Imagine that the editor represents a highly influential law review and the author is an assistant professor who needs an acceptance by an elite journal for promotion. Notwithstanding assurances that it comes only after careful consideration, might rejection be a vehicle for reifying social and power relations which are characterised by domination? If so, might we not, using exam grading as a model, move to blind reviewing of articles?

Can critical legal studies help us evaluate the phenomenon of law review article selection? Not much, unfortunately, because of its reluctance to take its legal realism and Marxist roots out of the realm of high theory. Its successor movement, critical race theory (CRT), is less skittish. The charge that the law consistently favours the powerful in the distribution of benefits and burdens extends now to such diverse concerns as free speech, immigration policy, welfare policy, employee rights, the criminal justice system and the tax structure.

This is not to suggest that CRT has won the battle over the law's non-neutrality. But surely it has won the battle for legitimacy in the law reviews. Twenty years ago, minority academics were excluded from the civil rights debate. Now hundreds of their articles appear in the law reviews, including the elite reviews and a large proportion of the articles are on CRT.

Just as in the criticalist view the law bolsters establishment positions, so the top law reviews systematically favour articles from authors (whether majority or minority) at high-status institutions (HSIs). If criticalists are right that institutions are designed primarily to extend the power of their founders, then it should follow that standards for their decision-making would be selected and applied with the same objective. Since articles by faculty from low-status institutions (LSIs) can ordinarily add little if any status value, one would expect such articles to be substantially disadvantaged in the evaluation process at HSIs. If this were the case, it would represent a major blow to any notion that law reviews, and maybe even law schools, function as meritocracies.

No generally accepted way to measure quality is available, because there is wide disagreement about appropriate standards. A heuristic has come into use to solve the problem of quality: placement of articles in the top journals. If editors at the top journals do not conduct blind reviews of submitted articles, then selection will likely be grounded to some extent on a basis other than quality. That the top law reviews in fact disproportionately publish in-house work is well established. CRT would predict that one inference that could be drawn is that the reviews are feathering the school's nest.

While no systematic study of law reviews shows conscious exclusion of faculty at LSIs, quite a lot of anecdotal evidence points in that direction. Several recent law review articles unabashedly rate law reviews according to the institutional status of their authors. It should not be surprising that the most extensive study of the law review selection process concluded that the lack of blind review seriously comprises the credibility of the manuscript review process.

The notion that scholars' prestige should be taken into account in evaluations of their work is not indefensible. The reputation of an author, corresponding to a familiar trademark in markets for goods and services, is one criterion and not the worst. Readers, knowing Posner's work, may well be more interested in what he has to say on a particular subject than in the views of a less well-known scholar. But what is indefensible is giving points for such things as the author's academic affiliation or the number and length of footnotes. And the literature on law reviews offers little support for such practices. And yet, unless one simply assumes that LSI authors do not have what it takes, the prestige of an author's school is given considerable weight.

TEACHING METHODS & MEDIA

Situated learning and the management of learning: a case study

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Situated learning, focusing on the pragmatic and social aspects of learning, has as its basis the notion that learning is essentially dependent on the immediate situation of action. It is a strength of the theory that it supports a constructivist approach to learner-centred instructional design. Nevertheless, even a learner-centred theory, such as situated learning, requires more if its product is to be successful in facilitating learning. Student learning requires management at every level: within individual learning activities, within a module syllabus and within a curriculum. It is essential for the success of embedded IT that instructional designers pay attention to learning management issues, that they signal the presence of