

ADMINISTRATION

The modern law dean

J A Miller

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Law school deans have an enviable job. They lead, in a loose sense, a distinguished institution and are well paid for the privilege. It is a hard job, but doubtless there are harder ones. The law deanship requires the ability to play many roles. One role is beginning to overshadow the others. We have entered an era when increasingly the law dean is first and foremost public envoy, professional fundraiser and alumni booster. The law dean is 'the rainmaker'. Of course law deans have always been rainmakers to some extent, especially in the private schools. But today the external role is becoming paramount throughout legal academia and forcing a reallocation of the dean's time and energies.

Powerful forces that cannot be deterred or safely disregarded are contributing to the rise of the rainmaker. Obviously, the financial needs of our schools are driving the trend. Most private schools are pressing the limits of what they can charge their students. The public schools are being asked to raise more of their budgets with tuition and private funds. At the same time the costs of libraries, technology, buildings, salaries and other capital costs and operating expenses continue to rise. As a result private giving is an indispensable component of the overall financial picture of legal education and the dean is uniquely situated to maximise this private giving through her personal efforts.

But, just as fundamentally, our marketing sophistication is increasing. We know the opportunity is there. We know we can do it. Big time fundraising is not just for the Ivy League anymore. Today public law schools and lesser-known private schools are into it as well.

Part of the pressure we feel to become more aggressive in our approach to the market for legal education arises from changes in the legal profession and changes in its attitude toward us. The MacCrate Report signalled this latter change most clearly. The profession is demanding from the law schools a more finished product.

Why must it be the dean? Can't someone else meet and greet the alumni? The dean's presence not only shows proper respect for the external audiences, it also commands respect from them. The dean is also best placed, if not always best suited, to view the larger scene and represent the interests of his institution to the outside world and vice versa. The dean can and should work with others in the law school to communicate with external audiences in appropriate circumstances. But in the end it is the dean who is designated to speak for the institution.

To be fully effective the dean must remain engaged with the school's day-to-day life. One of the real advantages of the rainmaker model is that it emphasises the dean's obligation and opportunity to lead rather than simply manage the school. The rainmaker dean is in frequent contact with the forces external to the law school that are shaping its future. Moreover, the rainmaker is unhampered by some of the routine management chores that often consume the traditional dean.

The dean is the key intermediary between the central administration and the professoriat. Many universities also depend on the deans for strategic planning, policy making, and related matters such as service on university committees and searches.

The relationship between dean and faculty is crucial and delicate. There are tensions inherent in it since the dean serves as advocate for the faculty and also as supervisor. The dean should be, and usually is, a colleague. Moreover, the faculty and its committees share authority with the dean on many key issues such as hiring and curriculum.

The rainmaker less resembles a law professor than does the traditional dean. Instead, the rainmaker may seem more like the chief executive officer of a business, and the rise of the rainmaker may be seen as a threat to the present balance of power between deans and faculties. Relatively few law deans regularly teach a substantial load any more. For most deans there simply is not time. For this reason, it is possible that students will feel little direct

impact from the rainmaker dean's changed role. Indeed, the rainmaker dean may be more visible to the students than the hybrid dean, since successful external efforts often involve students.

Obviously the external constituents of the law school receive increased attention from the rainmaker dean. A key purpose of the rainmaker model is to increase the visibility and value of the law school in their eyes. The success of the rainmaker is measured, in part, by private gifts, goodwill, and favourable publicity gained for the school and, in the case of public schools, by triumph or failure in the legislative area.

There is a significant difference in the way we perceive the deanship once we accept the idea that the dominant role is rainmaking. Traits such as charisma and personal warmth take on greater importance than we might otherwise accord them. Outside connections may become more important than traditional academic achievements.

Though the rainmaker dean, like the traditional dean, is properly judged by the quality of her leadership, we tend to measure that quality in different ways than in the past. The ability to develop and articulate a vision for the school becomes vital because of the vision-bearer role.

Each law dean travels a different path and bears different burdens. Each school has unique needs, challenges and opportunities for the dean to address. But even so, the rise of the rainmaker model will touch every school and every dean.

ADMISSION TO PRACTICE

Desiderata: what lawyers want from their recruits

V Bermingham & J Hodgson

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One of the central questions to be addressed in examining the skills and qualities which different groups of recruits bring into the legal profession is why graduates of the Common Professional Examination/Postgraduate Diploma in Law (CPE/PGDL) in the United Kingdom are apparently more attractive to employers than law graduates. There appears to be a widely held belief