

The Society of American Law Teachers—SALT—is proud to announce that Phoebe A. Haddon, Dean of the University of Maryland School of Law, is the 2011 recipient of the SALT Great Teacher Award.

Since SALT's inception, its progressive law teachers have worked for justice, diversity, and academic excellence. Throughout her career as a professor and now as a dean, Dean Haddon has been at the forefront of this effort as a scholar, leader, advocate, and teacher. In her scholarship, in her work with organizations dedicated to improving legal education, and in her classroom, Dean Haddon has articulated a compelling vision of the law as a public calling. In so doing, she has inspired generations of lawyers who uphold a commitment to public service and community engagement while pursuing careers grounded in an abiding commitment to equal access to justice and fairness.

In this, her inaugural year as dean at the University of Maryland School of Law, Dean Haddon demonstrated her leadership commitment to these ideals when she safeguarded the autonomy and funding of the law school's environmental clinic. After the Maryland legislature considered withholding funds in response to lawsuits filed by the clinic, Dean Haddon enlisted support from the legal academy and legal organizations nationwide to protect the Clinical Law Program's mission of providing legal services to the poor and underrepresented. This success was a testament to her intelligence, courage, and ability to forge strategic partnerships. Characteristically, Dean Haddon also seized the situation as an opportunity to teach. Through a series of educational events, students learned about the issues at stake, deliberated their options, then organized and undertook effective actions of their own to support the clinics' efforts to expand access to justice.

Dean Haddon has demonstrated similar leadership throughout the years preceding her appointment as dean. She has promoted a more racially and ethnically diverse legal profession by opening the academy to new faces, new ideas, and new conversations. In her committee work with the Association of American Law Schools (AALS) and American Bar Association (ABA), she has insisted upon including individuals from a diversity of backgrounds who might not otherwise find an audience for their work. She has dared to teach about diversity and inclusion to audiences who might not want to hear about it, changing minds as she proceeded. And throughout, she has sought to build an intellectual climate to enable dialogue and progress regarding diversity issues in the classrooms and conference rooms of the legal academy.

At AALS, Dean Haddon has been instrumental in expanding inclusion and diversity by opening invitations to new participants of color, bringing their voices onto panels organized to educate the educators. Through her work on the ABA Council on Legal Education and Admissions to the Bar, Dean Haddon has advocated for and helped shape a legal profession that reflects the rich diversity of this country, not in a formulaic way, but so that the ideas of young, rising legal academics of color will be heard, critiqued, and become a part of our nation's jurisprudence.

Dean Haddon served, along with Stephanie Wildman, as co-president of SALT from 1997-1999. Under their leadership, SALT sought to bring new professors with new ideas into law teaching, to support law professors who wanted to learn and teach about race and diversity, to advance a bar admissions project, and to build the pipeline for those who wished to join the profession. She played a significant role in

several SALT teaching conferences: Re-Conceiving Legal Pedagogy: Diversity in Classrooms, Clinics, Theory & Practice; Power, Pedagogy & Praxis; Moving the Classroom to Action; and Teaching, Testing and the Politics of Legal Education in the 21st Century.

In addition to her articles, Dean Haddon is the co-author of two important casebooks: CONSTITUTIONAL LAW: CASES, HISTORY AND DIALOGUES (2nd Ed. 2000) with Glennon, Lively, Roberts, and Weaver and TORT LAW: CASES, PERSPECTIVES, AND PROBLEMS (4th Ed. 2007) with Galligan, McClellan, Marais, Rustad, Terry, and Wildman.

Dean Haddon earned an LLM from Yale Law School and a Juris Doctor, *cum laude*, from Duquesne University School of Law, where she was editor-in-chief of the *Duquesne Law Review*. She received a bachelor's degree from Smith College and served as Vice-Chair of the Smith College Board of Trustees until her appointment as dean. She served as a law clerk for The Hon. Joseph F. Weis, Jr., United States Court of Appeals for the Third Circuit, and practiced at Wilmer Cutler & Pickering in Washington, D.C., before joining the faculty at Temple law school in 1981, where she taught courses on constitutional law, torts, products liability, and race and ethnicity for more than 25 years.