

ASSOCIATION OF  
AMERICAN LAW SCHOOLS

## 2010 Professional Development Schedule

Workshops and Conferences

Dates and Locations

Topics

Speakers

[www.aals.org/calendar/](http://www.aals.org/calendar/)

Conference on Clinical Legal Education: Answering the Call for Reform: *Using Outcomes Assessment, Critical Theory and Strategic Thinking to Implement Change*

Mid-Year Meeting:

- Workshop on Post Racial Civil Rights Law, Politics and Legal Education: *New and Old Color Lines in the Age Of Obama*
- Workshop on Civil Procedure: *Charting Your Course in a Shifting Field*
- Workshop on Property

Workshop for Pretenured Minority Law School Teachers

Workshop for New Law School Teachers

Workshop for New Law School Clinical Teachers



ASSOCIATION OF AMERICAN LAW SCHOOLS  
2010 PROFESSIONAL DEVELOPMENT SCHEDULE  
[www.aals.org/calendar/](http://www.aals.org/calendar/)

May 4-8, 2010

Conference on Clinical Legal Education: Answering the Call for Reform:  
*Using Outcomes Assessment, Critical Theory and Strategic Thinking to Implement Change*,  
Baltimore, Maryland (page 4)

June 8 - 12, 2010

Mid-Year Meeting, New York, New York (page 7)

June 8-10, 2010

Workshop on Post Racial Civil Rights Law, Politics and Legal Education:  
*New and Old Color Lines in the Age of Obama*, New York, New York (page 8)

June 10-12, 2010

Workshop on Civil Procedure: *Charting Your Course in a Shifting Field*,  
New York, New York (page 13)

June 10-12, 2010

Workshop on Property, New York, New York (page 15)

June 16-17, 2010

Workshop for Pretenured Minority Law School Teachers, Washington, D.C. (page 20)

June 17-19-20, 2010

Workshop for New Law School Teachers, Washington, D.C. (page 21)

June 19-20, 2010

Workshop for New Law School Clinical Teachers, Washington, D.C. (page 23)

**Program Registration and Hotel Reservations:**

- 1) Access the individual program web sites listed. See each program description in this brochure for exact web site address. You can register online or download the registration form. The registration form can be faxed or mailed to AALS with payment.
- 2) Contact AALS at (202) 296-1662 or e-mail [registration@aals.org](mailto:registration@aals.org) to request that the registration form be faxed to you.
- 3) Use the registration form in the individual program brochure that will be mailed closer to the meeting dates.

**Updated Programs:**

Look for updated programs on the AALS web site [www.aals.org/calendar/](http://www.aals.org/calendar/).

## ~2009 Committee on Professional Development

Dorothy Andrea Brown, Emory University School of Law  
Devon Wayne Carbado, University of California, Los Angeles School of Law  
Laura Hines, University of Kansas School of Law  
Frederick M. Lawrence, The George Washington University Law School  
Leonard L. Riskin, University of Florida Fredric G. Levin College of Law  
Reva B. Siegel, Yale Law School  
Charles D. Weisselberg, University of California, Berkeley School of Law  
Stephanie M. Wildman, Santa Clara University School Of Law  
Alfred Chueh-Chin Yen, Boston College Law School, **Chair**

### Future Annual Meeting Dates and Locations

- January 4-8, 2011, San Francisco
- January 4-8, 2012, Washington, D.C.
- January 4-8, 2013, New Orleans

### Future Faculty Recruitment Conference Dates

#### Washington, D.C.

- October 28-30, 2010
- October 13-15, 2011
- October 11-13, 2012
- October 17-19, 2013
- October 16-18, 2014

# 2010 Conference on Clinical Legal Education: *Answering the Call for Reform: Using Outcomes Assessment, Critical Theory and Strategic Thinking to Implement Change*

May 4-8, 2010

Baltimore, Maryland

## Why Attend?

The *Carnegie Report*, *Educating Lawyers*, and *Best Practices For Legal Education* have stimulated a conversation about change in many law schools, including about how and whether to educate lawyers for practice. As professors who have played a central role in educating graduates for practice and in pushing reform in legal education, clinicians have been and will be an important voice in these conversations. The conference will provide clinical educators with knowledge and skills needed for improving their own programs and participating meaningfully in institutional change. The conference's goal is to empower clinicians and other faculty whether their school is deeply engaged in discussions about *Carnegie* and *Best Practices* or whether the conversation has not even begun.

Both *Carnegie* and *Best Practices*, as well as the ABA, have called for law schools to identify with greater precision what our students should learn and be able to do after graduation. Thus, the conference will begin with a focus on outcomes and assessment, identifying how to frame outcomes that shape the student's education and how to measure our effectiveness as teachers.

Next, as we think about changing legal education and our own clinical courses, we must ensure that change is not limited to creating greater technical competence but includes educating students about professional values and norms, especially commitments to social justice. *Carnegie* criticizes an approach to teaching law that eliminates a justice dimension and both reports identify professional commitments to justice and equality as important professional values to teach. The conference will address these concerns by exploring the contributions that critical race and other critical theories about law, practice and legal education can add to the discussions about what students need to learn and how best to teach them.

Finally we will explore how change occurs by engaging theories of institutional change and applying them to legal education, our law schools and our clinical courses. We will look at a variety of issues such as content, sequencing and design of clinical programs, integration of clinical courses and methodologies within the entire curriculum, and status.

Through a range of plenary and mini-plenary sessions, focused concurrent sessions, and small working group meetings, clinicians will examine these issues by drawing on expertise both within and outside of legal education. The emphasis, as in all clinical conferences, will be on the interaction among participants and between participants and presenters.

Registration information will be sent and will also be posted online at: [www.aals.org/clinical/](http://www.aals.org/clinical/).

## ~Planning Committee for 2010 Conference on Clinical Legal Education

Alicia Alvarez, The University of Michigan  
C. Elizabeth Belmont, Washington and Lee University  
Susan J. Bryant, The City University of New York, **Chair**  
Kristin Henning, Georgetown University  
Charles D. Weisselberg, University of California, Berkeley

**Who Should Attend?** This conference will be of interest to both veteran and novice clinicians as well as other faculty who are interested in addressing issues surrounding preparation of students for practice.

**When:** The conference will begin on Tuesday, May 4 with registration opening at 3:00 p.m. and a reception at 6:30 p.m. The program will include three days of plenary sessions, concurrent sessions and small group discussions starting at 8:45 a.m. on Wednesday, May 5. The conference will conclude at 12:00 noon on Saturday, May 8. In addition to the program sessions, there will be luncheons on Wednesday, Thursday and Friday and another reception on Wednesday evening.

**Where:** The conference sessions and sleeping accommodations will be at the Renaissance Harborplace Hotel, 202 East Pratt Street, Baltimore, MD 21202. The room rate is \$209 for single or double occupancy. This rate is subject to a nightly sales tax of 13.5%.

**Fees:** AALS Member and Fee Paid School Faculty received by April 21, 2010: \$395.00. Faculty at non-fee paid law schools received by April 21, 2010: \$445.

**Web site:** [www.aals.org/clinical/](http://www.aals.org/clinical/)

## Topics

- Outcome and Assessments – Learning Theory Professions
- Mini-Plenary Sessions:
  - Designing Learning to Meet Objectives in Professional Identity
  - Measuring Competence
  - Setting Institutional Outcomes Across Three Years
  - Legal Education Focused Assessment
- Using Critical Perspectives to Inform Change
- Mini-Plenary Sessions (Using Critical Theory to Inform Practice and Pedagogy)
- Building Consensus for Change
- Works-in-Progress
- New Ideas
- Bellow Award Presentation

# 2010 Mid Year Meeting

**June 8-12, 2010**

**New York, New York**

The Mid Year Meeting consists of the following professional development programs:

- The Workshop on Post Racial Civil Rights, held June 8-10, 2010
- The Workshop on Property and the Workshop on Civil Procedure, will be held concurrently from June 10-12, 2010

You can register for just the Workshop on Post Racial Civil Rights, or the simultaneous Workshops on Property and Civil Procedure, or register for the entire Mid Year Meeting which includes access to all programs (Post Racial Civil Rights and the concurrent Property and Civil Procedure Workshops) held from June 8-12. Registering for the entire Mid Year Meeting results in approximately a 50% discount off one of the workshop registration fees.

Type of Registration	Received by May 21	Received After May 21
<b>Workshop on Post Racial Civil Rights: June 8-10, 2010</b>		
Faculty of Member and Fee-Paid Schools	\$495	\$545
Faculty of Non Fee-Paid Law Schools	\$585	\$645
<b>Workshops on Property AND/OR Workshop on Civil Procedure: June 10-12, 2010</b>		
Faculty of Member and Fee-Paid Schools	\$495	\$545
Faculty of Non Fee-Paid Law Schools	\$585	\$645
<b>All Three Workshops: June 8-12, 2010</b>		
Faculty of Member and Fee-Paid Schools	\$750	\$835
Faculty of Non Fee-Paid Law Schools	\$835	\$930

**Where:** The workshop sessions and sleeping accommodations will be at the Sheraton New York Hotel, 811 Seventh Avenue at 53rd Street, New York, NY 10019. The room rate is \$259 for single or double occupancy. This rate is subject to a 14.25% tax plus \$3.50 per room per night. Children staying in the same room with their parent(s) are free of charge.

**Web site:** [www.aals.org/midyear/](http://www.aals.org/midyear/)

# 2010 Mid Year Meeting Workshop on Post Racial Civil Rights Law, Politics and Legal Education: *New and Old Color Lines in the Age Of Obama*

June 8 – 10, 2010

New York, New York

When Du Bois wrote in 1903 that “the problem of the Twentieth Century is the problem of the color line,” he was reflecting on momentous changes over the previous decades. For Du Bois, the turn of the century offered an opportunity to take stock of race, to gauge its recent past and predict its immediate future. The turn of the millennium offers us a similar backward- and forward-looking opportunity. Thus this AALS workshop on race and the law.

Entitled “Post Racial Civil Rights law, Politics and Legal Education: New and Old Color Lines in the Age of Obama” (hereafter “Post Racial Civil Rights”), the aim of this workshop, broadly framed, is to mark three significant post civil rights changes to the American racial landscape and to explore the implications of those changes for the future of racial justice advocacy, organization, litigation and legal education. As will become clear, while the three developments we have in mind are not exhaustive of the shifts in U.S. racial dynamics post *Brown v. Board of Education* and the passage of the Civil Rights Act of 1964, each raises profound questions about the direction and substantive content of civil rights reform in the decades to come.

**Change I:** The installation of colorblindness as both the normative backdrop against which race is publicly discussed and a formal legal technique to adjudicate civil rights cases. This installation produces racial denials (of racism), racial prohibitions (of racial consciousness) and racial elisions (of existing racial inequalities). Colorblindness has simultaneously undermined the emancipatory potential of civil rights law and made conversations about racial justice in civic and political arenas virtually impossible. At the same time, colorblindness has enabled and legitimized a discourse of cultural difference and social responsibility that now serves as the principal explanation of and justification for existing racial hierarchies.

**Change II:** The shift in America's racial demographics from a majority white nation to a majority-minority nation. There are two significant features of this shift. First, no single racially-defined group represents a majority of the population; and, second, Latinos constitute the new majority-minority. By the year 2000, these patterns were firmly established in California; they now exist in numerous other states, and many of the nation's major cities, as well.

**Change III:** The momentous election of Barack Obama as the first Black President of the United States. When Obama announced his decision to run for the United States presidency, few people thought he would win the democratic nomination, let alone the White House. But win the White House is precisely what he did, changing the face of American politics in the process and facilitating the introduction of a new term in our ever-shifting racial vocabulary: post racialism. Exactly what this term will come to mean is anybody's guess. What is clear is that post racialism has already begun to operate as "replacement labor" for the ideological work that colorblindness has traditionally performed.

Organized over three days, the Post Racial Civil Rights Workshop will examine what the foregoing developments portend for civil rights legal practice, education and political reform. An informal reception opens the workshop on the evening of Tuesday, June 8. The substantive sessions will begin on Wednesday, June 9, with a plenary focused the role law plays in reproducing inequality, even and perhaps especially when no formal "racial classifications" are involved. Entitled "The Legal (Re) production of Inequality," the plenary will demonstrate some of the distinctive mechanisms through which law reproduces racial inequality in areas including: criminal justice, healthcare, housing, education, employment, immigration, and constitutional law. Small group informal breakout sessions will follow the plenary, but remain in the plenary room. Rather, the plenary attendees will simply form small groups based on where they are seated and engage the members of their group for 30 minutes around the themes the plenary presented. Group participants will then have the opportunity to draw on their group discussions to direct questions at the plenary speakers.

Lunch then follows and will feature a keynote presentation. A second plenary will launch the afternoon sessions, this one devoted to “New Paradigms of Racialization.” As mentioned above, the United States has shifted from a majority white nation to a nation within which (1) no single racial group constitutes a racial majority, (2) people of color outnumber whites, and (3) Latinos are the new minority majority. This plenary panel will explore whether these demographic changes—and social response to them—reflect new paradigms of racialization. How should we now count race? What are the frames in which we now talk about race? And what are the intersectional implications of these shifts in demographics and discourse? How do they affect our conception of whiteness? Do they have implications for relations of intimacy—shaping perceptions about childbearing and child care, or the social expression of sexuality? How do these new forms of racialization shape claims about citizenship and security, immigration and sovereignty? Staying with this theme, the second afternoon session will feature a choice among several concurrent sessions, including sessions on the census, immigration and profiling, sovereignty, race and dependency and race, family and sexuality.

The second day of the workshop, Thursday, June 9, will open with the plenary, “Race Across the Curriculum and Law School: Race Law 101 and Beyond.” This plenary will focus on race, legal education and law school environment. Senior, mid-level and junior professors will discuss not only the substantive content on the basic race law course, but also how if, at all, that course does or should differ from a course in critical race theory. The panelists will also consider whether identity specific courses, such as Latinos and the Law and Asian American Jurisprudence, enhance or diminish a multiracial approach to civil rights reform. Finally, because race is endogenous (and not just exogenous) to legal environments, the plenary will consider some of the ways in which—outside of the classroom—race shapes and is itself shaped by the institutional culture and life of law schools. To permit further discussion of these issues, the plenary will be followed by small group breakout sessions that, in addition to continuing the discussion of law school environment and race-specific courses, will examine how to incorporate race into non-traditional race law classes, such as tax and the basic first year curriculum.

Lunch then follows with a keynote presentation on the Obama Administration and Civil Rights. The afternoon sessions will turn to solutions. The discussion will begin with the plenary, "Interventions: The Possibilities and Limitations of Law." As the title suggests, this plenary will examine whether law remains a productive vehicle with which to achieve racial reform. From antidiscrimination law to immigration law to human rights to housing and criminal justice reforms, the panelists will explore the possibilities and limitations of law—working alongside large and small scale political organizing—to effectuate progressive racial change.

The day ends with another plenary, this one structured in the form of a roundtable to maximize audience participation. Entitled, "The Future of Race, Law and Civil Rights: Asking and Answering the Hard Questions," this plenary will press the panelists to consider some of the most difficult and controversial questions about the future of race, law and civil rights. Some of the questions will explicitly draw from, though they will not be exhausted by, the themes around which the preceding plenaries are organized. Is Obama's presidency likely to be more symbolic than substantive? Are there progressive terms upon which assimilationist projects can be articulated? Should whiteness be more explicitly engaged in our public and political discourses about race? How we should we theorize the notion of a black/white binary? Has civil rights advocacy failed meaningfully to engage class? How, if at all, should arguments based on hierarchies of oppression figure in civil rights advocacy? To what extent should our racial engagements be more globally-centered? What is role of international law in domestic civil rights reform? These are some of the questions this plenary will take up.

### **Who Should Attend?**

This workshop has been planned for (1) anyone interested in post civil rights changes to the American racial landscape and the implications of those changes for the future of racial justice advocacy, organization, litigation and legal education, (2) scholars and teachers in the field of race and the law and anti-discrimination law, including but not limited to, those who write about or teach courses in constitutional law, employment discrimination, women and the law, sexual orientation and the law and feminist jurisprudence, and (3) law professors who teach courses that are not explicitly marked in terms of race and are interested in developing new and exciting ways to incorporate race into their courses.

## **Planning Committee for 2010 Mid Year Meeting Workshop on Post Racial Civil Rights**

Devon Wayne Carbado, University of California, Los Angeles, **Chair**

Ian F. Haney Lopez, University of California, Berkeley

Audrey McFarlane, University of Baltimore

Robert O. Porter, Syracuse University

Reva B. Siegel, Yale Law School

Stephanie M. Wildman, Santa Clara University

# 2010 Mid Year Meeting Workshop on Civil Procedure: Charting Your Course in a Shifting Field

June 10-12, 2010

New York, New York

Civil Procedure is a shifting field, requiring mastery of a rapidly changing subject. A new approach to pleading, elaborate litigation financing mechanisms, expanding frontiers in preclusion law, and an increasingly detailed awareness of the landscape of civil litigation all present difficult challenges to teacher and scholar alike.

This workshop will address these important issues. It will also focus on three central pedagogical challenges: teaching the hardest cases, incorporating innovative and varied classroom methodologies, and constructing a successful course in fewer credit hours.

Our speakers will include established scholars and newer voices. The program is designed to benefit civil procedure teachers and scholars at all levels of experience.

Registration information will be sent and will also be posted online at: [www.aals.org/midyear/](http://www.aals.org/midyear/).

## Topics

- The Return of Pleading: *Twombly* and *Iqbal* in Federal and State Courts
- Teaching the Three Hardest Cases
- Emerging Methods: Three Ideas
- The Demography of Civil Litigation: What We Know
- Big Topics, Shrinking Credits
- Recognition and Enforcement of Foreign-Country Judgments: Domestic and Comparative Perspectives
- Brave New World of Litigation Finance

## Planning Committee for 2010 Mid Year Meeting Workshop on Civil Procedure

Frederic M. Bloom, Brooklyn Law School  
Laura Hines, University of Kansas  
Richard A. Nagareda, Vanderbilt University  
Patrick Woolley, University of Texas at Austin, **Chair**  
Stephen C. Yeazell, University of California, Los Angeles

## Speakers

- Tom Baker, University of Pennsylvania
- Marilyn J. Berger, Seattle University
- Frederic M. Bloom, Brooklyn Law School
- Robert G. Bone, Boston University
- Hannah L. Buxbaum, Indiana University, Bloomington
- Paul D. Carrington, Duke University
- Joe S. Cecil, Ph.D., Project Director in the Division of Research, Federal Judicial Center, Washington, D.C.
- Kevin M. Clermont, Cornell Law School
- Edward H. Cooper, The University of Michigan
- Theodore Eisenberg, Cornell Law School
- Howard M. Erichson, Fordham University
- Christopher Fairman, The Ohio State University
- Martha A. Field, Harvard Law School
- Susan M. Gilles, Capital University
- Alex Glashausser, Washburn University
- Samuel Issacharoff, New York University
- Laura Hines, University of Kansas
- John P. Lenich, University of Nebraska
- Ashley S. Lipson, University of La Verne
- Benjamin V. Madison, III, Regent University
- David W. Marcus, The University of Arizona
- Arthur R. Miller, New York University
- Linda S. Mullenix, University of Texas
- Michael B. Mushlin, Pace University
- Richard A. Nagareda, Vanderbilt University
- Timothy D. Scrantom, President, Juridica Capital Management (US), Inc., New York, New York
- Anthony Sebok, Yeshiva University
- Linda J. Silberman, New York University
- Lisa Margaret Smith, United States Magistrate, Judge, Southern District of New York, New York, New York
- Angela Upchurch, Capital University
- Howard M. Wasserman, Florida International University
- Patrick Woolley, University of Texas
- Stephen C. Yeazell, University of California, Los Angeles

# 2010 Mid Year Meeting Workshop on Property

June 10-12, 2010

New York, New York

Two major crises in the last few years have exposed deep tensions and pressures on our understanding of Property Law. The foreclosure of more than 2 million homes, and the anticipated default of another 6 million mortgages have shaken common notions about the ability of consumers to understand real estate transactions and the terms of their mortgage contracts, posed stark questions about the failure of the law to limit the ability of the market to produce property transactions that created significant principal/agent costs, moral hazards, and externalities, and presented challenging questions about racial disparities in access to prime credit and in the underwriting of troublesome new mortgage products. Similarly, vigorous debates over the responsibility of industrialized countries to control global warming, the need to protect future generations from the effects of global warming, and the fair allocation of the burdens of reducing greenhouse gases similarly have posed challenging questions about the regulation of risk from activities on private property, the nature of property owners' obligations to future generations, and the failure of regulation to control externalities from the use of property. Both crises raise serious theoretical and practical challenges to traditional notions about the comparative advantages of the free market, our ability to craft property laws that limit systematic risk without unduly discouraging innovation, and the continuing inability of the law to prevent racial discrimination, exclusion and exploitation.

## Planning Committee for 2010 Mid Year Meeting Workshop on Property

Vicki L. Been, New York University, **Chair**  
Carol N. Brown, University of North Carolina  
Eduardo Moises M. Penalver, Cornell Law School  
Joseph W. Singer, Harvard Law School  
Alfred Chueh-Chin Yen, Boston College

The crises also have shown that property conundrums are hardest when they fall at the intersections of state and federal law; constitutional, statutory, regulatory and common law; and substantive environmental, international, financial instruments and risk regulation fields. Property law professors increasingly must come to terms with these intersections as they struggle to distinguish property from other subjects. At the same time, property law professors must master and incorporate into their scholarship and teaching the considerable insights normative theory, theories about race, gender and inequality, and scholarship on law and economics (especially behavioral law and economics) and political economy provide about property.

To address these issues, the workshop will begin substantively on Friday, June 11 with an opening plenary focused on identifying the core of property that must be taught in the introductory property course. As the credits allotted to introductory property courses shrink in schools across the country, but as the crises of the last few years show just how fundamental property law is to our legal and financial systems, senior, mid-level, and junior professors will debate what is critical to include in the basic property course. A second plenary will launch sessions on the mortgage and housing crises, focusing first on “Property in Dangerous Packages: Subprime and Skin in the Game.” The luncheon keynote will feature a discussion of federal efforts to address the need for reform in the regulation of the financial and mortgage sectors.

The afternoon sessions will then feature breakout sessions on what behavioral law and economics tells us about the mortgage crisis; what norms underpin the mortgage crisis; what the crisis tells us about the regulation of risk; and what we can learn about and from the political economy of homeownership. We will then reconvene in a third plenary session to talk about inequality and the subprime market.

The morning of Saturday, June 12th will feature breakout sessions organized around works in progress selected through a request for proposals. A fourth plenary session will then focus on what the global warming crisis tells us about property law. Breakout sessions will follow, again to allow examination of the global warming crisis through the perspective of various normative theories and theories of equality and fairness, as well as from a political economy and risk regulation vantage point. The day will end with very early works in progress roundtables, at which scholars with very preliminary ideas will be given just ten minutes to outline their ideas and get feedback on the viability of the topic.

Registration information will be sent and will also be posted online at [www.aals.org/midyear/](http://www.aals.org/midyear/).

### **Topics:**

- Plenary Sessions:
  - The Core of Property: What is Essential in the First Year
  - Property in Dangerous Packages: Subprime and Skin in the Game
  - Inequality and the Subprime Mortgage Crisis
  - The Global Warming Crisis: Property Law
- Breakouts:
  - What Does Behavioral Law and Economics Tell Us About the Mortgage Crisis
  - What Are the Norms Underlying the Mortgage Crisis
  - What Does the Mortgage Crisis Teach Us About Regulating Risk
  - What Does the Mortgage Crisis Teach Us About the Political Economy of Home Ownership
  - Works-in-Progress
  - Behavioral Law and Economics
  - Normative Approaches
  - Regulating Risk
  - Political Economy
  - Global Warming Crisis: Thinking Holistically
  - The Global Warming Crisis: Fairness
  - The Global Warming Crisis: Regulating Risk
  - The Global Warming Crisis: Political Economy

**Confirmed Speakers Include:**

- Jonathan H. Adler, Case Western Reserve University
- Adam Ashcraft, Assistant Vice President, Financial Intermediation Function, Federal Reserve Bank of New York, New York
- D. Benjamin Barros, Widener University
- Alfred L. Brophy, University of North Carolina
- Lee Anne Fennell, The University of Chicago
- William A. Fischel, Professor of Economics, Dartmouth College  
Department of Economics, Hanover, New Hampshire
- Sheila R. Foster, Fordham University
- Eric T. Freyfogle, University of Illinois
- Robert C. Hockett, Cornell Law School
- Tim Iglesias, University of San Francisco
- Martha Mahoney, University of Miami
- Patricia A. Mc Coy, University of Connecticut
- Hari Michele Osofsky, Washington and Lee University
- Jedediah S. Purdy, Duke University
- Mark Sagoff, Senior Research Scholar, University of Maryland  
School of Public Policy, College Park, Maryland
- Maria Savasta-Kennedy, University of North Carolina
- Henry E. Smith, Harvard Law School
- Stewart E. Sterk, Yeshiva University
- Stephanie M. Stern, Loyola University, Chicago
- Laura S. Underkuffler, Cornell Law School
- Molly Van Houwelling, University of California, Berkeley
- Brent White, University of Arizona
- Joshua Wright, George Mason University

# New Law School Teachers Workshops

June 16-20, 2010

Washington, D.C.

Type of Registration	Received by May 19	Received After May 19
<b>Workshop for Pretenured Minority Law School Teachers</b>		
Faculty of Member and Fee-Paid Schools	\$255	\$305
Faculty of Non Fee-paid Law Schools	\$330	\$380
<b>Workshop for New Law School Teachers</b>		
Faculty of Member and Fee-Paid Schools	\$550	\$600
Faculty of Non Fee-paid Law Schools	\$600	\$650
<b>Workshop for New Law School Clinical Teachers</b>		
Faculty of Member and Fee-Paid Schools	\$255	\$305
Faculty of Non Fee-Paid Law Schools	\$330	\$380
<b>Combined Workshops: New Law School Teachers and Pretenured Minority Law School Teachers or New Law School Clinical Teachers (discounted fee)</b>		
Faculty of Member and Fee-Paid Schools	\$660	\$710
Faculty of Non Fee-Paid Law Schools	\$710	\$760
<b>All Three Workshops (discounted fee)</b>		
Faculty of Member and Fee-paid Schools	\$770	\$820
Faculty of Non Fee-Paid Law Schools	\$820	\$870

## Planning Committee for the Workshop for Pretenured Minority Law School Teachers, Workshop for New Law School Teachers; Workshop for New Law School Clinical Teachers:

Randy E. Barnett, Georgetown University Law Center  
 A. Mechele Dickerson, The University of Texas  
 Robert D. Dinerstein, American University  
 Tanya Kateri Hernandez, Fordham University  
 Kellye Y. Testy, University of Washington, **Chair**  
 Ronald F. Wright, Wake Forest University

**Where:** Workshop sessions and sleeping accommodations will be at The Marriott Wardman Park Hotel, 2660 Woodley Rd. NW, Washington, DC. The hotel room rate is \$249.00 for single or double occupancy. This rate is subject to a 14.5% sales tax.

**Web site:** [www.aals.org/nlt2010/](http://www.aals.org/nlt2010/)

New Law Teachers

## Workshop for Pretenured Minority Law School Teachers

**June 16-17, 2010**

**Washington, D.C.**

*This program is supported in part by a grant from the Law School Admission Council*

### **Why Attend?**

From their first day of teaching until tenure, minority law teachers face special challenges in the legal academy. At this workshop, diverse panels of experienced and successful law professors will focus on these issues as they arise in the context of scholarship, teaching, service and the tenure process. The workshop dovetails with the AALS Workshop for New Law School Teachers by providing sustained emphasis on the distinctive situations of pretenured minority law school teachers.

### **Who Should Attend?**

The Workshop will be of interest to newly appointed minority law teachers as well as junior professors who are navigating the tenure process and looking for guidance and support.

### **Plenary Session Topics:**

- Promotion and Tenure: Getting to Yes
- Teaching: Strategies to Success
- Service: Strategies to Success
- Scholarship: Strategies to Success
- You Can Do This

### **Speakers:**

- Thomas W. Joo, University of California, Davis
- Veryl Victoria Miles, The Catholic University of America
- Camille A. Nelson, Saint Louis University
- Xuan-Thao Nguyen, Southern Methodist University
- Michael A. Olivas, University of Houston
- Jennifer L. Rosato, Northern Illinois University

# Workshop for New Law School Teachers

June 17-19, 2010

Washington, D.C.

## Why Attend?

At the 28th annual Workshop for New Law School Teachers, new law teachers will share their excitement, experiences and concerns with each other and with a roster of senior and junior faculty chosen for their track record of success and their diversity of scholarly and teaching approaches. These professors will pass along invaluable advice about teaching and testing techniques and tips for developing, placing and promoting one's scholarship. Speakers will also address how to manage the demands of institutional service, as well as the expectations of students and colleagues, along with special challenges that arise when confronting controversial topics.

## Who Should Attend?

The Workshop will benefit newly appointed faculty members, including teachers with up to two years of teaching experience, and those with appointments as visiting assistant professors.

## Plenary Sessions Topics:

- Scholarship
- Preparing for Your First Semester of Teaching
- Biggest Triumphs and Mistakes: Junior Faculty Perspectives
- Teaching to the Whole Class
- Challenging Moments in the Classroom
- Exam Preparation, Reading, Grading, Review and Course Evaluation
- Institutional Citizenship and Politics

## Concurrent Session Topics:

- Choosing Subject Matter
- Publication Process
- Promotion/Readership Techniques

**Speakers:**

- The Honorable Guido Calabresi, U.S. Court of Appeals,  
New Haven, Connecticut
- G. Marcus Cole, Stanford Law School
- William Nichol Eskridge, Jr., Yale Law School
- Howard Katz, Elon University
- Paula Lustbader, Seattle University
- Solangel Maldonado, Seton Hall University
- Shuyi Oei, Tulane University
- Jennifer L. Rosato, Northern Illinois University
- Omari S. Simmons, Wake Forest University
- Lawrence B. Solum, University of Illinois
- Kellye Y. Testy, University of Washington
- Francisco X. Valdes, University of Miami
- Laurie B. Zimet, University of California, Hastings

# Workshop for New Law School Clinical Teachers

June 19-20, 2010

Washington, D.C.

## Why Attend?

The Workshop for New Law School Clinical Teachers is designed to offer new law faculty an introduction to clinical teaching, and to the challenges of balancing the various roles that clinical teachers are expected to perform. The Workshop will address the basic tasks of the clinical teacher—setting goals for clinical courses, teaching professional skills and values, supervising students and producing scholarship—and will provide the perspective of clinicians who were recently new teachers themselves. Concurrent sessions will focus on important questions of evaluation and collaboration in a clinical context. At lunch, attendees will be able to gather with colleagues teaching in similar subject-matter areas.

## Who Should Attend?

The Workshop for New Law School Clinical Teachers should be of interest to new teachers of in-house and externship clinical courses and to all new teachers interested in clinical teaching methodology.

## **Sessions Topics:**

- Goals and Future of Clinical Legal Education
- Skills and Values; Scholarship
- New Clinicians (Things I Wish Someone Had Told Me When I Started)
- Evaluation
- Collaboration

## **Speakers:**

- Susan J. Bryant, City University of New York
- Deborah Epstein, Georgetown University
- Phyllis Goldfarb, The George Washington University
- Margaret E. Johnson, The University of Baltimore
- Lisa Kelly, University of Washington
- Catherine F. Klein, The Catholic University of America
- Katherine R. Kruse, University of Nevada, Las Vegas
- Ascanio Piomelli, University of California, Hastings
- Jayesh Rathod, American University
- Ann C. Shalleck, American University