



## Professor Herma Hill Kay to Receive 2015 AALS Triennial Award for Lifetime Service to Legal Education and the Law



Herma Hill Kay, University of California, Berkeley School of Law

The Association of American Law Schools is proud to announce Professor Herma Hill Kay as the 2015 recipient of the AALS Triennial Award for Lifetime Service to Legal Education and to the Law. The award will be given during the 2016 AALS Annual Meeting in New York at the Opening Plenary Program on Thursday, January 7. This award recognizes the service of individuals who have devoted their careers to legal education and to the law. Professor Kay will be the fourth Triennial Award recipient. Previous recipients were Professor of Law and Counselor to the President, Vice Dean Norman Dorsen of New York University (2006); Judge, Professor, and former Dean Guido Calabresi of Yale Law School (2009); and the late Professor Derrick Bell of New York University School of Law (2012).

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## Journal of Legal Education: A New Approach

By Kathryn Fanlund

The *Journal of Legal Education (JLE)* addresses issues confronting legal educators, including curriculum development, teaching methods, and scholarship. Published since 1948, it acts as an outlet for emerging areas of scholarship and teaching. The journal is now under the editorial leadership of Northeastern University School of Law and the University of Washington School of Law. Recently, AALS launched a new website for the *JLE* at [www.aals.org/jle](http://www.aals.org/jle). The site includes subscription, submission, and copyright information, and serves as a repository for current and past issues of the journal.

AALS spoke to the co-editors of the *JLE*, Dean Jeremy Paul and Professor Margaret Y. Woo of Northeastern University School of Law, and Dean Kellye Y. Testy and Kate M. O'Neill of the University of Washington School of Law, about the importance of the *JLE* and what lies ahead for the journal.

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## Spotlight on Sections

AALS Section on Associate Deans for Academic Affairs and Research  
AALS Section on Administrative Law

By Melinda Price

Sections are central to the AALS mission of advancing legal education. In many ways, they represent the core purpose of an association—to bring together individuals from a variety of backgrounds to work on issues of shared interest. AALS Sections unite law faculty and professional staff to enhance both the scholarly fields and the professional lives of their participants. Sections undertake important work, encouraging collaboration among member schools, planning the majority of programs at the AALS

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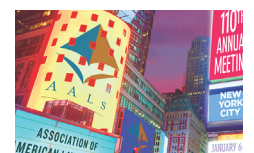
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### How is the *Journal of Legal Education* different from other journals?

**Kellye Y. Testy:** The *Journal of Legal Education* is unique in its mission of advancing knowledge about legal education and serving as the main scholarly arm of the AALS.

**Jeremy Paul:** More than any other, the *JLE* blends the two main functions of law schools and law professors: teaching and scholarship. It brings the same level of rigor ordinarily devoted to law reform to the challenges of successful transmission of legal understandings. And, its method of distribution—free to all AALS member schools—means that the journal has enormous impact.

**Margaret Woo:** It is the only journal in the U.S. to focus on legal education and pedagogy as a whole (from clinical to doctrinal, teaching to administration). As the official journal of the AALS, it provides an excellent venue for the diverse voices of the American legal academy.

### Dean Testy and Dean Paul, what made you interested in hosting the journal at your schools?

**Testy:** I was interested in being a part of extending the reach and impact of the journal. It has an important mission and I believe that we can enhance the quality of the articles and the impact that it has on the academy and the profession.

**Paul:** I arrived at Northeastern in 2012 to discover a school with a great deal to contribute to the legal academy, especially in terms of experiential legal education and using law to achieve systemic justice. Because our



Kellye Y. Testy, University of Washington School of Law

*Courtesy of University of Washington School of Law*

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students rotate in and out of classes for our signature co-op program, we only house one law journal. So I was looking for vehicle in which interested members of our community could contribute meaningfully to the development of scholarship about training new lawyers.

**What made you interested in serving as editors?**

**Woo:** I am interested in serving as an editor because I am interested in education issues, both theoretical and practical, and welcome the opportunity to work on a project that can advance the conversation. I particularly like to pull together seemingly discrete ideas into a thematic context or identify new and upcoming trends or bring in disparate debates.

**Paul:** As for my personal interest in serving as an editor, I have long edited with Dean Arterian from Syracuse University Law School for the SSRN journal on legal education. And I have written on legal education, most notably as co-author with UConn School of Law Professor Michael Fischl for the book “Getting to Maybe: How to Excel on Law School Exams.” I was thrilled that the AALS accepted Northeastern’s proposal to co-host the journal and to allow me to be one of the editors.

**How would you like to expand the readership of the journal and what audiences would you like to reach? What kind of contributors are you looking for?**

**Kate O’Neill:** All faculty members at most U.S. law schools—and about 500 additional subscribers around the world—already receive the journal. So, at this time, our focus is not so much on expanding who receives the journal as much as increasing their engagement with the content. We would like law faculty members to find that each issue of the *JLE* is full of cutting-edge ideas that are important to teaching, scholarship, and service to their communities and

to their schools’ missions. We are considering developing a more vibrant online presence, including one that would allow readers and authors to exchange comments on articles.

“More than any other, the *JLE* blends the two main functions of law schools and law professors: teaching and scholarship. It brings the same level of rigor ordinarily devoted to law reform to the challenges of successful transmission of legal understandings.”

– Dean Jeremy Paul

**Woo:** I would like to see the *JLE* as the go-to journal for anyone interested in a thoughtful analysis of the state of legal education, and as a place where ideas are shared and pedagogy issues are raised and debated. I would like to see all U.S. legal educators pick up a *JLE* volume and find something that they can learn from and something that is fun to read.

**O’Neill:** Ultimately, it would be wonderful if the *JLE* readership attracts more readers who are judges, legislators, and community leaders, who view it as a go-to source for improving legal education and scholarship and promoting broad access to justice around the world.

We want contributors who engage our readers with provocative, important ideas about a wide range of related concerns, such as: what are the values and purposes of legal education? How can teaching and learning be improved? What should the role of educational



Kate M. O’Neill, University of Washington School of Law

Courtesy of University of Washington School of Law

institutions be in developing the “rule of law,” improving professional practices and legal institutions and systems, articulating and disseminating theories of justice, and expanding the delivery of affordable legal services? How can law schools enhance the well-being of their students, graduates, faculties, and staff?

**Robin West, a law professor at Georgetown University and Chair of the *JLE* Editorial Board, spoke recently with AALS about wanting to strengthen the journal’s scholarly mission and raise its visibility. Could you describe the journal’s efforts to solicit articles and generate scholarship topics?**

**Paul:** We are extremely fortunate that Professor West agreed to chair the *JLE* Editorial Board. The AALS has established a first rate group around her, and we will certainly take advantage of this strong network to solicit articles. We are already planning a symposium issue devoted to the current scholarly landscape. In addition, Professor Woo has done great work in contacting AALS sections and other scholarly groups who are holding interesting symposia and soliciting papers for the *JLE*. One great example is the set of papers we recently published from the Igniting Law Teaching Conference.

**Woo:** Since Northeastern has taken on the *JLE*, and now joined by the University of Washington, we have tried

to strengthen the scholarly mission of the journal in a number of ways. First, we are increasingly soliciting articles from the AALS Annual Meeting as one way of continuing the conversations that began at the meeting. Publishing presentations from the Annual Meeting is also an important way to document the many incredible discussions that are taking place at these meetings. Second, we are hoping to put forth symposium volumes with some regularity. Some topics are better as standalone articles, but others benefit from a back and forth that reveals the greater complexity of the topic.

Two upcoming symposium issues for 2016 are good examples. First, we will have an issue on “Ferguson and Its Impact on Legal Education,” which we hope will capture the emotional and rich responses many in the legal academy have to these events.



Margaret Woo,  
Northeastern University  
School of Law

*Courtesy of Northeastern School  
of Law*



Jeremy Paul, Northeastern  
University School of Law

*Courtesy of Northeastern School  
of Law*

The other symposium topic is the “Future of Legal Scholarship”—a topic that is quite contested on the different role that legal scholarship can and should take.

**O’Neill:** For this second symposium, we have solicited articles from noted scholars about the role and value of legal scholarship within and outside the academy. Northeastern will host a symposium and the *JLE* will publish the associated papers.

**Woo:** We hope both these topics will be of interest to our readership.

We are also increasingly making use of the expertise of *JLE*’s Editorial Board to assist in soliciting and reviewing articles and/or take on the task of “guest editor” to assist with a particular symposium issue. Robin West, the current chair of the advisory board, has been particularly helpful in this regard.

### Could you discuss the submission and selection process for journal articles?

**O’Neill:** We are increasing our efforts to solicit articles and reviews about timely subjects and books. To that end, we have a diverse group of editors and advisors who can call our collective attention to important developments in diverse areas. We then reach out to potential authors on those topics or for book reviews. We also accept and review all unsolicited submissions on a rolling basis, and we publish a significant number of those. The guidelines for submissions appear on the *JLE* website and in the front cover of the paper journal.

**Woo:** When we consider submissions on a rolling basis we try to give an answer within the month because submissions to the *JLE* must be exclusive. The editorial board will read and discuss each submission, and, when appropriate, send individual submissions for outside review.

**O’Neill:** The editors confer by phone approximately every two weeks on all matters: symposia development; solicitations; new books that might deserve review; and evaluation of submissions. We are grateful to West for printing and mailing the journals.

“ We would like law faculty members to find that each issue of the *JLE* is full of cutting-edge ideas that are important to their teaching, their scholarship, and their service to their communities and to their schools’ missions.”

– Professor Kate M. O’Neill

**Paul:** We have a collegial group that carefully reads and discusses in regular calls the submissions we receive. As is true for most journals, we are looking for fresh articles that clearly and concisely make key points that will engage and inform our readers.

**It’s an interesting, changing time for many in legal education. One of the most downloaded articles from the *JLE* website was “Reforming the Law School Curriculum from the Top Down” by R. Michael Cassidy. Do you think this speaks to a growing interest in the academy in articles that address the changing landscape of law schools?**

**Testy:** Yes, there is a great deal of interest in reforms to legal education that can respond to our changing profession.

This conversation could not be more important for all of our member schools, and thus the *JLE* is an excellent forum for a robust exchange of viewpoints.

**Woo:** Absolutely. Considering the “law school crisis” presently facing the legal academy, how can any legal educator not be interested in reading articles about the changing landscape of American law schools? We hope to tackle these as well as other evolving issues and welcome suggestions from our readership.

**Paul:** The rate of change within law schools and the legal profession is challenging for us all, and we would have our heads in the sand if we failed to tackle this current context. Law schools need to do a much better job of articulating the contributions we are making to the success of the country and the spread of the rule of law. And the *JLE* can certainly be a forum for diverse points of view on the role of today’s law schools.

**What else do you think people should know about the journal?**

**Woo:** That there is an incredible variety of innovative thinking out there about legal education. The *JLE* encourages wide distribution and use of its publications for educational purposes. Take a look at the website, see what’s in archives, enjoy.

**Paul:** I want people to see the *JLE* as a site for those with passion about supporting the law as the nation’s preeminent public language and as a place where legal education can be extended across multiple disciplines in a way that makes meaningful contributions to weaving justice into the structure of our powerful institutions and the fabric of everyday life.

**O’Neill:** We are accessible. If you are thinking about publishing in the *JLE*, or you have a suggestion for a topic we should cover, please contact us.

**What do you see for the future of the *JLE*?**

**Paul:** I believe we will continue to build on the marvelous work done by editors who have preceded us to enable the *JLE* to be a powerful locus or forum for discussion about re-shaping legal education to fit 21st-century conditions.

**Woo:** I would like to see our archives be viewed as a rich resource. We are in the process of digitizing and putting back issues on our electronic archive, which

will make research easier. The *JLE* should be the kind of authoritative journal that one can turn to whenever you are working on a legal education issue.

**O’Neill:** This is an interesting and challenging time for legal education, for many legal institutions, and for the provision of legal services. I hope that the *JLE* will be seen as the leading forum for analyzing the issues and for stimulating productive change.



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Professor Kay received her undergraduate degree at Southern Methodist University before attending law school at the University of Chicago. After graduating third in her class in 1959, she clerked for Justice Roger Traynor of the California Supreme Court.

Professor Kay started her legal education career at the University of California, Berkeley School of Law in 1960, at a time when there were only a few women law professors in the U.S. She became dean of the law school in 1992 and served in that position until 2000. Spanning more than 50 years, Professor Kay's career at UC Berkeley has been defined by her enormous contributions to teaching, scholarship, and leadership.

Professor Kay has been an active and effective participant in the women's rights movement. She served on the California Governor's Commission on the Family which encouraged the adoption of no-fault divorce in the state. Based on the committee's recommendation, California became the first state to adopt a law of that kind in 1970. She also co-authored the Uniform Marriage and Divorce Act (UMDA) which has now become the standard for no-fault divorce nationwide. In addition, she testified in favor of California's ratification of the Equal Rights Amendment.

Professor Kay's contributions to scholarship on family law and conflict of laws have also been considerable. She has completed and is preparing for publication a book on women law professors in the United States during the twentieth century, with an emphasis on the first fourteen such women who began teaching prior to 1960. She also served as the principal author on two casebooks: "Text, Cases and Materials on Sex-Based Discrimination" and "Conflict of Laws: Cases-Comments-Questions."

Professor Kay has been widely recognized for her teaching and public service. At the 2015 AALS Annual Meeting, she



Justice Ruth Bader Ginsburg presents the Section on Women in Legal Education's Lifetime Achievement Award to Professor Herma Hill Kay at the 2015 AALS Annual Meeting

was presented the Ruth Bader Ginsburg Lifetime Achievement Award by Justice Ginsburg herself. "I couldn't imagine anyone in the world I would rather have receive this award than Herma Hill Kay," Justice Ginsburg said. "She's a grand human in all respects."

In 1999, the Boalt Hall Women's Association created a fellowship in Kay's name for students pursuing public interest work benefitting women. In 2003, the Boalt Hall Alumni Association presented her with its first Faculty Lifetime Achievement Award. For her enormous success as a law teacher, she has received the UC Berkeley Distinguished Teaching Award and the Society of American Law Teachers Teaching Award.

Over the years, Professor Kay has held a number of important leadership positions. In 1985, she was elected to the Council of the American Law Institute and served as President of the Association of American Law Schools in 1989. From 1999 to 2001, she served as Secretary of the American Bar Association Section on Legal Education and Admissions to the Bar. In all, Professor Kay is the past or present member of 12 different governing

or advisory boards including the Order of the Coif and the American Academy of Arts and Sciences.

Several colleagues have spoken about the enormous impact Professor Kay has had on the legal academy and profession:

*"She has fought for women in legal education and she has fought for women in the legal system. She has nurtured countless young law professors in the field of family law, sex discrimination, and conflicts. She is a true hero of all that is good about law and legal education."*

- Professor Patricia A. Cain, Santa Clara University School of Law

*"A true believer in institutional reform and equity, she persisted through tough years establishing the role of women in the law. From her pioneering scholarship through her service in a long menu of AALS posts, Herma led the way."*

- Professor Robert C. Berring, University of California, Berkeley School of Law

*"Professor Kay has been a tireless advocate for equality and justice in the law, typically working behind the scenes and through consensus-building rather than direct confrontation. Her work on women law professors exemplifies how she bridges academia and social change. She has used positions of power... to make change as an insider, improving immeasurably the institutions relating to law reform and legal education of which she has been a part. Through these efforts, she has made legal education more open to women and minorities, and the law more just and fair."*

- Professor Katharine T. Bartlett, Duke University School of Law



## Law Schools' Role in Increasing Access to Justice

By Kathryn Fanlund

**P**eter Edelman, Georgetown University Law Center, addressed attendees at the 2015 AALS Conference on Clinical Legal Education and discussed how law schools can positively affect major societal issues. He detailed how race, gender, and poverty all have important implications for the work of law schools, especially in terms of clinics and experiential learning.

“Whatever we’re teaching, we need to make sure that students know the historical and structural context for the issues they are working on, particularly in clinics that represent people on an individual basis,” he said in his keynote address at the conference. “Law teachers throughout the school should take part in the conversation about expanding access to justice in all the meanings of the phrase.”

Whether supervising students offering direct services in clinics or providing students a better understanding of the social issues contributing to inequality in the country, he emphasized that law schools have a critical role to play. “Everyone leaving law school should understand these issues as part of their legal education.”

Professor Edelman also noted that there are plenty of opportunities for law students and faculty to make a significant impact on important community needs. He mentioned employment, healthcare, sentencing, and ex-offender re-entry as areas that need extensive legal research and direct action.

Professor Edelman not only urged action; he has been a leader in this field himself. He is the faculty director for Georgetown’s Center on Poverty and Inequality and four years ago conceived the idea of creating a nonprofit “low bono” law firm dedicated to providing affordable legal representation. Arent Fox LLP came on board and more recently, DLA Piper joined as well, giving new momentum to this project. Together with Georgetown Law, the two law firms will support the new D.C. Affordable Law Firm. Staffed by six lawyers from this year’s graduating class, the clinic will begin taking clients in the fall. In addition to his work at Georgetown Law Center and with this new firm, Professor Edelman serves as Chair of the D.C. Access to Justice Commission, an entity seeking to increase the resources for civil legal services and to reduce the barriers that prevent equal access to justice for low and moderate-income District of Columbia residents.



Peter Edelman, Georgetown University Law Center

AALS sat down recently with Professor Edelman to discuss the creation of the new firm and the role law schools and the legal profession have in serving unmet needs.

**Professor Edelman, reflecting the theme of the 2015 AALS Clinical Conference, you said “all of us have a responsibility to make the new normal better than the old one.” How are law clinics seeking to close the access to justice gap? What else needs to be done?**

**Peter Edelman:** Everyone at law schools has a responsibility to contribute to widening access to justice. Everyone can build on the great work of clinics. Specifically, we need more clinics that connect lawyers to low-income communities and provide representation not only on an individual basis, but also by way of activities that help to build community, in terms of empowerment and concrete transactional projects. We need to think more about how we can configure our work so that in addition to helping people one-by-one, we think about the structural problems that contribute to people being in poverty—problems like low-wage work, education, housing, healthcare, and public benefits. I think it is possible to confront structural problems in our teaching, in our writing, and in other advocacy.

**You noted in your address that significant progress was made in the so-called “War on Poverty” in the 1960s, although that is not the public perception. What other misunderstandings are there about poverty in this country?**

**PE:** There’s a widely held view that the main cause of poverty in this country is due to failures of personal responsibility and bad choices that people make, and included in that are views of race that are not constructive, to say the least. Skepticism about the “War on Poverty” and the perception that public policy

on poverty in general has not been effective reflect a lack of understanding of a number of things.

Number one, we've become a low-wage nation. The fact is that we have done quite well with the public policy that we have. Without the public policies that we have we'd have twice as many people in poverty in this country. We would have well over 90 million people in poverty. There are certainly gaps and inadequacies in our public policy, but the policies that we do have are effective and are making a huge difference. The big thing that's happened in our country over the past 40+ years is that we have millions and millions of people who are struggling to make ends meet on very low-wage jobs. So that's a major part of the problem. Families all over this country know that they are living in a low-wage nation, but policymakers don't seem to fully grasp that and do the things they should do to help raise incomes.

“ I would like to see people consciously taking up the challenge of how to include issues relating to American poverty and access to justice everywhere in the curriculum. ”

Besides that, I think that people don't understand the deadly mix that we have of mass incarceration, what's happened to the education system for low-income children and youth, what's happened to changes in family structure that leaves so many single mothers trying to cope and earn enough to support their family in a low-wage economy, the real crisis in affordable housing, the deterioration of mental health care issues—a long list of things which come together to create the problems that we have. In addition, issues of race and gender infuse all of it. To say that the “War on Poverty” itself or that the totality of the public policies that we have failed, is not right. To say that we haven't done enough is absolutely right.

### **Can law teachers help give their students a wider context to understand how these inequalities are created and perpetuated?**

**PE:** The problem of access to justice is not just an issue of having a lawyer when someone has to go to court, although that is vital in itself. We have a crisis in terms of the magnitude of *pro se* representation when people find themselves having to go to court, especially in courts that have very large dockets. But the broader question is how we increase access to justice in every respect, not just the area of representation in court.

I would like to see every law school, as part of the orientation when students come in, offer a short course in access to justice issues both narrowly and broadly. Students would be exposed to the issue at the very beginning and then carry that on through the three years. Certainly, there are people all over the country teaching property and contracts and torts and other courses covering issues that affect low-income people. I'm not talking about reinventing some wheel; it exists and people are doing it. But I would like to see more of it. I would like to see people consciously taking up the challenge of how to include issues relating to American poverty and access to justice everywhere in the curriculum.

When you teach corporations, when you teach securities law, when you teach commercial law—all of these things have a significant aspect that relates to low-income people and I think it's useful to say that there should be a challenge to classroom teachers across the board to include a focus on access to justice in the broad sense.

### **What motivated you to create the DC Affordable Law Firm, a “low bono” firm?**

**PE:** There's a crisis on top of a crisis. We tend to focus—with good reason—on people who are in the lowest tiers of income such that they qualify for free services. We have a huge gap there; all of the research suggests that we're reaching about 20 percent of the legal needs around the country for people who qualify for free services. But just above that is actually an even larger group of people who don't qualify for free services, but who can't possibly afford a lawyer.

What we've done with this firm is to invent a model that we hope will be picked up around the country. It's a partnership between Georgetown Law Center and two large, leading national law firms—Arent Fox and DLA Piper. The three entities have come together to create the D.C. Affordable Law Firm. It will be located physically at Arent Fox, but it's a real partnership as far as the lawyers who will be involved *pro bono*. We have six 2015 graduates of Georgetown Law who will be the initial lawyers in the project. They will be paid on a level that's fairly substantial, a bit lower than entering legal aid lawyers, and they will receive an LL.M for participating in it. We will have a variety of ways of letting the community know that it exists and that we're charging, but in an affordable way for the services. We trust that if we build it, people will come.

### **How do you see the work preparing these graduates for their long-term careers?**

The firm participants will have a variety of educational experiences and training, including how to manage a law firm, which will be helpful whether they become solo practitioners or go on to create a small firm. In their day-to-day duties,





they will work in very close supervision across a number of areas related to the typical issues people with lower incomes confront. After the 15-month period that each of the graduates will be working in the firm, they will have had experience going to court and in all aspects of lawyering. They are going to be very much connected to the public interest community here in Washington, D.C. and will be seamlessly ready to go wherever they want. And given we know that the six wonderful new lawyers we have hired want to go into public interest, they will be better prepared to do that having had this experience.

### What advice could you offer to people wanting to launch a similar project at their schools?

I think that this model is very important. There are a lot of issues that we have confronted in establishing this firm, so it is somewhat complex. However, the example of these two law firms and our law school having come together speaks positively to potential partnerships that can exist between law schools and law firms all over the country. Of course, we're available to answer anyone's questions about the specifics that we've needed to confront.

### You've recently been quoted in news stories about how law firms are not doing enough in terms of support for legal aid. You've also created a program to track law firm giving to local legal aid groups. Are there ways to encourage law firms to make *pro bono* services more of a priority?

In my role as D.C. Access to Justice Commission Chair, I've worked on exactly that. Law firms all over the country are not doing nearly enough in terms of the crisis of access to justice on the civil side. We know much more about the criminal side; it's been publicized more with headlines such as—"sleeping lawyers in death penalty cases." But there is a quieter crisis on the civil side.

Some law firms are wonderful, both in terms of the amount of *pro bono* that they do for low-income people and in their financial support for legal aid organizations. But objectively speaking, it's not nearly enough and there's more capacity in most firms.

What we did in D.C. in addition to promoting *pro bono* representation is that we established an initiative called Raising the Bar and we researched the then-current giving of a number of firms and ascertained what their giving was like. We created levels of giving—Platinum, Gold, and Silver—and went to some of the most generous law firms and explained that they as pacesetters could begin by continuing their existing giving to the legal aid providers. Their leadership attracted others and we were launched.

The giving levels were based on the percentage of gross revenue that was devoted to supporting these types of programs. The percentage was not burdensome. In fact, the project was very attractive to smaller law firms as well as large ones. We started this four years ago and recruited 23 firms and that year the total giving was about \$3 million. This past year, the total was up to \$5 million from 48 firms. It's been very successful and is quite replicable and easy to do. The only trick is deciding what the baseline giving should be for the firms.

Our newest project is the creation of a major partnership between the local legal aid community and the law firms, *pro bono*, to work on housing. We'll increase greatly the availability of legal representation in landlord-tenant court for tenants facing eviction and we'll pursue impact litigation and policy advocacy as well.

We've signed up 15 of the largest firms to partner with the legal aid providers, and we expect to get a lot more as we get up and running. We're a long way from creating civil *Gideon* in housing, but we will make as big a dent as we can.

### You have written extensively about improving access to justice for low-income individuals and vulnerable populations. How has your work informed your scholarship?

Absolutely it has. I had the privilege of starting when I worked for Senator Robert Kennedy when he was in the U.S. Senate. That experience, and the series of things that I've done full-time before I came to the faculty at Georgetown Law in 1982, has been so important. I've had the benefit of continuous involvement and connection with things that people do in the real world. All of that has informed my writing. It has produced a result in my work that is better for the experiences that I've had.



*continued from cover*

Annual Meeting, and facilitating resource sharing and mentoring. Section participants benefit from taking part in the important conversations and programs that sections offer.

Recently, AALS reached an important milestone. With the addition of the new Section for Associate Deans for Academic Affairs and Research, there are now 100 AALS sections, each focused on a different subject matter, affinity group, or administrative area. Whatever issue faculty wish to connect with their colleagues on, an AALS section is likely to fit their interests. For a full list of AALS sections and instructions on how to join, please visit [www.aals.org/services/sections/](http://www.aals.org/services/sections/).

For a new on-going feature, “Spotlight on Sections,” AALS sat down recently with the chairs and chairs-elect of the new Section on Associate Deans for Academic Affairs and Research as well as the Section on Administrative Law to discuss the work that their sections are undertaking and the value of becoming involved in an AALS Section.

### AALS Section on Associate Deans for Academic Affairs and Research

**What was behind the decision to form a section for associate deans? What made now the right time for this section?**

**Jackie Gardina:** At the Vermont Law School Breakfast for Academic Deans during the 2015 AALS Annual Meeting we started to discuss additional training and opportunities to meet more often to network, and to talk about what’s happening at our schools. I raised the possibility of an AALS section. After the breakfast, I sent a survey gauging interest in participating in an AALS section, and the topics they were interested in learning more about. From there, I reached out to



Jackie Gardina, Vice Dean for Faculty and Professor of Law, Vermont Law School (Co-Chair)

*Courtesy of Vermont Law School*

[AALS Executive Director] Judy Areen and [AALS Senior Meetings Manager] Tracie Thomas, and then Susan [Rozelle] was brought in.

**Susan D. Rozelle:** We were having similar conversations at the Stetson University College of Law Associate Deans of Faculty Development and Research Breakfast at the 2015 AALS Annual Meeting. I think there was a general groundswell of support amongst associate deans, and sometimes ideas just take on a life of their own. There seemed to be a hole in our programming for career development, particularly in administrative roles. AALS is introducing the new Arc of the Career Program at the same time, and just like that program this is an area that we haven’t addressed as comprehensively as we should have, and there has been an effort to do that now.

**JG:** This came up at the 2015 AALS Annual Meeting when they were talking about succession planning and leadership within the legal academy generally, as well as higher education more broadly. This is something that AALS had started to take on more deliberately.



Susan D. Rozelle, Associate Dean for Faculty and Professor of Law, Stetson University College of Law (Co-Chair)

*Courtesy of Stetson University College of Law*

**Professor Rozelle, you’ve previously served as Chair of the Section on Criminal Justice. Can you tell me about leading that section and how those experiences will help you with this new section?**

**SR:** The biggest similarity between the sections is that they both serve two distinct subgroups under one umbrella. The criminal justice section has done a terrific job of making sure we are always serving two constituencies when planning programming. This new section will be similar in that we are envisioning consciously serving these two constituents, both the associate deans for academics and for research. Like the other section, the group for associate deans is going to have amazing people.

**Professor Gardina, what was your first experience with AALS sections?**

**JG:** I’ve been most involved with the Section on Sexual Orientation and Gender Identity Issues. In 2007, I was involved in efforts to repeal of “Don’t Ask, Don’t Tell.” The section wanted the AALS to support repeal. Because I had done work at the national level on this issue, Susan Prager [former AALS Executive

Director] asked me to serve on the government relations committee. On that committee, I was primarily responsible for crafting a memorandum to the AALS Executive Committee at AALS regarding the AALS position on the repeal of “Don’t Ask, Don’t Tell.”

**How have you both benefited personally and professionally from participation in AALS sections?**

**SR:** I’ve been involved in the Section on Criminal Justice and the Section on Women in Legal Education. Both of those sections have offered incredible resources and intellectual wealth. I love going to the AALS Annual Meeting because I get to be a student again.

My very first experience with the sections began with the “women’s room” at the hiring conference. A group of women were volunteering their time to help explain the process and ensure that everyone had a positive experience. As a law professor, I got to know more of these amazing women through the networking breakfasts. Cynthia Lee [professor, The George Washington University Law School] is the one most responsible for getting me on the path to becoming chair of the Section on Criminal Justice, and it’s hard to describe the amazing number of people who have been there for me through the years. It’s been tremendous for me and I am so eager to continue giving back.

**JG:** On a personal level, it’s the friends that you make. I think everyone knows that the first couple times attending the AALS Annual Meeting are intimidating, but within a couple years you’ve got a cohort of people that you are able to have lunch or coffee with, and that is really exciting because, especially for a school like Vermont that is in a rural area—the only law school in the state—it can be somewhat isolating. Having that connection with colleagues who teach in the same area is unbelievably helpful.

I have received wonderful support through the AALS, so having a section for associate deans seems like a natural extension. Now that I am an associate dean, I want that same kind of support and mentoring I received for scholarship and teaching. I want the ability to call on colleagues who are experiencing or have experienced the same kinds of issues and questions that parallel my experience.

“Problem-solving is what drew many of us to the academy in the first place. Having a time set aside to examine how to solve some of these big-picture, long-term problems with colleagues across the academy is a tremendous idea, and we’re excited about it.”

– Professor Susan D. Rozelle

**Can you tell us a little bit about the activities Associate Deans conducted before becoming a section? I understand two different groups met for breakfast at the Annual Meeting.**

**JG:** The Vermont Law School has hosted a breakfast for academic deans at the AALS Annual Meetings, but there hasn’t been anything organized through AALS beyond that. Before this, there was a gap where I think a lot of new associate deans came into their positions and weren’t able to experience the great benefit of being able to come together in a group and talk about what’s happening and what their positions are like.

**SR:** Stetson had hosted the associate deans for research breakfast for a number of years and, as Jackie said, it was not a section function but just an informal opportunity to get together and share. We’ve had an overwhelmingly positive response over the years on how much attendees appreciated having other associate deans to talk to, whether they were new associate deans seeking advice or more seasoned associate deans looking to build on other’s experiences. We were the only law schools filling that need.

**Why is it important for associate deans to connect with their colleagues at different schools? What kind of conversations are taking place?**

**JG:** Law schools are in a time of transition right now. There’s a lot of innovation and similar issues arising within the legal academy, yet we rarely have the opportunity to come together to talk informally and privately about how schools can collaborate better and share ideas. The new Section on Associate Deans for Academic Affairs and Research will benefit us as institutions and individuals through connecting about the similar things happening across the legal academy right now.

**SR:** One of the common threads for associate deans is that we’re living our professional lives moving from one crisis to another. We rarely have time to reflect and plan to become the problem solvers that we would like to be. Problem-solving is what drew many of us to the academy in the first place. Having a time set aside to examine how to solve some of these big-picture, long-term problems with colleagues across the academy is a tremendous idea, and we’re excited about it.

**JG:** The ABA listserv has been the primary vehicle for associate deans to talk to each other, and it is a phenomenal resource. That’s been the primary vehicle for us to find out what is happening

at other schools as it relates to our own. We're hoping we can take what's happening on the listserv and expand it to allow for face-to-face interaction.

**SR:** There is one listserv for academic deans and another for faculty development. Between the two of them, they are a treasure trove of information. Someone will post a question, "How does your school handle X?" The questioner will compile the answers and then post the best responses on various approaches. One of the missions of this section is to systematize that kind of resource.

### **What do you hope to accomplish in the section's first year?**

**JG:** We hope to start establishing a sense of community, and that is grounded in translating what happens on the listserv into AALS meeting programming and networking. We have an idea about what would be most helpful based on the survey responses. One of the things that came up was how to take all of the great information that's collected and make it accessible for incoming associate deans. Additional ideas include creating a FAQ template, hosting training webinars or monthly calls, and providing other support to associate deans navigating their positions.

**SR:** The first goal is to establish a broader base of involved members. Despite the fact that this is a new section and associate dean positions have a high turnover rate, the first goal is to build on that core sense of community that Jackie mentioned. Creating a structure that folks can count on to help them develop in these roles is primary for us this year.

### **The section is currently in the planning stages for its first Annual Meeting session. Can you tell me what issues will be explored?**

**JG:** We've set up two different panels. One is going to discuss leading and managing. The other is going to provide

a mechanism for people to workshop issues, problems, or challenges that arise on the job in small groups. We wanted to create an opportunity to both provide information about leading and managing, as well as discuss problems that frequently arise. We will also hear from other deans about how to solve those problems.

**SR:** The program that we're working on includes a plenary session, and the speakers will address fundamentals that are universal to all associate deans such as time management, teaching and writing time, and goal-setting. Additionally, the program will look at how to interact with faculty and non-faculty colleagues within the law school, and in the university. The session is also designed to encourage people to think more deeply about what they want their legacy as a law school leader to be and how to go about creating it in a conscious fashion.

### **How can associate deans make the best use of this new section?**

**SR:** I would say get involved. We welcome all colleague contributions and ideas for breakout session topics. We have a call out to the two associate dean listservs soliciting ideas, and we ask them what issues they would like to workshop, what the takeaways should be, and what ideas would they like to implement at their schools.

**JG:** Part of building a section to meet the needs of associate deans is to define the goals for the next year. We are asking: "what is it that associate deans most need, and how can we best accomplish that?"

### **The Section on Associate Deans for Academic Affairs and Research is the 100th section. How does it feel to be a part of this AALS milestone?**

**SR:** It's an honor. AALS has done so much for me personally, and for the legal academy as a whole. I'm just thrilled.

**JG:** AALS has primarily been focused on the intellectual teaching and scholarship aspect of professorship, and now we're starting to pay attention to the larger leadership questions that are emerging. The creation of the section seems to fit nicely with the direction that AALS is going, in terms of trying to help faculty and administrators define the next phase of legal education.

**JG:** I want to make sure to give a shout out to Tracie [Thomas]. She's done an amazing job in helping us put together the building blocks of the section and creating that first set of panels.

**SR:** I would echo that.

## [AALS Section on Administrative Law](#)

### **What prompted you to become involved in the leadership of this section?**

**Emily Hammond:** For my part, I've always enjoyed being a part of the section. It provides a real opportunity to get to know other administrative law faculty and learn about their projects, as well as share information about the latest developments in the field. It's also a way to welcome new people into our specific profession of administrative law teachers and scholars, and provide them with support as they get acquainted with what it is we do. I believe strongly in that aspect of the mission of the section, and it's a joy to me to be able to participate in the leadership.

**Kristin Hickman:** When you participate in an organization and people ask you to get involved in the leadership of that organization, then we all have an obligation to step up and take our turn. I usually attend the AALS Annual Meeting and, as an administrative law professor, I attend the administrative law program. Liz Magill [Dean, Stanford Law School] approached Emily and me at the Annual Meeting about leading the section.



Kristin E. Hickman, Harlan Albert Rogers Professor of Law, University of Minnesota Law School (Chair)

*Courtesy of University of Minnesota Law School*

**The Administrative Law Section is one of several AALS sections organizing works-in-progress sessions for new law school teachers at the Annual Meeting. The Administrative Law Section’s previous “New Voices in Administrative Law” series inspired works-in-progress sessions for several other sections. Can you tell me a bit how this series initially evolved and what you hope it looks like this year?**

**KH:** Our “New Voices in Administrative Law” program is one of the reasons why this section is as strong as it is. The program provides a mechanism for senior scholars to give feedback to junior scholars to help develop their work, as well as a route for junior scholars to interact with senior scholars that is a little less intimidating. The program benefits junior scholars, and also solidifies and extends ties throughout the group of administrative law scholars across the country.

**EH:** One of the things I think the “New Voices” program has done is demonstrate our senior scholars’ commitment to mentoring junior scholars. This gives a way for the senior scholars to do



Emily Hammond, Professor of Law, The George Washington University Law School (Chair-Elect)

*Courtesy of The George Washington University Law School*

something that I think they really crave, which is to bring up the next group that will carry forward and contribute to this ongoing conversation that we have within our particular subject matter.

**You’re planning a session titled “Beyond Leg/Reg: Designing a Broader Regulatory Practice Curriculum” at the upcoming AALS Annual Meeting. What topics do you plan to explore at that program? Why was this issue chosen?**

**KH:** When I was in law school, the choices were either litigation or transactional tracks for aspiring lawyers, but there is a third track these days: regulatory practice. We’re hoping to talk about different curricular ideas and ways of thinking about law teaching that are oriented towards students who will be going into regulatory practice.

A lot of attorneys really don’t do business transactions per se—and they don’t litigate—but they deal with agencies. You see this reflected in the curricular reform that a lot of law schools have pursued in terms of adopting Leg/Reg or something like it into their 1L curriculum or as a required class at some point during law school, recognizing the traditional

Langdellian model of law school teaching doesn’t cover statutes, regulations, or other aspects of regulatory law very well.

I talked informally with other law professors at different schools who are developing clinics around notice-and-comment rulemaking and other sorts of upper-level classes dealing with various regulatory compliance topics. It occurred to me that trying to pull some of these voices together to talk about different ways of incorporating regulatory compliance into the JD curriculum beyond a single class, and that developing that third regulatory practice track was a conversation worth having.

**What activities outside of the Annual Meeting does the section undertake?**

**KH:** We have a very active listserv. It sounds minimal, but the administrative law section has constant conversations through the listserv, such as when a U. S. Supreme Court case comes down that has administrative law applications, information arises on new legislation, or any interesting agency actions that have taken place. It’s very informative and alerts members of the section to different things going on in this area.

**EH:** It’s a terrific listserv and another way that scholars can connect. Any section member can post, and it helps break down some of those perceived barriers between junior and senior scholars in the section. It’s a real resource when people seek advice on a research question, or ask about something they are working on in the classroom.

**Why should law faculty consider joining AALS sections? And how have you personally and professionally benefited from your participation in the Section on Administrative Law?**

**KH:** On a professional level, we’re in a business in which the exchange of ideas across law schools is incredibly important, both in respect to scholarship

and to curricular development. The section facilitates conversations between other administrative law scholars from across the country, from the “New Voices” program to the programs on curricular development. Through those conversations, I feel like I’ve benefited tremendously both personally and professionally.

**EH:** For me, the sections are a really nice way to take the very large AALS community and create a meaningful experience for an individual scholar. Some law schools may only have a few administrative law professors, so it’s an important resource for them. Also, in terms of having support when I was teaching administrative law, especially in the first two years, I got so much out of learning from other professors’ experiences. It’s very stimulating to engage with people on what they’re working on.

### What is the best way for people interested in Administrative Law to get involved with the section?

**KH:** If they are junior scholars, submit a paper to the “New Voices” program. If they are not junior scholars, volunteer to read and comment on a piece in the “New Voices” program. Just attending our panel is another way to get involved, but it’s more passive than the “New Voices” program, where you have to take part in the conversation.

**EH:** One message from the section and our activities, especially “New Voices,” is that the scholars in our section enjoy making connections with other scholars. I’m always happy when I hear from a new administrative law scholar to introduce themselves, send me a paper to read or ask a question about teaching. New administrative law professors can reach out to any of the section leaders by email

to get involved. Also, anyone interested in a leadership position can informally let any of the current board members know as we hold elections at the end of our section meeting annually.

**KH:** Participating in the listserv is another way to get involved. Professors can sign up for the Section on Administrative Law listserv by emailing [adminlaw@chicagokent.kentlaw.edu](mailto:adminlaw@chicagokent.kentlaw.edu).



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## AALS Sections Holding Call for Papers

Several AALS Sections are requesting abstracts of papers or presentations for their sessions at the Annual Meeting. These include:

- The Section on Education Law is seeking abstracts or drafts of papers for a panel “Reconciling Education Law, Policy & Governance under Changing Leadership.” The author of the selected piece will be reserved a slot on the panel to present his or her original ideas on this topic. Due September 8, 2015.
- The Section on Graduate Programs for Non-U.S. Lawyers is selecting two or three presenters for its panel “Recruiting LL.M. Students: Promises, Expectations, Resources, and Realities.” Due September 14, 2015.

- The Section on Insurance Law is seeking drafts of papers or proposals for its program “Insurance and Litigation, Risks and Incentives.” Due October 9, 2015.
- The Section on Internet and Computer Law is seeking abstracts or drafts of papers for its program “Once More Unto the Breach: The Law & Policy of Data Breaches.” Due September 30, 2015.
- The Section on Legislation & Law of the Political Process is holding a works-in-progress program “New Voices in Legislation.” Scholars whose papers are selected will present their work in small panel sessions with a senior scholar moderating and leading discussion. Due October 2, 2015.

For additional information regarding the call for papers and presentations for programming at the 2016 AALS Annual Meeting, visit [www.aals.org/rfp](http://www.aals.org/rfp).

## Speakers of Note at the 2016 AALS Annual Meeting

Speakers at the AALS Annual Meeting bring a wide range of experiences and insights about the law, legal systems, and legal education. This year's meeting includes a rich variety of influential scholars, elected officials, and members of the bench and bar.

Here are just a few highlights from this year's speakers:

- A special welcome from Michael R. Bloomberg, Former Mayor of New York City and Founder, Bloomberg L.P. & Bloomberg Philanthropies
- The Honorable Justice Stephen Breyer, the Supreme Court of the United States
- Paulette Brown, ABA President
- The Honorable Harry Edwards, United States Court of Appeals, District of Columbia
- The Honorable Jeremy Fogel, United States District Court for the Northern District of California
- Benjamin Heineman, Senior Fellow of the Program on Corporate Governance (Harvard) and former General Electric VP & General Council
- The Honorable Gladys Kessler, United States District Court for the District of Columbia
- Martha L. Minow, Dean, Harvard Law School
- Blake D. Morant, AALS President and Dean, The George Washington University Law School
- The Honorable Jed S. Rakoff, United States District Court for the Southern District of New York
- Deborah L. Rhode, Director of the Center on the Legal Profession, and Director of the Program in Law and Social Entrepreneurship (Stanford)
- Senator Charles E. Schumer, United States Senator for New York
- David Wilkins, Director of the Center on the Legal Profession (Harvard)

### PROPOSALS FOR HOT TOPIC PROGRAMS AT THE 2016 AALS ANNUAL MEETING DUE OCTOBER 5

Hot Topic programs focus on timely issues that emerge too late to be included in other programs at the AALS Annual Meeting. Hot Topic programs at the 2015 AALS Annual Meeting included "Beyond Michael Brown and Ferguson, Effective Responses to Police Force" and "The Tipping Point, How the Recent Migrant Children's Crisis Highlight the U.S.'s Systemic Failure to Address the Needs of Unaccompanied Children."

The AALS Program Committee is currently soliciting Hot Topic program proposals for the 2016 AALS Annual Meeting in New York City. The committee will consider the timeliness and broad interest of the proposed topic as well as the overall quality of the program, including diversity of presenters and presence of junior participants.

For more information on the application process, please visit [www.aals.org/rfp](http://www.aals.org/rfp). Questions and Hot Topic proposals can be sent to [hottopic@aals.org](mailto:hottopic@aals.org). Program proposals are due October 5, 2015.

# Communicating the Value of Legal Education

In 2014, AALS created the Director of Communications position to lead outreach efforts and to oversee content for the association's website, publications and social media platforms. Last September, Jim Greif joined the organization in this role with 16 years of communications experience at non-profit and higher education related institutions.

He shared his thoughts on the role and plans for the future of communications at AALS.

**AALS is not the first time you've worked for an association. You worked at the American Association of Pharmaceutical Scientists (AAPS) and have studied association management. What about association work appeals to you?**

There is a certain energy around associations. The membership voluntarily organizes around a particular issue or occupation because the whole is greater than the sum of its parts. People get involved in associations like AALS or AAPS to make their profession better. Together, associations are able to make substantive changes that would be difficult or impossible to accomplish as individual members.

My previous association positions gave me the opportunity to work with a variety of higher education institutions, and that experience has helped tremendously at AALS. I've also worked with association sections, such as the AAPS Regulatory Affairs Section which had representatives from industry, academia, and government. This experience helps in understanding AALS sections and how a communications department can effectively work with them.

**You've previously worked at Equal Justice Works, a public interest organization that seeks to encourage the involvement of law students and lawyers in public service. How has your work there informed your understanding of legal education and law schools?**

At Equal Justice Works, I learned about the role that law schools play in teaching the next generation of lawyers the value of serving the public interest. I also learned about the programs available for student loan repayment as well as the many successful legal aid projects with recent graduates—at public service organizations and at law firms.

My time at Equal Justice Works exposed me to a variety of approaches to legal education and some of the challenges in terms of student debt and access to justice for underserved populations.

**Prior to starting at AALS, you worked at George Mason University. What has been your experience changing from representing one school to 180 AALS member law schools?**

At George Mason University, I was a media relations officer for several colleges and departments at the school, including Mason Law. What I enjoyed about Mason and what I enjoy about AALS is the variety of programs and faculty that are doing interesting things and working with people that are willing to help meet the communications goals of their institutions. The main difference to me is that the role at AALS is quite broad and encompasses writing, editing, research, content gathering, web communications, and public and media relations.

**You've been at AALS for a year now. What has been the biggest surprise so far?**

The biggest surprise to me is that it has only been a year. My colleagues are so



James Greif, AALS Director of Communications

warm and collaborative that I forget that we've only been working together for 12 months. As the communications function at the association is fairly new, I'm pleased with the programs we've been able to start and I'm excited for the projects we have coming up.

**What aspect of your work at AALS most excites you?**

I'm most excited for the opportunity to highlight the innovative programs and faculty at AALS member schools and to help change perceptions of legal education in the media and public.

Working with fantastic colleagues at AALS and a talented team in Kathryn Fanlund [publications] and Melinda Price [communications] are also exciting aspects of the job. With their efforts, we have been able to add new online resources such as the YouTube channel, and enhance the content on the website and in this newsletter.

**One of the most visible changes to the AALS communications strategy has been the launch of the new website. Can you talk about some of these changes?**

The new website is designed to highlight important issues in legal education and showcase the outstanding work of our law



schools and faculty to the public. This is a difference from the previous site which focused entirely on AALS meetings and member resources. The new platform also allows the association to provide better member services, so one area of improvement isn't traded for another.

We have several sections of the website that are updated frequently, including a round-up of news stories related to legal education and another dedicated to thoughtful analysis of issues in legal education.

## **How is AALS engaging with audiences outside of law faculty, such as the public and media?**

Over the last two years, AALS has hosted a press conference at both Annual Meetings to discuss the latest issues facing the academy and how law schools are responding. We have also sat down with several legal and education reporters outside of the Annual Meeting and responded to incoming reporter requests.

We also reach out to media outside of the legal and education beats to cover programming at our Annual Meeting. For example, we had national healthcare reporters at the Ebola panel and C-SPAN covered several sessions related to government and public affairs.

## **What are the biggest challenges facing AALS in getting its message out?**

Many stories related to legal education focus solely on the decline in enrollment, applications, and the legal job market. Graduate enrollment as a whole is down across the country, but we don't hear about it as much. Very little is said about the value of legal education over a career and the skills you learn that are applicable in a variety of settings. We're hoping to change that.

## **AALS has also expanded into social media recently. Why was that an important step to take?**

In the last year, AALS has added social accounts for Twitter, Facebook, LinkedIn, YouTube, and Flickr.

Social media is an effective way to share great stories about AALS member schools. Reporters may not follow 180 individual law schools, but if they follow AALS, they will get news and information about the latest innovations, programs, and success stories from our members. Social media allows our followers to share the things we highlight with their networks as well.

“ We want prospective students and the public to have a more balanced understanding of the role and value of legal education... ”

Many law professors are active social media users. In fact, the hashtag #AALS2015 was trending nationally on Twitter during the AALS Annual Meeting. We want our faculty to be aware of the different programs and ideas at other schools, so communicating via social media and traditional media is critical to reaching law teachers as well as the public.

## **What are your goals for the AALS communications strategy going forward?**

We want prospective students and the public to have a more balanced understanding of the role and value of legal education in training the next generation of lawyers, lawmakers, judges, business leaders, and problem solvers.

To achieve a more accurate public perception, we need to communicate the great things that are happening at our member schools and how AALS is bringing legal educators together to advance the academy and the profession. We'll need to use several outlets to communicate these successes, including social media, the AALS website, AALS publications like this newsletter, and conversations with the media.

## **Are there ways that individual law schools and faculty can contribute?**

Law school staff and faculty can send us news and examples of innovative and outstanding programs, research, and teaching that we can put up on our website and feature on social media. We also want to highlight and collaborate with law school faculty and staff who have thoughtful and interesting ideas about advancing legal education.

## **What can members look forward to happening in the next year?**

Members can look forward to additional materials related to value of a law degree and the variety of approaches to legal education. We are creating additional resources for new law teachers and continue to expand the content on our website, in this newsletter, and on platforms like YouTube, where you can find select videos from the Annual Meeting and from member schools and other organizations. We'll also continue to keep the content on our website fresh with news stories related to legal education and examples of innovative and outstanding programs and faculty.



## Photos from 2015 AALS Spring Meetings



Shirley Kennedy, Mississippi College School of Law, discusses her poster at the AALS Conference on Clinical Legal Education.



Jayesh Rathod, American University, Washington College of Law, Chair of the Section on Clinical Legal Education, presents the M. Shanara Gilbert Award to JoNel Newman of University of Miami School of Law.



AALS Executive Director Judy Areen; New Law School Teachers Workshop Planning Committee Chair Donna M. Nagy, Indiana University Maurer School of Law; and AALS President Blake D. Morant, The George Washington University Law School.



Elliott Milstein, American University Washington College of Law, serves as a "witness" during a teaching exercise at the AALS Workshop for New Law School Teachers.



Lawrence C. Levine, University of the Pacific, McGeorge School of Law, at the AALS Workshop for New Law School Teachers.



AALS Past President Daniel B. Rodriguez, Dean, Northwestern University School of Law, addresses attendees before the AALS New Law School Teachers Workshop's plenary session on teaching.



Susan L. Brooks, Drexel University School of Law, addresses clinical directors at the AALS Conference on Clinical Legal Education.



Martha Rayner, Fordham University School of Law, and Ayesha Hardaway, Case Western Reserve University School of Law at the AALS Conference on Clinical Legal Education.



Patricia Lee, St. Louis University School of Law, speaks at the AALS Conference on Clinical Legal Education.



Rory D. Bahadur, Washburn University School of Law, leads an interactive session on assessment at the AALS Workshop for New Law School Teachers.



Phoebe A. Haddon, Rutgers School of Law - Camden, and Kevin R. Johnson, University of California at Davis School of Law, speak at the AALS Workshop for Pretenured People of Color Law School Teachers.

## 110th AALS Annual Meeting

Wednesday, January 6 - Sunday, January 10, 2016  
New York City

The Association of American Law Schools returns to New York City in 2016 for its 110th Annual Meeting. This year's meeting, "From Challenge to Innovation: Legal Education in 2016," boasts a vibrant schedule with some 200 sessions and more than 800 moderators, speakers, and discussion leaders in attendance. It serves as the premier opportunity to come together as a legal academy to network with colleagues and engage with the latest legal issues. AALS President and the George Washington University Law School Dean Blake D. Morant noted that the conference will "provide an unparalleled opportunity for legal educators and administrators to connect with colleagues from law schools around the nation, as well as the world, on matters of common interest at this crucial moment for legal education as well as the legal profession."

Many well-regarded and notable speakers are taking part. The association is honored to have U. S. Supreme Court Justice Stephen Breyer participating in a moderated conversation. American Bar Association President Paulette Brown will speak on a program concerning "Professionalism and the Future of Our Profession." The conference's opening plenary will feature two of the authors of "Lawyers as Professionals and Citizens: Key Roles and Responsibilities in the 21st Century," Benjamin W. Heineman, Jr., Former Senior Vice President for Law and Public Affairs, General Electric and David B. Wilkins, Harvard Law School. Their essay presents a practical vision of the responsibilities of lawyers as both professionals and as citizens at the beginning of the 21st century.

For more information and to register, please visit [www.aals.org/am2016](http://www.aals.org/am2016).



AALS returns to the Big Apple for the 110th Annual Meeting

*Image Credit: Patrick Theiner, Creative Commons*

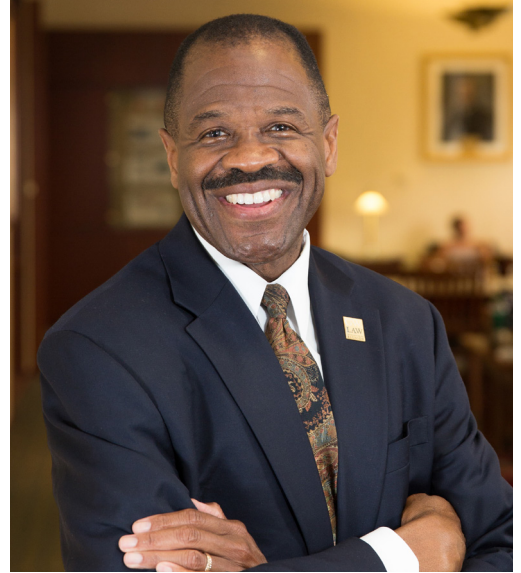
## From Challenge to Innovation: American Legal Education in 2016

The present state of American legal education raises pivotal questions: What is the relevance of legal education in a complex and global market? Has its value diminished in light of the significant investment required to pursue a law degree? Perhaps more seminal, is American legal education able to equip students with the tools needed to succeed in a global marketplace?

Despite questions of value, the need for quality legal education has never been more acute. The global market needs professionals who can think critically and provide innovative solutions to complex problems. American legal education has long addressed this need.

The current challenging times for legal education have prompted us to think more creatively about pedagogy and curriculum. The academy's continued evolution has led to more dynamic programs that produce adroit professionals who can better function in a complex, more diverse market. Many of the new programs that have emerged during these challenging times explore the intersection of classroom doctrine and real-world problems. Other innovations seek to add value and manage costs. The array of new programs underway continues to expand. At the same time, law schools continue their vital roles both innovators and as critics of law through the scholarship that their faculty members produce.

Challenge has truly prompted innovation. Law schools and faculties should work to foster the dynamism that comes from the academy's continual evolution. Although the challenges confronting law schools are significant, the resolve to meet them has never been stronger.



*Courtesy of The George Washington University Law School*

Blake D. Morant  
AALS President and Dean,  
The George Washington University Law School

### Changes at the 2016 AALS Annual Meeting

The 2016 AALS Annual Meeting will have several new features. For the first time, the meeting will begin with a session aimed at attendees who are new to the Annual Meeting. This session will offer advice on how to get the most out of the meeting and from membership in AALS. Other exciting new additions to the conference are listed below.

#### Arc of Career Programs

This is a new type of program at the Annual Meeting, aimed at helping legal education professionals (including faculty and administrators) with professional development over the course of their careers. Arc of Career Programs at the 2016 Annual Meeting are:

- “Using Rounds about Teaching to Provide Peer Support and Learning over the Course of a Career: Continuing Education for Teachers Who Educate Lawyers”
- “Scholarly Engagement Post Tenure”
- “Impossible Realities, Infinite Loops and Movable Staircases: The Impact of Institutional Marginalization on the Tricky, Unpredictable, and Inconsistent Trajectory of the Non-Tenured Track Career”
- “The AALS in Spite of Itself: How to Use the AALS for Professional Development Even If It Sometimes Makes You Mad”
- “Joining the Administration: Law School and University Leadership for Law School”

#### Opening Plenary Program

In place of the traditional luncheon, the Annual Meeting this year will feature an opening plenary program. The topic will be “Lawyers as Professionals and as Citizens.” Benjamin W. Heineman, Jr., Former Senior Vice President for Law and Public Affairs, General Electric and David B. Wilkins, Harvard Law School, will serve as the keynote speakers. This change will allow everyone attending the Annual Meeting to hear the plenary speakers without having to register for a separate lunch event.

#### Opening Reception

The Opening Reception will conclude the first full day of the meeting. Enjoy drinks and light appetizers while mixing and mingling with your colleagues from law schools across the country. The reception will be held in the Grand Ballroom of the New York Hilton, which is also the AALS Exhibit Hall. We are pleased to welcome special guest Michael R. Bloomberg, Former Mayor of New York City who will make brief remarks and attend the reception.

#### Discussion Groups

These new programs will provide small groups of faculty the opportunity to engage in a sustained conversation on topics of interest. Current discussion topics that are planned for the meeting include “Ethics and Practice of Community Engagement,” “Introducing Professional Identity Development into the Law School Curriculum,” “Increasing Author Diversity in Legal Scholarship: Individual and Institutional Strategies,” and “Fostering Entrepreneurial Lawyering in Curricular Design.”

#### What is AALS, and Why Does It Matter for My Career? And How Do I Get the Most out of the Annual Meeting?

Our first ever primer for first-time attendees. This session is intended for new law professors and administrators, especially for those who have never attended an AALS Annual Meeting. After a quick introduction to the organization, members at various stages of their careers will briefly discuss their experiences with AALS. There will also be a candid discussion of why people attend the Annual Meeting and what they hope to get out of it. New members will have the opportunity to sign up for AALS sections. Members of the AALS leadership structure will be in attendance, and there will be time to have a dialogue with them about their AALS experiences.

#### Building a Better AALS: A Conversation with the AALS Executive Committee

This event is a unique opportunity to share your suggestions directly with members of the AALS Executive Committee in a small group setting.



## New Law School Teachers at the 2016 AALS Annual Meeting

New law school teachers are the future of the legal academy. To encourage these legal educators to take advantage of the networking and professional development opportunities at the 2016 AALS Annual Meeting in New York City, AALS is offering a fifty percent discounted registration rate for the first time for law school faculty in their first three years of teaching.

There are many sessions focusing on the issues and concerns shared by new law faculty. Several AALS sections have planned special programs that bring together junior and senior law faculty to help newer faculty develop their scholarship and teaching skills and connect with their more experienced colleagues. Other sessions at the meeting will consider how new law teachers can get the most out of becoming involved in AALS and succeed at each phase of their legal career.

### Wednesday, January 6

#### 5:30 p.m. - 6:30 p.m.

A Session for First-Time Meeting Attendees - What is AALS, and Why Does It Matter for My Career? And How Do I Get the Most out of the Annual Meeting?

### Thursday, January 7

#### 3:30 p.m. - 4:45 p.m.

Section on Administrative Law – Works-In-Progress for New Law School Teachers

Section on Law, Medicine and Health Care – Works-In-Progress for New Law School Teachers

Section on Legal Writing, Reasoning and Research – Pedagogy for New Law School Teachers

Section on Transactional Law and Skills – Pedagogy for New Law School Teachers

### Friday, January 8

#### 8:30 a.m. - 10:15 a.m.

**New:** Arc of the Career Program – Impossible Realities, Infinite Loops and Movable Staircases: The Impact of Institutional Marginalization on the Tricky, Unpredictable, and Inconsistent Trajectory of the Non-Tenured Track Career

#### 10:30 a.m. - 12:15 p.m.

Section on Balance in Legal Education, Co-Sponsored by Academic Support – Finding Your Voice in the Legal Academy

#### 1:30 p.m. - 3:15 p.m.

AALS Program – So You Want to Publish a Book?

### Saturday, January 9

#### 8:30 a.m. - 10:15 a.m.

AALS Arc of the Career Program – The AALS In Spite of Itself: How to Use the AALS for Professional Development Even If It Sometimes Makes You Mad

#### 10:30 a.m. - 12:15 p.m.

Section on New Law Professors, Co-Sponsored by Section on Scholarship – Becoming a Legal Scholar

#### 1:30 p.m. - 3:15 p.m.

Section on Scholarship, Co-Sponsored by Section on New Law Professors – The State of the Art on Placing Legal Scholarship – and Its Questionable Consequences

#### 3:30 p.m. - 5:15 p.m.

Section on Employment Discrimination Law – Works-In-Progress for New Law Teachers

Section on Graduate Programs for Non-U.S. Lawyers – Pedagogy for New Law Teachers

Section on Intellectual Property – Pedagogy for New Law Teachers: Teaching IP to Non-Law Students

Section on Labor Relations and Employment Law – Works-In-Progress for New Law Teachers

Section on Legislation & Law of the Political Process – Works-In-Progress for New Law Teachers

# AALS CALENDAR

## Faculty Recruitment Conferences

Thursday, October 15 – Saturday, October 17, 2015  
Washington, DC

Thursday, October 13 – Saturday, October 15, 2016  
Washington, DC

## Conferences on Clinical Legal Education

Saturday, April 30 – Tuesday, May 3, 2016  
Baltimore, MD

Friday, May 5 – Tuesday, May 9, 2017  
Denver, CO

## Future Annual Meeting Dates and Locations

Tuesday, January 3 – Saturday, January 7, 2017  
San Francisco, CA

Wednesday, January 3 – Sunday, January 7, 2018  
San Diego, CA

Wednesday, January 2 – Sunday, January 6, 2019  
New Orleans, LA

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