



Step Up, Legal Academy!

AALS President invites members to join an ongoing focus on diversity and equity

By Kellye Y. Testy

What a summer. Between attacks on gay people, black men, police, French Bastille Day revelers, and peaceful protesters in Kabul—not to mention the hostile American political environment—I feel like yelling “The sky is falling!” Instead, I’m going to urge “Step up, legal academy!”



AALS President Kellye Y. Testy, Dean, University of Washington School of Law

As announced last January, the AALS theme for this year and the Annual Meeting is “Why Law Matters.” In our current, increasingly complex world, law matters more than ever. We have an urgent responsibility, because what our world needs is exactly what we have the ability to give. One of our core strengths as legal educators is to comprehend complexity and hold competing ideals in a delicate balance. We understand—and educate our students to understand—that the world needs order and freedom, stability and change, security and privacy, efficiency and equity. Right now, many forces seem to be polarizing and drawing hard lines that prevent dialogue and action. Those of us trained in law are well suited to help people talk and act across fear and difference to make progress that will benefit all of us.

The promise of equal justice for all must remain our polestar. No one thrives in the long term unless every one thrives. Now more than ever, we are in this together. We must look at the world

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2017 AALS Annual Meeting



Thousands of law faculty, deans, administrators, and scholars will gather in San Francisco from January 3-7, 2017, for the 111th AALS Annual Meeting. Under the theme of “Why Law Matters,” the meeting is an opportunity to connect and collaborate with colleagues, discuss critical and emerging legal issues, and attend programs focused on fresh perspectives on law and legal education.

The meeting will feature more than 800 moderators, speakers, and discussion leaders at over 250 sessions planned and chosen by the Annual Meeting Program Committee and the association’s 100 sections. In addition, attendees can connect and share ideas at more than 50 networking events and opportunities. The Exhibit Hall gives attendees the chance to meet with representatives from a diverse group of exhibitors and publishers as well as explore new products and services available for the law school community.

Programming will take place at the San Francisco Hilton Union Square, in San Francisco’s historic Mission District, and across the street in Hilton’s Parc 55. The hotels are conveniently located near San Francisco’s world-class cultural attractions, shops, neighborhoods and restaurants so attendees can see all that the “City by the Bay” has to offer.

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from the bottom up and ask whose voice is not being heard. Violence and lawlessness can often fall harder on some than others, but no one is immune. When the truck drove through the Bastille Day crowds in Nice, the driver was not discriminating between rich or poor, young or old, men or women, black or white, citizen or refugee. And make no mistake about it—the many forms of violence at work during this and other summers are connected at the root. As Dr. Martin Luther King, Jr. said, “Injustice anywhere is a threat to justice everywhere.” Let us lead with what we do and know best: law. While far from perfect, I believe law is still our most promising pathway to a just and humane world.

The AALS Annual Meeting will be rich with programs engaging these themes from our Sections and other participants. We look forward to seeing you there. President-elect Paul Marcus and I have joined together to invite AALS members to spend two years focusing on the role of the legal academy as issues of diversity and equity continue to be highly visible on our campuses and in our communities. We will begin with a presidential program at the Annual Meeting with presenters drawn from the Call for Papers on page 18.

In addition to responding to this particular invitation, I hope that as you begin your academic year, you and your institutions will consider ways to rise to the challenges of our time and demonstrate how law truly matters for the welfare of our world. Please let me know if I can be of help as you begin this work. I will be traveling widely to visit schools this year and would be pleased to visit yours. All of us at AALS are here to help our member schools in their unique and admirable missions to best serve our complex world. Your work is critically important. Thank you for all that you are and all that you do.



Kellye Y. Testy

AALS President

Dean, University of Washington
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AALS Names Ginger Patterson Associate Director

By James Greif

Elizabeth “Ginger” Hayes Patterson returned to the AALS staff as Associate Director, a position she held twice previously under former Executive Directors Carl Monk and Susan Prager. A 1973 graduate of The Catholic University of America, Columbus School of Law, she practiced law with Hogan and Hartson in Washington, D.C. earlier in her career.

Patterson joined the faculty of Georgetown University Law Center in 1980, where she served as Associate Dean for the JD and graduate programs from 1993-97. Over her career, Patterson held the position of Chair of the D.C. Public Service (Utilities) Commission and was a Commissioner of the D.C. Public Service Commission. She also served as Treasurer of the D.C. Bar and served on the editorial board of its publication, *Washington Lawyer*.



I had my introduction to legal education when I was asked to teach conflict of laws, on an adjunct basis, at my alma mater The Catholic University of America, Columbus School of Law. The person hired to teach the course had become very ill just as the semester was to begin. I knew before then that I wanted to teach in a law school, so this seemed a great opportunity for me to get some experience. I had taught before—I was a French and Spanish high school teacher in Washington, D.C. before going to law school.

At the time, I was in Litigation at Hogan and Hartson, my husband, Jerome, and I had our 14-month old daughter, Sala, and I was pregnant with our son, Malcolm. The only time I could teach the course was from 9 a.m. to noon on Saturday mornings, so that’s what I did. It was grueling, but in the end, I loved it so much that I knew I was going to end up in the classroom.

In terms of public service, I have always been involved with local and national social service agencies here in D.C., starting while I was at my first job after clerking, at Hogan. I served and held leadership positions on a number of boards, helping those organizations

formulate policies and procedures to ensure that the work they were doing was effective. I also served on a number of D.C. Bar committees and on local and federal government committees or commissions.

You recently joined AALS staff as Associate Director, a position you have held before. How would you describe the position?

I see the position first as being a resource for the Executive Director and the staff. The experience of being in the legal academy, especially if you had an administrative position in a law school, gives you an understanding of the issues that come up in the course of formulating AALS policy and programs. It’s important to have two people, myself and Executive Director Judy Areen, who have both had those experiences and who are sensitive to how faculty, administrators, and staff might react to various programs or initiatives that we’re considering.

The Associate Director is also responsible for coordination of specific programs, like the Scholarly Papers Competition or the Workshop at the Faculty Recruitment Conference. AALS is primarily a volunteer organization when it comes to our programming—we have a staff, but a small staff. The success of our meetings and workshops really depends on faculty volunteers. Our job is to assist those members in formulating, planning, and implementing programs.

How has it changed since your previous appointments to the position?

There are two very obvious changes: when I was here before, from 2005-07 and 2009-10, my title was Deputy Director. Now it’s Associate Director. But the positions are essentially the same.

Secondly, I officially retired in 2013 and I am working only part time for AALS. It means the portfolio is not as broad as it was. For example, I will not be as deeply involved in the Membership Review process as I was in the past. I may sit

“The experience of being in the legal academy, especially if you had an administrative position in a law school, gives you an understanding of the issues that come up in the course of formulating AALS policy and programs.”

AALS is pleased to welcome back Ginger Patterson and recently sat down with her to discuss her prior experiences with the association and her vision for the position today.

Can you share some of your background in legal education and public service?

in on committee meetings and review documents beforehand but I will not be involved in the production of those documents.

More broadly, how has legal education changed during your time here and throughout your career?

The biggest change from 1980, when I started teaching, to the present is in the demographic makeup of the legal academy. Women deans and deans of color were rare in 1980; while there is still room for improvement, this has changed significantly. For example, during the 1980-1981 academic year, there were about three women deans; there are now over 60 women deans. Likewise, women and people of color are present as students in much greater numbers than in 1980. Students of color comprised a little less than nine percent of law school enrollment in 1980 and they comprised a little less than 27 percent of law school enrollment in the fall of 2013.

students in a practical vein. But there is also concern that we not abandon the teaching of doctrine and analytical skills. As with most things in life, it's not either/or. It's both/and. The major difference I see is that there's more "and" in the area of experiential teaching and learning.

What has remained the same?

We are operating law schools and our fundamental job is to prepare our students for a wide variety of positions. What happens every single day is teaching and learning, informed and enriched by scholarship. That's fundamental; that's the same. But how we're doing it has changed. Methodologies have changed, from the large class lecture to a variety of formats. In addition, I now see a greater emphasis on assessment and outcomes.

What is it about AALS and legal education that made you want to return to this position?

First of all, it has to do with my view of the law. I can relate to President Testy's Q & A in the spring issue of *AALS News*, in which she talked about how she developed her sense of the law. Like her, I am also a first-generation college graduate, so education, for me generally, has been crucial. It has represented movement out of poverty and into a wide, broad-ranging life. So education, whether legal or not, to me, is crucial not only for surviving but thriving in the world—particularly the fast-paced world that we're in now.

Legal education is important because law is important, particularly in our society. Law impacts everyone in many ways both obvious and subtle, and law has been and can be a vehicle for so much good in our society and the world. But it can be a source of injustice as well. Because of the importance of law in our society and in the world, I see legal education as important to the maintenance of law and the protection of human and individual rights. That's why I returned to legal education.

I returned to AALS because I've always found that it's a place where the staff is committed to legal education and committed to accomplishing whatever task is necessary to support legal education. AALS provides a vehicle for faculty members, as well, to interact on a national level. When you're active in your sections and on committees, you're interacting not only with people in your immediate subject area, but with people from around the country and from different kinds of schools. It's a perpetual learning process provided by an organization that brings faculty together from all over the country and sometimes the world.

What is your specific focus in this position and what do you hope to accomplish during this tenure?

I've always had an interest in issues relating to the pipeline to law school. When I was with AALS previously, I was working on some pipeline programs. I see the AALS "Before the JD" project as related to pipeline—it's looking at what is happening at an undergraduate level that has resulted in a decline in interest in law school over the last 40 years among college freshmen. I plan to be involved with that project.

Apart from that, my focus is on doing everything I can to assist Judy Areen and the AALS staff in serving the legal academy.

Can you tell me about your first interactions with AALS as a law professor?

That's easy—it was in 1981 at the conclusion of my first year of teaching. I was teaching contracts and conflicts at the time, and AALS sponsored a conference on contracts at the University of Wisconsin. It was the first large meeting of contracts faculty in something like 10 or more years, which meant that everybody came. All of the major casebooks, all of the hornbooks, were represented by one or more of their

“So education, whether legal or not, to me, is crucial not only for surviving but thriving in the world—particularly the fast-paced world that we're in now.”

Another major change is curricular. When I started teaching in 1980, I was on a faculty and at a school that had an extensive clinical program—Georgetown had the largest clinical program in the country. So clinical legal education has always, in my mind, been a crucial and central part of legal education generally. What has changed over the years is that there is now much more emphasis on experiential learning throughout the legal academy. Some of that emphasis has resulted from external pressures—some practitioners feel that we should be doing more in law schools to prepare

authors. It was a wonderful opportunity for me, as a new faculty member, to hear the best and the brightest in the contracts teaching profession. But I also found significant value in the informal moments, when we'd go out for coffee or an unplanned meal, in the interaction with people who had been teaching for 30 or so years. Just listening to them talk about what it meant to teach, interacting with students, and to hear their goals was invaluable. I felt that it launched me into the profession.

I think this is an example of the best of what AALS has to offer.

In what other capacities have you engaged with AALS throughout your career?

I was a member of the Committee on Recruitment and Retention of Minority Law Teachers in the 1990s. I later became chair of that committee. I co-chaired a 2000 Task Force on Racial Diversity, with Professor David Chambers of the University of Michigan. Among Task Force members were liaisons from the American Bar Association, the Society of American Law Teachers, the Law School Admissions Council, and the American Council on Education. Each of the members of the Task Force were brilliant and dedicated. I found that to be a very rich experience.

I also have served on the Nominating Committee for AALS leadership and on various planning committees. I've been involved with the association in some way or another since 1990.

And what changes have you noticed with AALS over the years?

I notice an increase in the size of the Communications staff and with that a concomitant increase in the kind and extensiveness of communications with our member schools and faculty, as well as those outside the legal academy.



Spotlight on Sections

AALS Sections provide a forum for law school faculty and staff and to connect on issues of shared interest. Each of the 100 AALS sections is focused on a different academic discipline, affinity group, or administrative area. In this edition of "Spotlight on Sections" AALS spoke with the leadership of the Sections on Professional Responsibility and Women in Legal Education. For a full list of AALS sections and how to join, please visit www.aals.org/services/sections.

SECTION ON PROFESSIONAL RESPONSIBILITY

By Barbra Elenbaas

The Section on Professional Responsibility promotes the communication of ideas, interests, and activities among members, provides support for pedagogical and scholarly endeavors, and facilitates dialogue on matters of interest in the teaching and improvement of the law relating to the legal profession and issues of professional responsibility.

What can you tell us about the membership of the Section on Professional Responsibility?

Barbara Glesner Fines: The section is made up of teachers and scholars of professional responsibility. Our members teach or are involved with the ABA required professional responsibility course and related courses in ethics and professional regulation.

Susan Fortney: Some members are also involved with newer course offerings that fall under the title of "legal profession."

BGF: I know many clinical professors and those who teach legal writing courses have an ethics component in their skills courses. Some of those scholars for whom professional responsibility has become an important part of their whole portfolio may join the section as well. But it's primarily those folks who teach the classroom courses in professional responsibility or the legal profession.



Barbara A. Glesner Fines, University of Missouri-Kansas City School of Law, Chair

Photo courtesy of University of Missouri-Kansas City School of Law



Susan S. Fortney, Texas A&M University School of Law, Chair-Elect

Photo courtesy of Texas A&M University School of Law

Your section is one of the largest at AALS. What strategies do you use, with such a diverse membership, to keep everyone connected and engaged?

BGF: Our most consistent and successful method of communication is our newsletter, which is very robust. It's the product of a team of faculty members who have done amazing work over the

years in making it very substantive. There are faculty members who look at that newsletter as their main update letter and source of information. Have I missed some new development in the law that I need to be aware of? They'll look at the newsletter as a check on their own understanding of what they're doing.

SF: The editor, Margaret Tarkington at Indiana University Robert H. McKinney School of Law, deserves special recognition for her work on the newsletter. Roy Simon, emeritus professor from the Maurice A. Deane School of Law at Hofstra University also provides regular updates of developments in the field of professional responsibility. We have members like Roy who are no longer teaching but do the heavy lifting and stay connected through the newsletter.

BGF: As long as I've been a member of the section, it's been a great, robust newsletter.

SF: Since 1992, when I was a young professor, the newsletter has also served the function of connecting people. Among the different features you have are announcements of events, recognition of people—I think it helps build the community. I find the professional responsibility community to be incredibly interesting and supportive.

BGF: There are a few other things our section does in terms of engagement. First, we have and have always had a very strong connection with the ABA Center for Professional Responsibility. Several years ago at their conference, we began piloting a works-in-progress session in association with that group. Nowadays, AALS is nimbler and recognizes that relationships with partner and sister organizations are critical. I think we make an important distinction in our section by recognizing that our section is not the be-all and end-all of professional responsibility, but rather a place to bring together all these other opportunities and events.

SF: We also have established get-togethers at the ABA conference such as luncheons or dinners.

BGF: We also work with affiliated organizations and individual law school conferences as opportunities to gather together outside of AALS. A few years ago, someone said "Hey, all these great conferences are being scheduled at the same time. Can't we have some central clearinghouse to know when these are all happening? So if you want to have a conference, you won't be bumping up against someone else?" Our section went ahead and created this clearinghouse for conferences, and now we know.

“We have senior members in the section who have made it their personal mission to make sure that new members are noticed and welcomed. Being open and welcoming to newer teachers is something we've worked on very hard in our section.”

– Barbara A. Glesner Fines

The clearinghouse was a wonderful development that helps us keep things going throughout the year. For example, we just had the International Association of Legal Ethics meeting in New York. I wasn't able to attend but I know many section members were there because it gets advertised at AALS.

We also have a mentoring program. I've been involved in it over the years and it is not particularly formal but even having a mentoring program keeps the responsibility for mentoring visible among section members. And we have senior members in the section who have

made it their personal mission, over the years, to make sure that new members are noticed and welcomed. Those people don't necessarily have a formal role, but they are still mentors. Being open and welcoming to newer teachers is something we've worked on very hard in our section. I feel we've made a lot of progress and I believe our new members feel the difference.

One other thing we've done that might be of interest to other sections is a webinar works-in-progress presentation. That format takes a little bit of doing with someone who is tech savvy. Andrew Perlman, who's now dean at Suffolk, was chair the year our section did that. It was an interesting way to engage. I think it was a pretty impressive experiment.

SF: I hope to continue that type of engagement over the next couple of years. I think there's a particular need for digital tools because you find schools are increasingly limiting their budgets for travel for faculty members. This will allow people to continue to share their completed projects or works-in-progress with the benefit of a live audience, while not having to exhaust the limited travel funds that schools are able to offer.

BGF: Our members have a lot going on. One final way we engage is at the AALS Annual Meeting where we host a lunch or a breakfast. Just coming to our panel programs may not make you feel part of the community, and neither does attending the business meetings that happen after the programs. But if you can get people together for a meal, that really builds community.

Your section gives out an annual award called the Fred C. Zacharias Memorial Prize. What can you tell me about it and those who have won?

BGF: This will be our seventh award. It's a scholarship award, so the committee looks for a recently published article. They tend to look for not just a really good

article, but an article with the depth of understanding that would really honor the kind of work that Fred Zacharias did. There was never an article of his that you picked up and didn't say "Yes! Boy does that help me understand. That's really clear and insightful." Maybe you didn't always agree with it, but it never felt like drudgery, reading his articles. It was always very informative, timely, and connected to the current trends of what was happening in the profession. I believe all members of the committee are keeping his scholarship in mind as they read these articles.

Your section utilizes several committees. How do you make use of these groups, and what are you accomplishing by having the section structured in this way?

BGF: A committee structure allows you to designate one person who takes responsibility. It facilitates delegation of authority. That's the critical feature.

It also gives recognition for section work more broadly. In the past 10 years or so that I've been involved in section leadership, we've grown opportunities for people to participate in ways that are recognized. It's hard, in these times of declining resources, to go to your deans and say "I need to go to the AALS Annual Meeting and I want to go to this other conference that's more specialized to my field." Suddenly, you are over your annual travel budget. A lot of schools require you to present in order to pay for travel to conferences. So if you can say "I'm the chair of this committee," or "I have this responsibility," it lets the dean know the real service that you're providing to the section, and it also gives a basis for providing resources to support that service. I think that's its primary benefit: it gives a formal title to the many kinds of contributions people make to a section apart from being an officer.

What are the important conversations happening right now regarding professional responsibility in legal education?

BGF: On the teaching side, the profession has dramatically changed. It's undergoing an extraordinary transformation because of globalization, the shift from viewing the lawyer as a professional to viewing a lawyer as one of many providers of legal services, the pressures of people representing themselves and web-based legal services—there's a number of reasons. All of those things have changed the business of the legal profession, and that impacts the profession overall.

There are also changes in legal education and the drop off in applications, and changing data on who's coming to law school and why they're coming to law school. That has a big impact on professional responsibility because we teach the one course that every law school in the United States requires in some form. Professional responsibility is the course where all students get a more direct picture of what it means to be a lawyer. So it is a critical juncture for shaping the profession.

That goes for the scholarship side, as well. All these dramatic changes in the structure and delivery of legal services and the regulation of the profession and business are the stuff of which the scholars in the field are on the front lines. We are determining where that's going to go and the role of those institutions and regulatory structures.

The substance of the law of professional responsibility has grown dramatically in the 30 years that I've been teaching the course. It is unbelievable. All law continues to grow, but especially professional responsibility.

Once the semester starts, I'll be working with Catherine Carpenter from Southwestern Law School, who did the ABA curriculum survey. A few years back, Laurel Terry at Penn State Dickinson did a survey of the section members on how they teach and what they teach. I'm going to take that survey and what Catherine Carpenter did with the ABA curriculum study, and we're going to send out a survey to all section

members and associate deans to see where professional responsibility teaching is going. We'll present the results of that survey at the AALS Annual Meeting. I'm very curious to see what's happening.

At last year's Annual Meeting, you teamed up with both the Section on Taxation for a program on ethical tax advising and the Section on Criminal Justice on ethics in criminal practice. What can you tell me about those programs?

BGF: There are many in our section who believe that the only effective way to truly teach professional responsibility and form students as professionals is through a "pervasive method"—that is, that professional responsibility should not be the province solely of a required course, but should be an integral part of courses across the curriculum. It makes sense, then, that we co-sponsor AALS programs quite often.

The co-sponsored programs generally come about because we have a member of the executive committee who is aware of another section's planned programs or because we have identified interests that another section might share with us based on the topic we are addressing. We try to invite co-sponsorship wherever it seems appropriate and generally accept co-sponsorship of sessions quite freely, so long as we have a member of our section who can act as a liaison.

Last year's co-sponsored section on Monroe Freedman's 1966 article, "Professional Responsibility of the Criminal Defense Lawyer: The Three Hardest Questions" was very successful, with broad representation on the panel from both the criminal justice and professional responsibility scholarly communities.

SF: Monroe Freedman was one of the leaders in establishing legal ethics as a field of interest for academics. Before his death, a number of people thought it would be worthwhile to use the

anniversary of one of his seminal works to explore issues facing attorneys who practice in the criminal defense area. The Criminal Justice section, naturally, was interested in co-sponsoring because of the relevance to their work and Professor Freedman's standing. *Ed: see Spring AALS News for Spotlight on Sections - Criminal Justice.*

What programming do you have in the works for the 2017 AALS Annual Meeting?

BGF: This year, we will be co-sponsoring a panel for the Section on Elder Law's program: "Ethical and Moral Dimensions of Lawyering for Clients with Limited Capacity." This program should provide excellent discussion of this difficult topic—one of our former chairs of the section, Jack Sahl, coordinated with the Elder Law section on this program. We will also be co-sponsoring with the section on Transactional Law and Skills (a relatively new and very active section). I was approached by the section to co-sponsor because their topic, "Ethics in Business Transactions," fits nicely with our section. Topics that might be covered include corporate compliance, corruption, disclosure (fraud), fiduciary law, and professional responsibility.

What is your vision for the section, this year and in the years to come? What new initiatives would you like to see as part of the section?

SF: Personally, I am going to ask the executive committee to conduct a survey that would ask members about our Annual Meeting programming. We may also ask the membership to consider what the section's official mission and vision should be. I want to consider whether, in addition to focusing on legal ethics teaching and scholarship, we should assume a role in helping law professors and their schools consider larger ethics issues in legal education.



SECTION ON WOMEN IN LEGAL EDUCATION

By Barbra Elenbaas

The Section on Women in Legal Education provides information to its members concerning the integration of women and women's concerns into the legal profession and the law, promotes the communication of ideas, interests, and activities among members of the Section, and makes recommendations on matters concerning the administration of law schools and on the status of women in legal education.

What can you tell us about the membership of the Section on Women in Legal Education?

Rebecca Zietlow: We have a very wide-ranging membership. We have people with all different specialties and every different status including deans, short-term contract instructors, legal writing instructors, and clinicians. We have some men in our section—it's mostly women but we're open to everybody. It's very welcoming.

Kerri Stone: We have people in every stage of their career as well. We have people grow up in the section. You'll find senior professors mentoring newer professors and there's a real life cycle represented.

The section is a little different from others because it is an affinity group.

RZ: Right, and I believe that we're one of the first ones to be formed. When the section started, there were hardly any women in legal education. The folks who were involved in founding the group tell stories about all fitting around one table at the Annual Meeting.

Being a supportive group for women in legal education—including mentorship—was the reason we formed to begin with and we've always played that role.



Rebecca E. Zietlow, University of Toledo College of Law, Chair

Photo courtesy of University of Toledo College of Law



Kerri L. Stone, Florida International University College of Law, Chair-Elect

Photo courtesy of Florida International University College of Law

KS: In the beginning of the section, women were a minority in the legal academy—maybe one or two on a faculty. So the fact that they could all get together at these conferences was special and a big deal. Now, you've got these senior women who have had illustrious careers (and are still having them) and can still remember the days when they were the only woman on their faculty. Now they're passing on the stories and making sure that even though we're in an academy in which women are better represented, that we don't forget the trajectory, and that we still understand there is this affinity out there and this mentoring is out there for us—and we appreciate it.

RZ: One of the things we've been working on is an oral history project. We're lucky enough that a lot of the founders of the section are still in the profession so we're working on making sure we gather that history.

KS: That effort is being spearheaded by Marie Failing at Mitchell Hamline School of Law. It's going to be an incredibly valuable resource to have and will institutionalize us.

“That's what we're all about as a section. Bringing people in and giving back a bit to recognize the people who helped us.”

– Rebecca E. Zeitlow

You've been conducting this oral history project for a few years.

RZ: Yes, I think three years. Marie's been doing most of the interviews, but could use some help. We'd like to get more people involved.

KS: Justice Ruth Bader Ginsburg was one of the first to be interviewed.

What improvements have you seen as a direct or indirect result of the work of this section?

RZ: I've been teaching for 20 years now, and from the beginning, I've always gone to the section's breakfast or lunch at the Annual Meeting. I think there's a lot of women who made it a point to do that no matter what else they were doing at the meeting. We've done a lot of programming—a number of midyear meetings, programming at the Annual Meeting, including a daylong program on women in poverty about 10 years ago. We've always tried to highlight, broadly, issues involving women and the law.

A couple of years ago we had a well-attended program about the situation of women in the legal profession that began with a conversation on our listserv about podiums. Someone had a discussion with her colleagues about how high the podium should be in the classroom, which led to talking about the architecture of the classroom (designed for taller people, which is usually to say men), and we went from there. People were so engaged and so heartfelt that we turned it into a program. And it was completely packed.

I think our section has done a great job of highlighting issues of gender in legal education. We also talk about race and other identity issues as well. We focus mainly on identity as opposed to any particular area of study, though I would say there are certainly a lot of people in our section who are engaged in feminist legal theory.

KS: I wasn't there at the beginning of the section, but the bits of folklore I've heard members say is that the state of the law, the state of society, and the state of women in the academy were different. In the earlier years, the things women got together to discuss and help each other with were issues of being told, by colleagues or senior people at their schools, that they didn't belong there.

Now we talk about more modern issues that are facing women. We had a big discussion about which schools were offering paid maternity leave and what that meant, and which schools weren't giving it and how that would affect hiring and the ability to attract and retain talented women.

The issues of the day and the state of the laws behind us change. The state of society and the composition of the American workplace in general change. It's nice to see that women are better represented in the academy and aren't dealing with the same type of hostility that they once were, but there are still issues that need to be discussed. There's

not always a place or opportunity to do that, but this section has provided much-needed support and networking.



The section confers the Ruth Bader Ginsburg Lifetime Achievement Award to an outstanding legal educator each year. What can you tell us about the award and some of the women who have won the honor?

RZ: Four years ago, the section started giving out a lifetime achievement award. The first recipient was Ruth Bader Ginsburg, who is the award's namesake. Other recipients include Catharine MacKinnon (University of Michigan), Marina Angel (Temple University) and Herma Hill Kay (University of California, Berkeley). The luncheon at which we give the award has become a big event, especially the year we gave it to Herma Hill Kay—we combined it with an interview with Ruth Bader Ginsburg because she was not able to attend the year we gave her the award.

KS: My understanding of how it began was that there were a handful of women who were very accomplished and had given tirelessly of themselves in terms of mentoring, networking, and bringing women together consistently over the years at these conferences. People wanted a way to show their appreciation and honor them, to reflect all they had done for the section and its membership.

RZ: That's the heart of it. And while they're still around, we thought we'd like to honor them.

The section is in a special place, having so many of those founding members still here and active.

RZ: Exactly. That's what we're all about as a section. Bringing people in and giving back a bit to recognize the people who helped us.

What improvements to law school curricula have come out of the work of the section?

RZ: That's where our programming comes in—we're highlighting the work of women in different areas of the law. Not in specific subject matter, but, for example, we had the daylong program on women in poverty. We've had programs on work and women. We're trying to bring women into the study of the law, too. We also have programming on women in the legal profession, especially highlighting women who are not paid as much and/or who don't have as much job security, and the fact that this is the case.

“ Our discussions at the Annual Meeting are intelligent, nuanced, and provocative. People leave with a lot to think about.”

– Kerri L. Stone

What would you say are the most important conversations happening right now regarding women in legal education?

RZ: I think one is that we are now a much larger percentage of faculty. There are even a few faculties that are majority women. But of the women, there are many who are still being paid less and have less job security. I think equity in the workplace in general is an important conversation and treating legal writers and clinicians equitably is an issue in the legal profession.

KS: At this stage of the game, it's about so much more than just getting lip service. It's more than saying okay, now our faculty is comprised of a certain percentage of women. It's about the leadership understanding some of the issues that come up and being able to address them. What do you do, for example, when you have to develop a maternity leave policy and your school has never had one before? What do you do when a female professor is getting very gendered comments on her evaluations—how do you read those evaluations? How do you interpret student perceptions in a way that's fair to her? What are the dynamics of faculty meetings? Do women feel comfortable speaking up? Are they heard? Do all professors understand how to get their female students to participate at the same rate as male students?

These are subtler issues that haven't historically been tremendously touched upon. I think now is the time for those conversations to be happening, and I hear them happening all over the country.

RZ: Another important issue is the question of how to talk about gender issues and race issues in the classroom, for example, when teaching rape, or sex equality in Constitutional Law. We talk about the trigger warning debate that's all over campuses. I think that's especially relevant in the legal profession because we're not just talking about those issues. We're talking about how the law should deal with those issues.

Touching upon this, our 2017 Annual Meeting program will be “Cultivating Empathy.”

Can you tell me more about your programs at the 2017 Annual Meeting?

KS: To our section's credit, the speakers who were chosen for “Cultivating Empathy” are fantastic speakers. If you take a look at their backgrounds and their work, you'll see that we have all viewpoints represented, which I think is important to any discussion. It's going to be a robust conversation and not a flat analysis.



Justice Ruth Bader Ginsburg presents the Section's Lifetime Achievement Award to Herma Hill Kay at the 2015 AALS Annual Meeting.

RZ: The section is especially attuned to issues of diversity. Our genesis having been diversity, we're concerned with the kind of issues that Kerri mentioned—viewpoints, but also gender and racial diversity on our panels, school diversity, status diversity, experience diversity.

KS: There is no one profile of a member of our section. If there were, we'd be doing something wrong. So we're going to have speakers talking about the need for trigger warnings or increased sensitivity, and other speakers who will say “you know what, these are difficult subjects and lawyers have to deal with difficult things. To give an opt-out is not to give everyone the same level of education.” It's a complex issue and we're going to have a complex discussion about it.

RZ: The other program we're doing is a speed mentoring program. That goes back to the crucial role our section has as being a place to network.

How did you choose that topic? Aspects of it seem to have been so present in the popular consciousness lately—campus sexual assault particularly, and trigger warnings.

RZ: We chose it both as a response to some members and it came out of a great conference call where we just brainstormed and came up with it. We work well together.

KS: If you look at our panel—one of the speakers is a friend of mine that I suggested, and he blogs a lot about this topic. He’s wonderful and pro-diversity. He’s raised this question a lot: there are things that have actually happened that we need to be able to talk about in a law classroom. We need to prep our students to handle them. If they can’t handle talking about them, we’re producing some lawyers that are less capable than others, and that’s not fair to anybody. So in a profession like this, we have a pedagogical need to discuss real-world events.

How do your section members interact and collaborate outside of the AALS Annual Meeting?

RZ: It starts with the annual Faculty Recruitment Conference. We rent a suite where candidates can come and spend time when they’re at the conference. Then we have a breakfast at the New Law Teachers Workshop and at the Clinical Conference where speakers come and give advice. We try to get people who have been teaching for a few years so they can relate to the new folks.

KS: We utilize our listserv a lot. And we have mentoring events where we pair people up. A lot of that [mentorship] happens informally, anyway. At some of the other conferences, we used to do “Marina dinners,” where Marina Angel would gather all the women from the section (and some new ones to invite in) at whatever conference we were attending. She’d say it’s not formal, it’s not sanctioned, but let’s get together, talk, and check in.

RZ: The section is quite active with many people involved on committees.

KS: I showed up to an Annual Meeting one year and I was pregnant. A lady came up to me and said “Oh, back in the day I was so afraid to tell my dean I was pregnant!” Another person came up to me and said “Do you want to co-author an article with me about x, y, and z?” There were so many hands extended and opportunities and shared experiences. Someone else was like “Does your back hurt? I have a great trick for that!” Every



Co-Sponsored Panel on Diversity and Inclusion in the Leadership of Financial Services from the 2016 Annual Meeting

level of support. And I just showed up, I didn’t even say anything! That tells you a lot about our outreach.

Do you have a formal mentorship program, or does it just happen organically?

RZ: At least every other year we have some sort of mentoring activity at the Annual Meeting. Two years ago we had a networking program at our business meeting which a lot of people came to that was focusing on women deans. We try to do networking and mentoring as part of our programming regularly.

KS: Because if you are a woman and you’re considering applying for a deanship at your school, or applying to be the dean at your school, more often than not there aren’t women sitting where you want to sit. Sometimes there are and you’re lucky, and they may be willing to talk to you. But when you show up at our meeting, you can be surrounded by similarly-situated women who have done exactly what you want to do. And they can talk to you about the ins and outs of doing it as a woman.

How does your section support the scholarship of your members?

RZ: We try to reach out to people at every level, and to be inclusive in our programming. We sometimes have calls for papers for our conferences. I think that by organizing those daylong and other meetings, we’re giving a lot of opportunities to scholars to come, present their papers, and interact with each other.

KS: I’ve asked some members of the section to read my work and no one has ever said no. A lot of times I get unsolicited offers, people saying “Oh that’s so interesting, I’d be happy to take a look at that for you.” Those kind of offers started the minute I walked through the doors as an assistant professor. Again, this is an incredible resource.

What do you think makes people in your section so willing to do that? What are you doing right in your section that other sections might emulate?

RZ: The section exists to support to each other. I think encouraging people who are less senior to get actively involved in the section is a good thing to do. When you do panels, don’t just invite the top names in the field. Invite people who are newer or who teach at schools that aren’t in the top 20.

KS: Our ethos has always been to cultivate gratitude.

RZ: It's a pay it forward thing.

KS: Many of the women in our section will tell you that they have been victims of discrimination in some form or another. Some will tell you that at some point in their career they were sexually harassed. Others will tell you it was more implicit—they didn't give me this chance, but maybe they would have if they didn't see me in whatever way. People in the section understand; there's a common ground there.

And for everyone who can tell you they've been discriminated against, there's someone who will say they've been helped along the way by other women—someone gave me advice, someone listened while I spoke, someone represented me well in a case. So there's a sense of gratitude and of paying it forward. Going all the way back to those first women who were pioneers on faculties, who dealt with hostilities and indignities that we would never even dream we would experience today. We all stand on their shoulders. There's a tremendous sense of "I want to pay this forward; I want to give back." We have a great job, and it's easy to take for granted. It is important to stay grateful.

What is your vision for the section, this year and in the years to come? What new initiatives would you like to see as part of the section?

RZ: First thing is to keep doing all the things we're already doing. Second, we'll work to bolster our oral history project and perhaps have some programming around that. I would also like to see us reactivate our formal mentorship program.

KS: For me, I'd like to see us continuing to recruit the most junior people as they come in so they don't have to waste time feeling alienated or confused.

I'd like to see us maintain our reputation for every kind of diversity. There's no one definition of feminism—everyone should feel welcome and comfortable. I



Section on Women in Legal Education Luncheon at the 2015 AALS Annual Meeting

would like to see us be the hosts of robust, provocative conversations and debates. Sometimes it's too easy to talk about something because everyone will be on the same side, and the conversation is flat and monolithic. I think what we're known for is putting it all out there. We look beneath the surface, and our discussions are intelligent, nuanced, and provocative. People leave with a lot to think about, and I'm proud that we preside over conversations like that at conferences. We pick great topics and bring in great speakers and cover all viewpoints.

This section has the largest membership and we represent a lot of people. I hope we continue to do that to our utmost ability by making everyone feel welcome and keeping the level of things high.

I hope we help our members not only in their own careers—which we're doing every step of the way through promotion, through their writing, through giving advice about their service as we've always done—but also help them become better teachers. I think we're taking great strides toward that this year with our topics, because we're not just women. We teach women. And we teach men who are going to interact with women every day. I think

constantly striving to bring this awareness to our own careers and the careers of our students is central to what we're doing.

I hope, one day, people think of our committee and the work we did, not only formally but also informally, and they look back on us the way Rebecca and I think about the women who brought us in and mentored us and helped us. I will never forget them when I think about my career. When I think about everything I've done and those who helped me and enabled it, I have a tremendous amount of gratitude. I hope one day there will be people who think about us as a group or individually and say "That was really helpful. I'm glad they did that. They brought me in, they introduced me to all these people, and I didn't have to wonder, I didn't have to worry. Things were brought to me and I'm grateful for that."

I hope that one day people look at us in even close to the same way we look at the more senior women who did that for us. I would like to think that we've supported someone's career.



New Law Teachers Gather in Washington, D.C. to Hear from Experienced Faculty

2016 AALS Workshop for New Law School Teachers in review

By Barbra Elenbaas

New teachers in the legal academy gathered in early June in Washington, D.C. for the AALS Workshop for New Law School Teachers. This annual three-day event integrates new faculty into the legal education community.

Law schools nationwide have entered a period of significant change in which expectations for faculty have evolved to include simultaneous contributions as scholars, professors, mentors, and active institutional citizens. The AALS Workshop for New Law School Teachers serves as a guide for that transition. The program included plenary speakers, panel presentations, small group discussions and other formats.



Michael H. Schwartz, Dean, University of Arkansas at Little Rock, William H. Bowen School of Law during the plenary session on learning theory.

Participants shared their experiences and concerns both with each other and with a roster of experienced scholars and teachers chosen for their commitment to legal education, the distinction they have achieved in their own careers, and the diversity of their scholarly efforts and approaches to teaching.

“I think the information in this workshop is really useful for people not just entering the field, but a few years into it,” said Workshop Planning Committee Chair Kimberly Yuracko. “As a new law school teacher, you will not know everything you need to after only one year—particularly about institutional participation and concerns. When I started teaching law, I wish I had realized the importance of institutional service. It’s not enough anymore to simply teach your classes and conduct your scholarship.”



Panelists Elizabeth Field, The George Washington University Law School, and Randy E Barnett, Georgetown University Law Center, during “Distributing Your Ideas.”

The group-oriented, personalized format of the workshop allowed opportunities for participants to discuss how to apply presented concepts within their own schools, as well as develop solutions to common areas of tension for incoming and transitioning faculty members.

The workshop began on the evening of Thursday, June 9, with small group discussions and a sponsored dinner and reception which included a plenary address from professor and former dean, Frank Wu, University of California, Hastings College of the Law.

The day’s slate of speakers, chosen by the Workshop Planning Committee, passed along valuable advice about developing, placing, and promoting one’s scholarship as well as tips and techniques for successful student engagement and assessment.



Frank Wu, UC Hastings College of the Law, during the Opening Plenary Address.

AALS Past President Blake Morant appeared on a panel discussing “The New World of Academia: Planning for the Future.” A plenary panel moderated by Planning Committee Chair Kimberly Yuracko covered the nuances of managing institutional relationships in an environment in which young faculty members are increasingly expected to interact with a variety of audiences. In addition, Nancy Polikoff delivered an address on the role of the legal scholar in a changing world during the day’s luncheon.

During “Distributing Your Ideas,” a panel of law professors and a communications officer explored techniques to manage scholarship and expertise for multiple audiences. Randy Barnett (Georgetown University Law Center) discussed nontraditional ways of distributing ideas such as blogging—a good way to connect and garner feedback, especially when your scholarship or perspective may be in the minority within your institutional culture.

The AALS Sections on Women in Legal Education, Sexual Orientation and Gender Identity Issues, and Minority Groups held informal gatherings during the course of the workshop, welcoming new professionals from around the country into the AALS community.

The workshop wrapped up on Saturday, June 11 with a day of plenary sessions on “Diversity and Inclusion Inside and Outside the Classroom,” “Teaching,” “Learning Theory,” and “Assessment.”

“Everyone has a lot to think about and digest,” Kimberly Yuracko said about the atmosphere as the workshop drew to a close. “Some of the information from this workshop will be useful in year three or year five of teaching and beyond; a lot of it is going to be helpful even before day one.”



Guy-Uriel E. Charles, Duke University School of Law, during a session on diversity and inclusion.

The 2016 Workshop for New Law School Teachers was organized by the Planning Committee, whose members included:

Donna Nagy, Indiana University Maurer School of Law, **Immediate Past Chair**

Jayesh Rathod, American University, Washington College of Law

Kami C. Simmons, Wake Forest University School of Law

Michael E. Waterstone, Loyola Law School – Los Angeles

Kimberly Yuracko, Northwestern University Pritzker School of Law, **Chair**



Susan J. Bryant, City University of New York School of Law, during the plenary session on teaching.



Kris Franklin, New York Law School, during the plenary session on assessment.

111th
ANNUAL MEETING

WHY LAW MATTERS

SAN FRANCISCO, CA | JANUARY 3-7, 2017

ANNUAL MEETING THEME: WHY LAW MATTERS

AALS President Kellye Y. Testy,
Dean, University of Washington School of Law

The role of law in society is insufficiently understood or appreciated. From students to the general public to university presidents/provosts to leaders of major foundations, law is often seen too narrowly as being only a system of dispute resolution rather than in its broader role of creating the ecosystem for human flourishing. Law in this sense is like the air we breathe—we only notice it when it's not there. But we can no more live healthy lives without the rule of law in this world than we can live without air. And waiting to appreciate its vital role until we are choking and gasping is not a good strategy.



We need to make the case now for why law matters and the academy's role in advancing respect for and understanding of the rule of law. In a 1974 article, John Cribbet, then dean of the University of Illinois College of Law, called this the "silent *raison d'être* of legal education and the lasting claim for public and private support of the law schools." Making our case is both urgent and important—especially in the current environment where many aspects of law are troubled and vivid: race-based violence and racial inequity in our criminal justice system; growing access to justice gaps as economic inequality widens; honest businesses struggling to compete in countries that do not value law and justice; deepening ethnic and religious conflicts and resulting migration surges; devastating gun violence expanding in number and scope.

Too often the public views law as a shield that protects the rich or as a sword that cuts down the poor. We must acknowledge these views while also knowing—and helping others to understand—that adherence to, not rejection of, the rule of law will help to resolve these conflicts and more.

Making our case can also make a difference—to us, to our profession, to our communities and to the world. It can help us to understand law in new ways and to appreciate again some of its historic strengths applied to new contexts—for instance, law can be an important stabilizing force in a "disruptive" age. A more intentional focus on why law matters can also help us to re-energize our teaching, research, and service, and inspire a new generation of students to dedicate their lives to the law.

UPDATED PROGRAMMING AT THE AALS ANNUAL MEETING

The association's 100 Sections and the Annual Meeting Program Committee have organized a variety of sessions and events for the Annual Meeting. The meeting is wide-ranging, with sessions of particular interest to deans, faculty, and administrators and programs designed for faculty in various stages of their careers.

Highlights

The AALS Annual Meeting has undergone several recent programming changes, including multiple new session types and program features. Some of the latest program options include:

AALS President's Program on Diversity. The AALS President and President-Elect have joined together to launch a two-year focus on diversity, starting with this President's Program. See more details about submitting a proposal on page 18.

What is AALS and Why Does It Matter for My Career? And How Do I Get the Most Out of the Annual Meeting? 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, a panel of past attendees including AALS leadership and newer attendees will discuss their experiences with AALS. There will also be a candid discussion of why people attend the Annual Meeting and how to get the most out of it. New members will have the opportunity to sign up for AALS Sections and connect with other first-time attendees.

AALS Opening Reception. Enjoy refreshments while connecting with colleagues from law schools across the country.

AALS Plenary Program with keynote speaker Brad Smith, President and Chief Legal Officer of Microsoft. In place of the traditional luncheon, the Annual Meeting now features an opening plenary program. Smith will join AALS President Kellye Testy, Lucy Lee Helm, Executive Vice President, General Counsel and Secretary, Starbucks Coffee Company and Daniel B. Rodriguez, Dean, Northwestern University Pritzker School of Law, for an interactive conversation on *Preparing a Diverse Profession to Serve a Diverse World*.

AALS President's Program on *Great Expectations: The Competencies, Skills, and Attributes that Employers See in our Graduates*. A diverse panel of lawyers will offer reactions from their practice perspectives to recently-gathered data from the Institute for the Advancement of the American Legal System.

A session organized by the **AALS Committee on Recruitment and Retention of Minority Law Teachers and Students:** *Making Room for More: Theorizing Educational Diversity and Identifying Best Practices in the Age of Fisher*.

AALS Symposium on *Why the Decline of Law and Legal Education Matters (and What We Might Do About It)*

Arc of Career programs, which have been specifically designed to help legal education professionals (including faculty and administrators) with professional development over the course of their careers.

- *Branching Out in Your Post-Tenure Career*
- *Building Academic Communities and Blogging for Law Professors: Forming Online Communities*
- *Chartering New Waters: Clinicians' Post-Tenure Reflections*
- *The Legal Writing Lateral*
- *So... You Want to be a Dean? Why Considering a Deanship Matters*
- *Transitions: Preparing for Life Beyond the Legal Academy*

Discussion Groups, which facilitate scholarly discussion and engagement with a small group of faculty.

- *The Central American Refugee Crisis: A Discussion of the Current Response and Evaluation of U.S. Legal Obligations under Domestic and International Law*
- *Clinics and Practice-Readiness: Perfect Partners or Strange Bedfellows?*
- *Community Development Law and Economic Justice: Why Law Matters*
- *The Future of Tax Administration and Enforcement*
- *Introducing Leadership Development into the Law School Curriculum*
- *Salman v. United States and the Future of Insider Trading Law*
- *Student Assessment: Tips and Tricks from the Trenches*
- *Why [Transactional] Law Matters*

Academy Programs, which are designed by law faculty outside of section programming.

- *#BlackLivesMatter: Balancing Security with Dignity in American Policing*
- *Does Anyone's Law Matter at the Border? Shootings, Searches, Walls, and the U.S. Constitution*
- *New Directions in Access to Justice Research – Measuring Outcomes*
- *Still Victims: Continuing the Trauma of Victims of Military Sexual Assault*

Learn more about Annual Meeting programs, including descriptions and sessions organized by Sections, at the AALS Annual Meeting at www.aals.org/am2017/program/.



Arc of Career Program at the 2016 Annual Meeting.

PROGRAMS FOR NEW LAW SCHOOL TEACHERS

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 2017 AALS Annual Meeting in San Francisco, AALS is again offering a 50 percent discounted registration rate 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.

Additional program details can be found at www.aals.org/am2017/program/.

Tuesday, January 3

5:30 pm – 6:30 pm

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?* (Sponsored by Boston University School of Law)

Wednesday, January 4

3:30 pm – 4:45 pm

Balance in Legal Education – *Understanding and Connecting the Student Experience*

Criminal Justice – *Criminal Law and Procedure Works-in-Progress*

Joint Program of Employment Discrimination Law and Labor Relations and Employment Law – *New and Emerging Voices in Workplace Law*

Legal Writing, Reasoning and Research – *New Scholars Showcase* (Sponsored by The Froebe Group)

Property Law – *Property Law Works-in-Progress*

Professional Responsibility – *Professional Responsibility Works-in-Progress Workshop*

Thursday, January 5

3:30 pm – 5:15 pm

Administrative Law – *New Voices in Administrative Law Works-in-Progress*

Law and the Social Sciences – *Empirical Methods for Lawyers*

Law, Medicine and Health Care – *Works-in-Progress for New Health Law Teachers*

Legislation & Law of the Political Process – *New Voices in Legislation Works-in-Progress*

National Security Law – *New Voices in National Security Scholarship Works-in-Progress*

Poverty Law – *Charting the Past, Projecting the Future: New Directions in Poverty Law Works-in-Progress*

Socio-Economics – *Principles of Socio-Economics in Teaching Scholarship and Service*

Friday, January 6

8:45 am – 4 pm

AALS Workshop for Pretenured Law School Teachers of Color

10:30 am – 12:15 pm

New Law Professors – *Getting by with a Little Help from My Friends: Mentorship in Teaching and Scholarship*

Saturday, January 7

8:30 am – 10:15 am

East Asian Law & Society – *Research in Progress: Call for Papers*

Women in Legal Education – *Speed Mentoring*



San Francisco Travel Association photo

CALL FOR PAPERS: AALS PRESIDENT'S PROGRAM ON DIVERSITY

Diversity is a core value of the AALS and is critical to our law schools, the legal profession and the world. The topic has been a central feature of past and current AALS publications and Annual Meeting sessions, including Section programming. Recognizing its importance, the current and incoming AALS Presidents have joined together to launch a two-year focus upon diversity, encompassing its many facets, starting with this call for papers for a Presidential Program at the 2017 Annual Meeting in San Francisco.

Presenters will be chosen competitively from submissions received, and papers are expected to be published in the *Journal of Legal Education* or another academic journal. Please note, submissions that address the following issue statement most directly will be given priority.

Call for Papers

Much fine scholarship has, in recent years, addressed important diversity issues surrounding gender, religion, race, viewpoint, disability, and sexual orientation. Tying in to recent events on and off campus, our colleagues in the legal academy have addressed questions of racial equity and inclusion in their teaching and scholarship. Many law schools are now engaged in heightened and new forms of institutional attention on racial and other forms of equity. Some of this heightened inquiry has been prompted by our own reflection on major social issues, including highly visible racial disparity issues in our criminal justice system; however, social and campus protests, including those of the Black Lives Matter movement, have also spurred greater focus.

This President's Program and associated papers will seek to answer questions, including:

- What are the challenges and opportunities for the legal academy in this social and campus climate?
- Does our community have a special role to play as our schools, universities, and civil society confront critical issues surrounding the various diversity issues of concern?

- Are there tensions or synergies between traditional academic values of academic freedom and viewpoint diversity with heightened commitments to racial and other forms of equity and inclusion?

Papers may be submitted by full-time faculty, administrators, or graduate students at AALS Member or Fee-Paid law schools, or by international faculty. Please submit a one-page abstract by September 15, 2016 using the form located at www.aals.org/aals-events/rfps. Questions may be directed to PresidentsProgram@aals.org.

SECTION CALLS FOR PAPERS

Many AALS Sections are also accepting proposals for presenters at their programs at the Annual Meeting. Topics and deadlines vary.

To see all calls for papers that are still accepting proposals, visit www.aals.org/aals-events/rfps/.

REQUESTS FOR HOT TOPIC SESSIONS

AALS seeks proposals and papers for Hot Topic sessions, which focus on topics that emerged too late to be included in other types of programs. Proposals are due October 6 for Hot Topic sessions—we encourage submissions to consider the meeting's theme of "Why Law Matters" (see page 15) in framing your proposal.

Program organizers should allow time for audience participation in the proposals. The selection committee also welcomes proposals for programs that depart from the typical format of having participants present 10-20 minute talks. Organizers could, for example, submit a proposal for a roundtable style program in which participants answer a series of questions posed by the moderator and the audience. Hot Topic programs that are selected by the committee will be scheduled by the AALS staff for 1 ¼ hour sessions.



Hot Topic program on *Fisher v. University of Texas* at the 2016 AALS Annual Meeting with Brian Fitzpatrick, Vanderbilt University Law School and Devon Wayne Carbado, UCLA School of Law.

Legal Scholarship Grants and Resources

Legal scholarship is a core value of the Association of American Law Schools. The following organizations host or list research grants and awards for law faculty. Please visit www.aals.org/FacultyScholarship for updates to this list.

Access Group

Access Group awards a variety of grants for projects concerned with access to and affordability of legal education. Scholars and graduate students are eligible for awards.

www.accessgroup.org/research/grants-overview

The Federalist Society

The Federalist Society has a variety of opportunities for junior legal scholars and recent graduates, such as support funds and fellowships. The organization also holds a meeting for law professors in conjunction with the AALS Annual Meeting.

www.fed-soc.org/aboutus/page/opportunities

Fulbright Scholar Program

The Fulbright Scholar Program offers teaching, research, or combined teaching and research awards in over 125 countries for the 2017-2018 academic year. Opportunities are available for college and university faculty and administrators, as well as for legal professionals and independent scholars.

www.aals.org/fulbrightscholar

John Simon Guggenheim Memorial Foundation

The Guggenheim Foundation offers fellowships for experienced scholars who have previously demonstrated their ability to produce significant scholarship in their fields.

www.gf.org/about/fellowship

Legal Scholarship Blog

The Ohio State University Moritz College of Law, University of Pittsburgh School of Law, and University of Washington School of Law have partnered together to create this resource on legal scholarship. They have compiled a list of organizations that provide funding for legal research, such as the National Institute of Justice, The American Association of Law Libraries, and the Fulbright Scholar Program.

www.legalscholarshipblog.com/grant-resources

National Institute of Justice

The National Institute of Justice offers research fellowships and awards for projects that focus on criminal justice research.

www.nij.gov/funding/pages/current.aspx

National Science Foundation

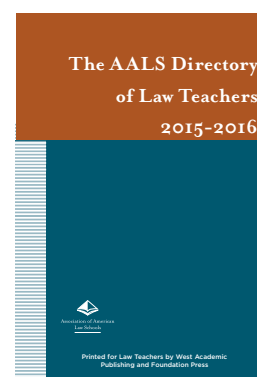
The National Science Foundation's Law & Social Sciences Program provides research grants and fellowships that address the connection between human behavior and the law and its processes.

www.aals.org/nsf

DIRECTORY OF LAW TEACHERS

Deans, tenured, tenure-track, long-term contract, and emeriti faculty members can update their *Directory of Law Teachers* profile year-round.

Make sure your *Directory of Law Teachers* biography reflects your achievements, publications, new subjects, and career changes by logging in to www.aals.org/dlt. All changes made by October 2016 will be included in the 2016-2017 *Directory*.



AALS Calendar

2016

Faculty Recruitment Conference

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

2017

Annual Meeting

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

Conference on Clinical Legal Education

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

Workshop for New Law School Teachers

Thursday, June 22 – Saturday, June 24
Washington, DC

Faculty Recruitment Conference

Thursday, November 2 – Saturday, November 4
Washington, DC

2018

Annual Meeting

Wednesday, January 3 – Saturday, January 6
San Diego, CA

Conference on Clinical Legal Education

Sunday, April 29 – Wednesday, May 2
Austin, TX

Workshop for New Law School Teachers

Thursday, June 7 – Saturday, June 9
Washington, DC

Faculty Recruitment Conference

Thursday, October 11 – Saturday, October 13
Washington, DC

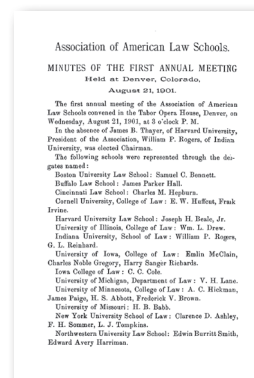
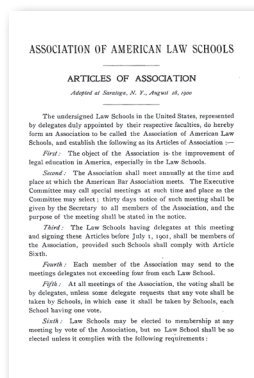
2019

Annual Meeting

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

Celebrating 116 Years

This summer marks the 116th anniversary of the Association of American Law Schools which was established on August 28, 1900 at a meeting in Saratoga, New York. The first AALS Annual Meeting was held on August 21, 1901 in Denver, Colorado.



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