



Presidential Address: Building Bridges

By Wendy Collins Perdue, AALS President

I am deeply honored to assume the role of president of this organization and to stand in front of so many friends and colleagues whom I have known over the years. Many of you are people with whom I have worked through AALS, some are former colleagues from Georgetown or current colleagues from Richmond, and still others I know only through your scholarship and reputation. It is my hope that this year will provide an opportunity for me to reconnect with many of you as we pursue our shared interest in further strengthening and supporting our system of legal education.

I hope you will indulge me a brief set of thank-yous. First, to the staff of the AALS. The work of this organization is made possible by an exceptionally dedicated staff who work behind the scenes. This year's annual meeting, for example, will have over 250 sessions, with more than 1,000 moderators, speakers, and discussion leaders. That means the number of things that

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Wendy Perdue takes the helm as AALS President in a speech to the AALS House of Representatives on January 5.

2018 Annual Meeting Highlights

San Diego's sunny days and ocean breeze were host to 2,300 law faculty, deans, professional staff, and exhibitors who gathered January 3-6 at the 2018 AALS Annual Meeting. The unifying theme of the meeting, chosen last year by 2017 AALS President Paul Marcus, was "Access to Justice." He explained that law schools have a story to tell about their participation in closing gaps in both civil and criminal justice. "Ours is a story less well-publicized," he said at the time, "...I intend to tell our story to our colleagues, our students, and to judges, lawyers, and the broader community. It is quite some story."

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President's Report on 2017

First Meeting of the AALS House of Representatives

By Paul Marcus, 2017 AALS President

A year ago, I stood before you and expressed my appreciation for the opportunity to serve as AALS president. I also mused about whether we would see any major changes develop in the next 12 months. Well, I am happy to say that not much has happened that is noteworthy since last January—it's really been quite uneventful everywhere. Just more of the same old, same old.

Well, maybe not.

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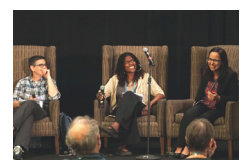
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AALS Seeks Associate Director

AALS is seeking a tenured member of the faculty (or an emeritus faculty member) at an AALS member school to serve as Associate Director, beginning in the summer of 2018 when Professor Elizabeth (Ginger) Patterson finishes her term. This was Ginger's third term as Associate Director and she leaves the association in a much stronger position thanks to her wisdom, good judgement, and extraordinary service.

The critical qualities for the Associate Director role are thoughtfulness, good judgement, collegiality, appreciation of excellence in teaching and in scholarship, and a dedication to sustained and careful work. Some administrative experience is preferred. The Associate Director should have the flexibility and vision to deal with unexpected problems and to act creatively to solve problems.

The Associate Director staffs several of the association's key committees including the Committee on Scholarly Papers and handles special projects that are aimed at improving AALS services. The Associate Director will join a staff of 23 as well as work with numerous faculty volunteers.

Some travel is required in the Associate Director role, including approximately one week at the AALS Annual Meeting in early January and one Executive Committee meeting held out of Washington, D.C., in July.

Depending on an individual's circumstances, the service would be for two or three years, although a longer term would be considered if that were desired by a strong candidate.

Interested faculty should write to Judith Areen, AALS Executive Director, via letter or email (jareen@aals.org) describing your interest in the role and the qualities you would bring to it, together with a biographical statement and a list of at least two references with the knowledge to assess your qualifications for the Associate Director role.

Your recommendations of colleagues whom you believe would be excellent Associate Directors would be very much appreciated as well. These can be sent as informal messages.

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could go wrong is, well, really large. But this year like every year, the staff makes it look easy. Most of what could go wrong doesn't, and if it does, it gets fixed so seamlessly that no one notices—all thanks to our wonderful executive director and the amazing staff. This is a group that strives for excellence, so if you noticed something that could have been better, let them know. But while you are at it, if you noticed something that went really well, you might also consider mentioning that. They are loyal and dedicated, and deserve our deepest thanks.

Second, I want to offer a special thanks to our outgoing president, Paul Marcus. A year ago, Paul announced that his theme for the year was access to justice, and it has proven to be exceptionally appropriate. On

January 27 last year, only a few weeks after Paul reminded us of the importance of access to justice, a remarkable thing happened: lawyers, law professors, and law students from around the country grabbed their computers and their cell phones and went as quickly as they could to our airports. They sat on the floor beneath handmade signs that said “free legal help” in multiple languages. And if their access was blocked, crowds broke into spontaneous chants of “let the lawyers in.” “Let the lawyers in”—that’s a far cry from the more commonly invoked refrain, that line from Shakespeare: “the first thing we do, let’s kill all the lawyers.”

“Letting the lawyers in” surely means expanding access to justice for millions of people around the country, whether they are refugees, victims of domestic violence, or small businesses needing to protect their intellectual property. Thank you, Paul, for your work this year on such an important theme.

But there is another way in which “letting the lawyers in” can have important and much-needed social benefits. Lawyers are healers of a sort—the doctors of our social lives—and there’s a role for lawyers to play in addressing what currently ails us: the deep polarization of our society.

A recent survey by the Pew Research Center found that political polarization has increased dramatically over the last



2018 AALS President Wendy Perdue, Dean, University of Richmond School of Law, gave her first address as president at the Second Meeting of the AALS House of Representatives on the theme for AALS 2019, “Building Bridges.”

20 years. It is not just that people strongly disagree about important social and policy issues—that has always been true. But there are two new and disturbing trends that we’re seeing. First, there are fewer political moderates—people who hold what we would think of as liberal views on some issues and conservative views on others—and that means there is just less common ground. But more than that, people who inhabit these ideological silos tend to cut themselves off from those who do not share their full constellation of views. And the result is less opportunity to even find the common ground that might exist.

And second, our politics have become increasingly personal with an almost tribal cast. We see those who disagree with us as unintelligent or ignorant, or selfish or even evil. Those of you of a certain age will remember the *Saturday Night Live* “Point/Counterpoint”

“debates” between Dan Aykroyd and Jane Curtin—a take-off on a segment by the same name on *60 Minutes*. Aykroyd and Curtin would approach the debate with deadpanned seriousness and Aykroyd would begin with the same personal and deeply gendered slur: “Jane, you ignorant...” ...you remember the rest. At the time we thought it silly parody—ridiculous, not something you would hear an actual news commentator say. But

that bit of comedy now seems sadly prescient.

As our society struggles with this problem of deep polarization, lawyers and law schools have an important role to play. Lawyers are, after all, in the dispute resolution business. Resolving conflict is central to what we do. And today, perhaps more than ever before, the skills that we as lawyers

have, and we as law professors teach, is of critical importance.

Lawyers understand how to structure decision-making and dispute resolution processes. We understand the importance of the opportunity to be heard and other aspects of fundamental fairness. We understand the importance of considering both sides and crediting the merits of opposing views. We understand the importance of facts—the ones we can prove, not merely the ones we wish to be true—and we understand the importance of getting opposite sides of an issue to the table, to get them talking to each other in the first place.

Lawyers are not only comfortable navigating a world of conflict and disagreement, but they also approach disagreements with a methodology that is built on recognizing the strength of the opposing views. Legal pedagogy,

like good lawyering, emphasizes the importance of developing a deep, even empathetic understanding of the arguments on the other side. Our case books include dissents which force students to confront opposing arguments. In moot court, students are assigned the side they must argue, and sometimes they are asked to brief one side and then do oral argument for the other. We constantly push our students away from the psychological comfort of certainty to that uneasy place where opposing views loom large.

Good lawyers and good judges also understand fallibility. Learned Hand once suggested that each court session should begin with the statement “think that we may be mistaken.”

“ At this moment in time, we lawyers, and educators of lawyers-to-be, need to be building other bridges as well. ”

This lawyerly approach to conflict and disagreement is reflected in legal scholarship as well. The best scholarship engages with opposing views. It acknowledges weaknesses in one’s own position and considers contrary positions in the strongest light. To be sure, it seeks to persuade, but it seeks to do so on the strength of the ideas presented, never by simply belittling or dehumanizing those who hold opposing views.

The point is not that arguments should be drained of emotion. Where the stakes are high, emotions will run high. But lawyers understand that disputes, even on matters upon which convictions are deeply held, need not be personal and that it is possible to separate the substance of an argument from the person making that argument. Lawyers likewise understand that it is possible to disagree without being disagreeable—indeed, we are admonished to do just that in our principles of professionalism.

Our traditions of professional respect and collegiality stand in marked contrast to what we sometimes see around us. And our traditions can be powerful. Picture, if you will, a court room in Durham, North Carolina in 1933—a courtroom in which no African American would be allowed to serve on a jury and certainly would not be allowed to be a judge. A court room in a court house that no doubt had segregated wash rooms and drinking fountains. Into that court room walked William Hastie, an African American lawyer for the NAACP. The spectators in that courtroom witnessed Mr. Hastie treated with a level of professional respect that they had never seen accorded to an African American. And that demonstration of respect was, as Ken Mack has written, “electric.” Hastie himself reported back to the NAACP, “Town agog... Incalculable good done whatever the outcome.”

Lawyers are not social workers, but they are, as Lon Fuller put it, architects of social structure. And in that role as architects, they can be—we can be—enormously helpful in reconnecting a fractured world. That is to say, in building bridges.

We have some great examples of what lawyers who build bridges can accomplish. One who comes to mind for me is Chief Justice John Marshall, whose home in Richmond, Virginia, I have visited on multiple occasions. Known for his even temperament and collegiality, Marshall was a great practitioner of the gentle art of persuasion without rancor. He was an expert at what my Richmond Law colleague Kevin Walsh calls “disagree-ability.” Marshall’s approach was profoundly consequential. By building connections and finding common ground, he transformed the Supreme Court from an assembly of individual Justices, each of whom wrote separate opinions speaking only for themselves, into an institution that could issue opinions of the Court and speak with one voice. It was revolutionary, but so in keeping with a man who believed he could help to build a nation by building bridges between friends and foes alike.



So that is my theme for the year: building bridges. Over the last few years, there has been much focus within the legal academy on bridging theory and practice. And that work should continue. But at this moment in time, we lawyers, and educators of lawyers-to-be, need to be building other bridges as well, and teaching our budding lawyers to build bridges in a different way too.

Society needs us to model civility and the John Marshall skill of “disagree-ability.” Society needs us to model listening skills, so that we can openly and honestly build dialogue with respect for one another’s views. And society needs us to lead the way in dispute resolution, which requires civility, listening, open mindedness, and a host of other skills that are part of the lawyerly repertoire.

So over the course of the year, I hope to celebrate and encourage law schools as leaders of civil discourse, reasoned debate, and productive dispute resolution. I know that law schools are already active in this arena:

- You have programs explicitly designed to model our ideals of informed, respectful debate;
- You are training law students in the skills of dialogue across difference;
- You are serving as the facilitators of deliberative decision making on important policy issues; and
- You are reaching out to local schools to train students and administrators in the skills of conflict resolution.

These are just a few of the ways that law schools are building bridges, and I hope we will all find ways to do more. Let us

put our traditions of professionalism, civility, and reasoned disagreement on display for all to see, and let us inspire the next generation to “think like a lawyer” about society’s problems—to listen, consider, reason, collaborate, resolve, and even heal.

Let me close by thanking each of you for the many ways that you are already building bridges. You are not only modeling the best of our profession, but you are also doing the work of building bridges within your law schools, within your universities and local communities, within the bar. And as scholars you are calling out the ways that law facilitates or impedes a social architecture of connections. The work that you do as teachers, scholars, and lawyers has enormous impact.

As we go about that work, I hope we will remember the admonition of Justice Thurgood Marshall which appears on the Virginia Civil Rights Memorial: “The legal system can force open doors and sometimes even knock down walls, but it cannot build bridges. That job belongs to you and me.”

I look forward to working with each of you in the coming year and thank you again for this opportunity to serve.



Law Class of 2017 Contributed More Than \$81 Million Worth of *Pro Bono* Legal Services

In November 2017, AALS again measured how much law schools contribute to the delivery of much-needed legal services through clinics, other experiential courses, and *pro bono* activities of law students.

Ninety-four law schools reported that 18,411 law students in the class of 2017 contributed more than 3.39 million hours in legal services as part of their legal education, an average of about 184 hours per student. The schools represent approximately 53 percent of students in ABA-accredited law schools in the class of 2017.

Independent Sector, a nonprofit organization coalition, estimates the value of volunteer time to be \$24.14 an hour. Using this number, the total value of the students’ time at these schools is estimated to be in excess of \$81.8 million.

“The aspiration of ‘equal justice under law’ is one of our country’s greatest values and law students across the nation are working toward this ideal while laying the foundations for success in their future careers,” said Wendy Perdue, 2018 AALS President and Dean of University of Richmond School of Law. “These efforts represent some of the ways law schools and students can build bridges with the communities where they live and we are tremendously proud of their efforts.”

AALS released the report at the AALS Annual Meeting in January.

Law students contributed their hours through a variety of efforts, including externships at legal aid and community organizations, law school clinics, and law student organization-led projects. A complete report on the survey, including examples of specific public service efforts students engaged in and a complete list of schools who participated in the study is available at www.aals.org/ProBonoSurvey.



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In the past year, we have seen a new administration in Washington. Parts of our nation and some of our member schools have struggled with awful weather disasters. As Americans, we have now repeatedly had communities suffer through terrible man-made calamities.

As people working in higher education, we have faced proposals coming out of our federal government that directly and negatively confront our schools, our faculties, and our students. In a host of areas such as health care, immigration, tax reform, and treatment of our fellow transgender citizens, we have seen proposed legislation and regulatory changes which would lead to dire consequences for many in our community. And, I am proud to say, AALS has responded forcefully and, I believe, with some real impact here.

There have been many changes since we last met. One area that has not changed, which many of you heard about earlier today in our plenary session, is access to justice. There, my distinguished colleagues offered some roadmaps for dealing with serious problems, but made clear that those serious problems remain in both civil representation and the right to counsel in criminal cases. I said back in San Francisco that assisting those in need was a high calling for all of us privileged to serve on law faculties. As Justice Sotomayor put it, "We educated, privileged lawyers have a professional and moral duty to represent the underrepresented in our society, to ensure that justice exists for all, both legal and economic justice." That is certainly the case, and you have proved her right.

Since becoming an officer of the association, I have traveled to many schools throughout the nation. From North Carolina Central in the east to the University of Dayton in the Midwest, to UCLA in the west, and a number of points in between. I have read, as have you, that thousands of American law students provide services to the poor each year measuring in the many millions of dollars of time. Our faculty colleagues have stepped up in the face of terrible injustice regarding the right to travel in and out of our nation, as we witnessed in such stirring fashion last year in airports throughout the United States. We have clinics which greatly benefit our students and mightily serve those who do not ordinarily receive sound legal assistance. From veterans to the unfairly accused, to crime victims, to the elderly, to young students with special needs, our clinics provide great support to those in need.



2017 AALS President Paul Marcus, Haynes Professor of Law, William & Mary Law School, addresses the House of Representatives during its First Meeting along with Ginger Patterson, AALS Associate Director; Leo Martinez, University of California, Hastings College of the Law; and 2018 AALS President Wendy Perdue, Dean, University of Richmond School of Law

Not too long ago I was in Chicago and met with seven law deans from that region. I was struck by the innovative and significant programs these schools have developed, programs which directly move toward achieving access to justice for many:

- There is the domestic violence advocacy program at John Marshall in Chicago,
- The Foreclosure Mediation Clinic at Northern Illinois,
- The juvenile justice program at Southern Illinois,
- Notre Dame's Economic Justice Clinic,
- The Health Justice Project at Loyola Chicago,
- Chicago Kent's Center for Open Government, and
- DePaul's Asylum & Immigration Law Clinic.

These are but a few of the many ways in which law schools, faculty colleagues, and our students make a genuine difference in the way poor people in our nation are served by the law. Justice Scalia was right: "Without access to quality representation there is no justice."

As I come to the end of my term as AALS president, I must express my appreciation to many. To the hundreds and hundreds of law faculty who make AALS succeed through your diligent work as volunteers in a host of areas. To the terrific AALS staff who work seemingly endless hours to make this conference a success and to support all that we do. To my predecessor Kellye Testy, who now heads up LSAC. To my successor Wendy Perdue, who will be a great president. To the dedicated and creative colleagues with whom I have served on the Executive Committee: you made it all positive, and all fun. So much good that happens with AALS truly is because of you. I thank you so very much.



Report of the AALS Executive Director to the House of Representatives

By Judith Areen

This was a challenging year both for the Association of American Law Schools and for all of legal education. Too many law schools endured natural disasters ranging from floods and hurricanes to fires and tornadoes. It was inspiring to see how many of you reached out in support of other law schools and their faculty and students during difficult times.

Other challenges originated in Washington, D.C. The beginning of any new administration in Washington may bring changes to the law and legal system, but actions by the Trump administration produced an unusually large number of legal confrontations beginning with challenges to the first travel ban in late January of 2017. That first weekend scores of lawyers, including law professors and law students, volunteered their time at area airports to travelers and families affected by the ban. For the association, the actions of the Trump administration presented an ongoing challenge of when and how best to speak out on behalf of our core values including support for the rule of law.

One silver lining to the many administrative actions and tweets is that they may have contributed to the first noticeable increase in six years in the number of applicants to law schools for Fall 2018. Young people on both sides of the political spectrum have seen firsthand how important lawyers can be to resolving some of the most difficult issues facing our nation.

But just when the law applicant pool was showing signs of recovery, the House Committee on Education and the Workforce in December passed a bill that, if it becomes law, will eliminate both Public Service Loan Forgiveness (PSLF)

and Grad PLUS loans. The Promoting Real Opportunity, Success, and Prosperity through Education Reform (PROSPER) Act (H.R. 4508) is designed to update the primary federal law governing colleges and universities, last renewed in 2008.

A proposed substitute loan program for graduate and non-medical professional students would cap the annual loan amount at \$28,500 annually, thereby forcing students into the private loan market where rates are higher and there are fewer protections. Dean Paul Caron has described the Act as a “looming asteroid for law schools.”

AALS will continue to work with other higher education organizations that are part of the Washington Higher Education Secretariat (AALS is a member) and with the American Council of Education to comment on pending legislation and to keep you informed as Congress considers the PROSPER Act. We are also participating in a coalition that supports PSLF of more than 40 professional associations whose members include nurses, state and county employees, teachers, doctors, veterinarians, public health officials, public defenders, social workers, secondary school principals, and national legal aid and defenders. David Stern of Equal Justice Works has been doing a magnificent job coordinating the work of the coalition.

A Renewed Call to All Members of the House of Representatives

Before reporting in more detail on the work of AALS during the past year, I would like once again to ask all of you to continue to expand your role for AALS beyond attending the meetings of the House, just as the Executive Committee



has expanded the mission of AALS. In particular, we encourage you to serve as an ambassador for AALS to your own faculty and administrators. You might reach out to new hires, for example, to explain AALS. You might also encourage some of your most productive faculty to become more active in the AALS Section (or Sections) in their field(s) of interest. You could undertake to recommend colleagues at your school, or at other schools whom you know, to serve on AALS committees including the Membership Review Committee, the Program Committee, and the Executive Committee. Most of the work of AALS is done by dedicated volunteers. Without their efforts, there would be no professional development meetings or membership review. Indeed, without our dedicated volunteers—many of whom are in this room—there would be no AALS.

Professional Development Enhancements

AALS continues to work on keeping costs down for Annual Meeting attendees, and on improving the experience of those who attend the meeting. For this meeting, we again have offered a 50 percent discount on the meeting fee to new and retired faculty.

At the 2016 Annual Meeting, for the first time, a coffee was held for leaders from the New York area bar and bench. They were also invited to attend any other meeting sessions held that day without charge. We similarly invited members of

the bar and bench in Southern California to attend today's sessions. The goal is to build better bridges between the academy and the bar and bench. Please introduce yourself to visitors you encounter and join our efforts to make them feel welcome.

This year AALS again set aside a number of time slots for programs designed for new law teachers, and held an orientation session for first time meeting attendees.

Improving Services to Sections

AALS staff have worked hard to continue to improve the quality of services we provide to section chairs and members because we know sections are at the heart of improving both teaching and scholarship in the legal academy. They are also the primary contact most faculty have with AALS. Our 103 sections have more than 9,000 law school faculty and professional staff as members.

In July, the AALS Executive Committee approved the establishment of a new section on the Empirical Study of Legal Education and the Legal Profession. The section will focus on empirical studies of diverse aspects of legal education practices (including studies using evidence-based methods to research effective teaching, educational program design, student learning, professional formation, continuing legal education, pre-legal education, and legal literacy). It will also consider empirical studies of legal education organizations and structure, the attractiveness of law as a career, the role of law schools in social mobility, and the careers of law professors and others in the law school community. Finally, the section will promote methods for fostering increased capacity among faculty and professional staff to engage in the empirical study of legal education. Judith Wegner (University of North Carolina), a former president of AALS, will serve as the first chair of the section.

In November, the Executive Committee approved the establishment of a new Section on Leadership. The goals of the section are to promote scholarship,

teaching, and related activities to help lawyers and law students serve in leadership roles. In its petition, the section proposers noted that "In every aspect of American society, lawyers lead. Lawyers serve as heads of government, business, and nonprofit organizations, and play leadership roles in many aspects of their professional lives. Yet not all lawyers are well prepared for their roles. In a 2013 Pew Research Center poll, about a third of Americans said that lawyers contributed little or nothing to society—the worst record of any profession surveyed." Deborah Rhode (Stanford), another former president of AALS, will serve as the first chair of the section.

This fall AALS hired Josh Albertson to be the first full time Section Services Manager. AALS continues to streamline the process for section chairs to report the topic of their program at the Annual Meeting and to provide information about their speakers. In addition, the sections page on the AALS website now includes an online library of member resources that is easily accessible by section officers and members. The goal of all these changes has been to minimize paperwork for section chairs, and to encourage them to develop programs that will increase the quality of scholarship and teaching in their field—or fields—of interest.

Serving as a Voice for Legal Education

The AALS communications staff continues to make improvements to the AALS website. The home page of the website is arranged to showcase the innovations and accomplishments of law schools. Sections of the site are updated regularly.

The staff also maintains a compilation of news stories that is added to the website on a weekly basis. Users of the website may now sign up to receive a weekly email from AALS that contains each week's news stories. A calendar of upcoming symposia at member law schools is also on the home page, and updated regularly.

The work of AALS to repair the reputation of legal education extends beyond the website. The AALS communications team makes extensive use of social media to provide various audiences of policy makers, media, and prospective law students with more accurate information about legal education today. The communications department maintains daily content on Twitter, LinkedIn, Facebook and YouTube. They have also just launched an Instagram page to share visually-focused student and faculty accomplishments, law school happenings, and behind-the-scenes activities at the association. By expanding our social media footprint, AALS has become a major resource for the national media to learn about innovations at law schools across the country.

AALS continues to reach out directly to the national media in order to provide individual reporters with a more informed view of legal education. The communications team has also started a regular email newsletter for law school communications professionals called AALS Communications News. The newsletter details the many ways AALS now highlights the accomplishments of law schools including the AALS website, social media, *AALS News*, the AALS Annual Meeting, podcasts, and many others.

The communications department continues to develop original content for the quarterly *AALS News* magazine including a new "Faculty Perspectives" opinion feature that debuted in the spring issue. The communications staff now distributes the newsletter electronically to law school faculty and staff as well as in print. The staff also distributes the *Journal of Legal Education* via email as well as in print.

Outside Support for AALS and the Annual Meeting

With the appointment of Mary Dillon Kerwin as the first Director of Development, AALS has been able to increase support from law firms and

corporate legal departments for its work, as well as to increase the number of sponsors of the Annual Meeting. The goal is to keep dues increases and meeting fees as low as possible. There are now 14 major law firms (Akin Gump, Arnold & Porter, Covington & Burling, Cravath, K & L Gates, O'Melveny, Paul Weiss, Proskauer, Sidley Austin, Sullivan & Cromwell, Wachtell, White and Case, Williams & Connolly, and WilmerHale) and four corporate law departments (Clorox, Microsoft, Qualcomm, and Starbucks) supporting our work. Corporate and organizational sponsors have contributed nearly \$90,785 to this meeting.

Completion of Comprehensive Review of AALS Executive Committee Regulations

In 2014, the Executive Committee undertook a comprehensive review of the AALS Bylaws, the first in several decades. At its January 2016 meeting, the House of Representatives unanimously adopted proposed changes to the Bylaws. During 2016, the Executive Committee revised the Executive Committee Regulations to ensure they conform with the revised Bylaws. In January of 2017, the new Regulations were approved by the membership without objection.

The Before the JD Project

Perhaps the most pressing problem confronting law schools today is the drop in the quality as well as the size of the national applicant pool. In response to this challenge, AALS organized a *Before the JD Project*. We have worked with other leading legal education organizations to conduct the Project including the ABA Section of Legal Education and Admissions to the Bar and the American Bar Foundation. AccessLex, LSAC, and NALP have joined the effort and also provided major grants to support the costs of the survey and focus groups. Through a national survey and focus groups, the goal of the Project is to understand why interest in legal education has been declining despite

steady or increasing interest in medicine, engineering, and other graduate and professional degrees. We will also study what are the primary sources of information and advice about law and legal education used by college students.

We have established a group of academic advisors with experience in empirical research that includes Bryant Garth, Ronit Denovitzer, Debra Hensler, Ajay Mehrotra, and Jerome Organ. They met in April to work on the questionnaire used in the survey.

Gallup was selected in February as the best firm to conduct the research survey and focus groups associated with the project. In October, Gallup sent the online survey to thousands of students at schools that were selected to constitute a representative national sample, and that agreed to participate in the survey. The number of participating schools (both undergraduate and law schools) has exceeded expectations. Our target was to have at least 3,000 undergraduates, and 1,000 first year law students respond. I'm delighted to report we have received responses from more than 20,000 undergraduates, and from 2,500 law students. Preliminary results should be completed later this month, and a final report on the Project by late spring or early summer.

Directory of Law Teachers

Since 1921, AALS has published a *Directory of Law Teachers*. Recent technological enhancements to the directory database have allowed us to collect more accurate information and to create an online search function for members. The 2017-2018 edition of the directory was distributed to member and fee paid schools last month, the earliest distribution in years.

* * * *

In closing, it continues to be a privilege and honor for me to work with you and the more than 1,000 volunteer faculty, deans, and administrators who plan the AALS professional development

programs, speak at those programs, serve as section officers, and work on other projects and initiatives. Without your support and hard work, and that of your faculty colleagues and staff, AALS could not function. On behalf of the entire AALS staff, I extend our thanks for all that you do.



AALS LEGAL EDUCATION NEWS WEEKLY DIGEST

Since the launch of the new AALS website in late 2014, the association has been collecting news articles related to legal education, higher education, and the legal profession. AALS now has a feature where faculty, staff and the general public can subscribe to a weekly email digest to get those same stories sent directly to your email inbox. Just follow the instructions on right hand side of the Legal Education News page (at the bottom for mobile devices) at www.aals.org/news to sign up for the weekly emails.

AALS ON YOUTUBE



Visit the AALS YouTube channel to check out hundreds of videos on law school programs, clinics, teaching, lectures and advice for prospective students. The channel also hosts a selection of videos from AALS meetings. Subscribe to the AALS YouTube channel at www.aals.org/youtube.

Spotlight on Sections: Taxation

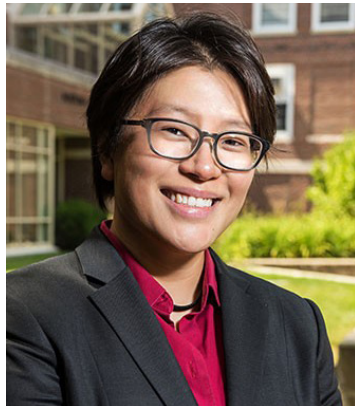
By Barbra Elenbaas

The AALS Section on Taxation promotes the communication of ideas, interests, and activities among members and makes recommendations on matters of interest in the teaching and improvement of the law relating to taxation. *AALS News* caught up with Lawrence Zelenak (now Immediate Past Chair) and Shu-Yi Oei (Chair) onsite at the 2018 Annual Meeting in San Diego.

What can you tell me about your members and the kind of work you do?

Larry Zelenak: There are around 500 members, which works out to about two or three tax faculty per law school. The core of our membership is a tight group of around one hundred. While there are many people whose interests are not limited just to tax, I don't think there are many people who are tax dabblers, or who only teach tax occasionally.

Shu-Yi Oei: In general, there are a fair number of us who only teach the traditional tax curriculum. There are also faculty who teach things like corporate finance, business organizations, corporations, regulation and markets—things in the business periphery often get pulled into tax.



Shu-Yi Oei, Boston College Law School

Photo courtesy of Boston College Law School

Most tax professors have at least a few years of practice experience. Like elsewhere in the academy, increasing numbers have also done a visiting fellowship or have some sort of teaching experience. Some of us came directly out of law practice.

LZ: In general, tax professors have more practice experience than the average non-clinical law professor. My sense is that even if a school put almost no weight on practice experience in other areas, it would value practice experience in tax law. In terms of clinicians, tax clinics are popular and there are many very good people working in that area.

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

LZ: We were just presented with the biggest change in federal tax law in three decades, which has sort of sucked all the oxygen out of the room. People aren't talking about much else at the

moment. If you consider the last few decades, the leading academic debate in the tax field has been the tax base: whether it should be income or consumption. I think we've passed the peak of that conversation. For a long time, it was one pole or the other. Now, there may be an emerging consensus that there is something to be said for being somewhere in the middle. While that has been the big debate of the past, and I don't think it will ever fully go away, it probably is not the debate of the future.

SO: When we're not focusing on the new tax reform, there are several other ongoing substantive conversations. Behavioral economics has become a big topic, exploring ideas such as using taxes to incentivize the behaviors that you want. You see this discussed in health care or retirement security, for example. How do we adjust defaults to make sure people save for retirement?

There is a small but growing conversation about using social science and interview-based approaches to research.

LZ: There is also discussion about progressivity, and using the tax system to transfer money to people rather than take money away from people—the earned income tax credit, for example. And, like everyone else in law schools, we are becoming more interdisciplinary. Much work is being done at the intersection of tax law and behavioral and classical economics. People are using innovative empirical social science techniques—Shu-Yi is one of them. There has also been increased interest in tax history.



Lawrence Zelenak, Duke Law School

Photo courtesy of Duke Law School

SO: We should mention international tax law and cross-border topics, since one of the biggest changes in the tax reform is to cross-border tax rules. Do we tax the worldwide income of multinationals, or do we go territorial and tax income within borders to make sure income doesn't leak away and hide offshore? There are actually two parallel debates: one in the business context and one in the individual context. A strong subset of our field is considering these questions.

There also exists a significant group of tax scholars who are interested in distributive and social justice. A number of critical scholars are working in the profession and some are melding empirical methods with social justice thinking. This is a longstanding tradition in tax, but my sense is that there is growing interest in these approaches and more willingness to integrate them into mainstream topics.

Can you tell us more about tax and social sciences methods?

SO: When you think of the social science discipline that interacts with tax law, it's traditionally old school, pre-behavioral economics. Methods like interviews or survey methods tend to be less represented. My co-author Diane Ring (Boston College Law School) and I did a study of how rideshare drivers talk about the tax system on internet discussion forums, which also intersects with scholarship on social media. I'm working on another study right now with Leigh Osofsky (University of Miami Law) to interview government counsels who draft tax legislation to see how and why they approach drafting the way they do. It's a timely paper, and we are starting to see more of these methods being employed.

It's interesting to hear these modern methods being applied to an area and system that, from the outside, seems so convoluted and archaic.

SO: My sense is that tax contains some of the most interesting distributive justice issues. I think of it sometimes as the law of government extractions and the use of those extractions. Who gets to take what from whom, and how much? How do we use our tax system to give people things—for example, an earned income tax credit or a child tax credit? I think the societal issues in the tax code are very underappreciated and interesting.

If the tax base is the biggest issue of the last several decades, what do you think is the big issue of the future?

LZ: Law professors in general have an amazing appetite for the biggest-picture question possible; this is not unique to tax law. If people want to remain real-world relevant (another thing that we as a group have a lot of appetite for), I think the way to do that in the next few decades is to scale back our issues. This is in response both to where today's academics are inclined to go anyway, and to what seem to be the relevant policy arenas where conversations are happening. I don't think we are moving from one big topic to another equally big topic. The kinds of issues coming into play will still be big issues, but they will be smaller than, simply, "Are we going to have an income tax?"

SO: I think we'll be distracted in the next couple of years with writing about this tax bill. Aside from that, there are several examples of issues that are big but not giant. One is the intersection among technology, privacy, and surveillance, and

how they apply to tax administration. There is also cross-border information sharing, and use of idiosyncratic data sources as opposed to systematic data sources. Finally, computerization: should the IRS computerize? What are the risks to doing so? How much does the government know about us? Those are ongoing topics in the cross-border conversation and the domestic conversation.

Another multi-dimensional theme I see poking its head out is tax in the workplace. Everyone wants to talk about robots right now. If robots take over people's jobs, should we have a universal basic income? Should we tax the robots and use that to give us the universal income? The first question is really automation and what it does to the workplace, and the deeper question is how you provide for humans and what the tax system has to do with it.

Scholars are also focusing on the impacts of tax law on worker classification. The thought is that workers will have a big incentive to identify as independent contractors, more so after the new tax reform. To me, that's not a new debate; there have been long-standing incentives in both directions. Labor law generally suggests one thing while tax law suggests the other. I think both questions are about the future of work, human provision, and social insurance.



Lawrence Zelenak presenting during "Tax Legislation in the 116th Congress" at the 2018 AALS Annual Meeting

LZ: One final topic is the cash economy. As the cash economy—I mean literal paper money—dwindles, it's a godsend for tax enforcement. There's a real possibility of collecting tax in areas where it was widely thought it would never be possible to effectively collect tax. There are scholars doing interesting work in this area.

What was it like to teach last semester, as the tax law was moving through government?

SO: It was a very exciting time to teach tax policy. I think it really came alive for the students. By the end of it none of us could keep up—it was just too much information and it changed daily.

LZ: Teaching was easier in some ways and harder in others. It was a bit like trying to dance during an earthquake: In any case, a fairly different experience. If you simply tell students that an issue is controversial, it's difficult to get them interested because usually the law is what it is and the prospect that the law could be different is nil. This year they were paying attention.

Did the experience change the way you taught? Do you think the new tax law will affect your teaching in the future?

LZ: It will change the substance of what we teach because it changes the substance of the law. Having taught through the change in tax law in 1986, I expect the basic course won't change all that much. While this bill is a big deal, it doesn't change the fundamentals of the federal tax system, and I don't think it will change anything fundamental about my teaching approach. When you're trying to convince students that some of these issues are policy arguments that matter in the real world, it will be helpful to use 2017 as a recent and high-profile example.

SO: When we all get over the initial reaction to the bill, I think we will realize that international tax law scholars are the ones who will do most of the work.

LZ: It's a sea change for international tax. For the rest of us, the economic effects are big, but the technical effects for tax lawyers are in the range of what we're used to dealing with.

SO: As the law percolated along, I started to fully appreciate how many different conversations tax professors are having within the context of this one single bill. There are 500 members of the section. We all read the news. Depending on what news source you're reading or what Twitter accounts you follow, people are saying wildly different things. The deficit hawks are saying this will blow up the deficit. The people who are worried about distribution are saying this will be highly regressive. Some international people are saying these provisions aren't so bad. The number of different conversations may have, in some way, altered my approach to thinking about tax policy.

LZ: Throughout the legislative process, there were tax scholars doing a public service by going over the various versions of the bill with an eagle eye. Whatever anyone thinks of the final product, I think it's substantially better than it would have been without their efforts. Many tax law professors were the ones pointing out the egregious technical flaws in earlier versions.

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

LZ: The National Tax Association's annual conference has become almost like a second annual meeting for us in terms of having a place to meet other tax law professors. Most of us are not economists, but there's a lot you can learn as a consumer of tax and economic research without having to be one yourself. Historically, there has been a tendency for tax law professors to be doubly siloed: within law schools but also within tax. Maybe that's why we're such a tight group among ourselves. We haven't traditionally talked all that much to accountants or economists. We are becoming much less siloed in both respects.

Other than that: a lot of email. We mostly use the tax prof listserv rather than our AALS Section listserv, because it was already running before the AALS one existed.



"Saving for Healthcare" panel at the 2018 AALS Annual Meeting, Co-Sponsored by the Section on Taxation

SO: The listserv and the tax prof blog are generally how tax law professors get together outside of the meeting. There's also the Law and Society Conference, which has a number of tax panels.

How does your section support the scholarship of its members?

LZ: Tax professors are quite supportive in reading other people's papers and seeing each other at conferences and workshops, but most of this is done outside the section. I think that's largely because there was never a felt need for our section to provide a formal structure. It was already happening.

Anecdotally, it seems like there is a need for mentorship between and among tax law professors because, often, other law professors at a school do not feel qualified to comment or give criticism on tax law papers. We don't worry too much about whether this mentorship is being done inside the section or outside of it.

SO: There is a junior tax roundtable for pre-tenured tax people to get together and present work. It moves from school to school each year. I think the field has good structures for supporting scholarship and each other, but it's not necessarily hosted through the section or relying on AALS for the scaffolding.

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

SO: One goal is to regroup and reevaluate the state of the tax law at the next Annual Meeting. I look forward to seeing where we are with the tax bill after a year, rather than what we are panicking about right now. Beyond that, I think there are many opportunities to more actively seek out interdisciplinary work with other sections.

Overall, I want to invite other sections and scholars to tax events. Tax is not as scary as it might seem from the outside. There are always people around who are quite happy to talk. The broad policies buried within the technicalities are extremely interesting. We welcome you!



Continued from cover

The meeting opened on Wednesday with a half-day of section programming including the first-ever meeting of the Section on Empirical Study of Legal Education and the Legal Profession, a new section approved over the summer. Newcomers also met for the Arc of Career Session for First-Time Attendees, which provided an overview of the Association's activities as well as a guide for maximizing time spent at the Annual Meeting.

The Exhibit Hall was open all day on Wednesday, allowing attendees to spend quality time browsing the vendors and publishers.

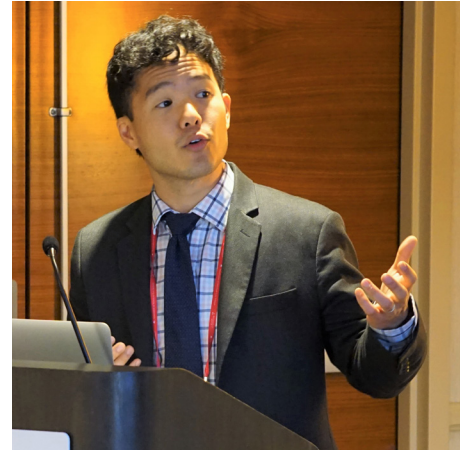
On Thursday, the first full day of programming began with the Opening Plenary Session "Access to Justice," a panel of four distinguished scholars and activists moderated by Paul Marcus. The outgoing AALS President was joined by Cara H. Drinian (Catholic University of America), the Honorable S. Bernard Goodwyn (Supreme Court of Virginia), Alex R. Gulotta (Access to Justice consultant) and Martha Minow (Harvard Law and Legal Services Corporation). The panel's discussion ranged from the

lack of funding for legal services—despite those services being the most important and most-requested resource during crises—to the need for systemic overhauls of the justice system and the integration of technology into the delivery of legal services, to making room for systemic litigation in the juvenile justice system.

Later that afternoon, the AALS House of Representatives gathered for its first meeting, which kicked off with remarks from Paul Marcus reflecting on his Presidential year: "As people working in higher education...we have seen offered legislation and regulatory changes which would lead to dire consequences for many in our community. And, I am proud to say, your AALS has responded forcefully often and—I believe—with some real impact here."

Executive Director Judy Areen also delivered her annual report—read it on page 7.

Thursday closed with the opening reception in the Exhibit Hall, where attendees networked, and browsed the Hall and vendors.



Aaron Tang, University of California, Davis, School of Law, presents his winning paper, "Rethinking Political Power in Judicial Review," during the AALS Scholarly Papers Competition Presentation.

Friday began with the presentation of the scholarly paper award to winner Aaron Tang (University of California, Davis) for his paper titled "Rethinking Political Power in Judicial Review." Two additional papers were selected for Honorable Mentions: "The Lottery Docket," by William Ortman (Wayne State) and Daniel Epps (Washington University in St. Louis), and "The Jurisprudence of Mixed Motives" by Andrew Verstein (Wake Forest University).

Also on Friday, meeting attendees were joined by Institutional Advancement colleagues with their own day-long program.

At the Second Meeting of the AALS House of Representatives on Friday afternoon, Deans Darby Dickerson (John Marshall Law School) and Avi Soifer (University of Hawaii) completed their three-year terms as members of the AALS Executive Committee. Deans Mark Alexander (Villanova) and Gillian Lester (Columbia) began theirs. Professor Vicki Jackson (Harvard) began her term as President-Elect.

"We are thrilled that the three of you will be serving legal education in these significant times," said President Paul Marcus.



The Opening Plenary addressed the AALS 2018 theme, "Access to Justice," led by AALS President Paul Marcus, William & Mary Law School, along with (L-R) Cara H. Drinan, The Catholic University of America, Columbus School of Law; S. Bernard Goodwyn, Supreme Court of Virginia; Martha L. Minow, Harvard Law School; Alex R. Gulotta, access to justice consultant.



Jim Rosenblatt (Dean Emeritus, Mississippi College School of Law) speaking with Darby Dickerson (Dean, The John Marshall Law School) at the Opening Reception in the Exhibit Hall



Chair of the Section on Women in Legal Education Kerri L. Stone, Florida International University College of Law, and Chair of the Section on Clinical Legal Education Lisa R. Bliss, Georgia State University College of Law, accept the inaugural AALS Section on the Year award on behalf of the Sections.



The Institutional Advancement Program started with a dean's panel moderated by LSAC President Kellye Testy with (L-R) Suzanne Reynolds, Dean, Wake Forest University School of Law; Michael Hunter Schwartz, Dean, University of the Pacific, McGeorge School of Law; Jennifer Mnookin, Dean, University of California, Los Angeles School of Law.

At the conclusion of the meeting, Wendy Perdue officially stepped into her role as AALS President. During her address, she announced that the theme of her presidential year will be “Building Bridges.”

“Lawyers are not social workers,” she said, “But they are, as Lon Fuller put it, architects of social structure. And in that role as architects, we can be enormously helpful in reconnecting a fractured world. That is to say, building bridges...”

“Society needs us to model civility and the John Marshall skill of ‘disagree-ability’... [and] to model listening skills, so that we can openly and honestly build dialogue with respect for one another’s views. And society needs us to lead the way in dispute resolution, which requires civility,

listening, open mindedness and a host of other skills that are part of the lawyerly repertoire.”

The meeting drew to a close on Saturday with another full day of section programming, breakfasts, and luncheons, capped with the AALS Symposium on “Why Intellectual Diversity Matters (And What is to Be Done?).”

Leadership of the Sections on Women in Legal Education and Clinical Legal Education were honored with the inaugural Section of the Year Award at the Section Leaders Breakfast. The winning sections were recognized for excellence in member support and other activities that promote AALS Core Values.

Running alongside the Saturday sessions was the Workshop for Pretenured Law School Teachers of Color, supported by LSAC.

Planning is already in progress for the 2019 AALS Annual Meeting in New Orleans, Louisiana. We hope to see you there!

Thank you to all AALS sections, chairs, panel moderators and speakers, and planning committees for your contributions to the programming, planning, and organizational aspects of the Annual Meeting that combined to make it a success.





A session for first time meeting attendees with (L-R) 2018 AALS President Wendy Perdue, Dean, University of Richmond School of Law; Eugene D. Mazo, Rutgers Law School; 2017 AALS President Paul Marcus, William & Mary Law School; AALS Executive Director Judy Areen; and Michael Waterstone, Dean, Loyola Law School, Los Angeles.



AALS Hot Topic Program: “Law Professors, the Legal Academy, and Controversies Over Free Speech On Campus.” (L-R) Robert C. Post (Yale Law School), Kendall Thomas (Columbia Law School), Steve Sanders (Indiana University Maurer School of Law), James Weinstein (Arizona State University Sandra Day O’Connor College of Law), and Lauren K. Robel (Indiana University).



Attendees take in the Opening Plenary



Discussion Group, “Community Economic Development is Access to Justice.”



The first panel of the AALS Symposia addressed “Why Intellectual Diversity Matters” with (L-R) Robert J. MacCoun, Stanford Law School; Carissa Byrne Hessick, University of North Carolina School of Law; Laura K. Donohue, Georgetown University Law Center; Josh Blackman, South Texas College of Law Houston; and Randy E. Barnett, Georgetown University Law Center.



Section on Empirical Studies on Legal Education and the Legal Profession's program "Framing an Agenda for the Work to Come"



Joan Howarth (Dean Emerita, Michigan State Law) interviewed by Patricia Salkin (Provost, Graduate and Professional Divisions, Touro College) for the AALS Section on Women in Legal Education's Oral History Project.

Program Committee for the 2018 Annual Meeting

Cara Drinan, The Catholic University of America, Columbus School of Law
Steve Mulroy, The University of Memphis, Cecil C. Humphreys School of Law, Chair
Donna Nagy, Indiana University Maurer School of Law
Geoff Rapp, University of Toledo College of Law
Marie Reilly, The Pennsylvania State University – Penn State Law

Other Planning Committees for the 2018 Annual Meeting

Committee on Arc of Career Programs
Committee to Review Scholarly Papers for the 2018 Annual Meeting
2018 Deans Forum Workshop
2018 Workshop for Pretenured Law School Teachers of Color

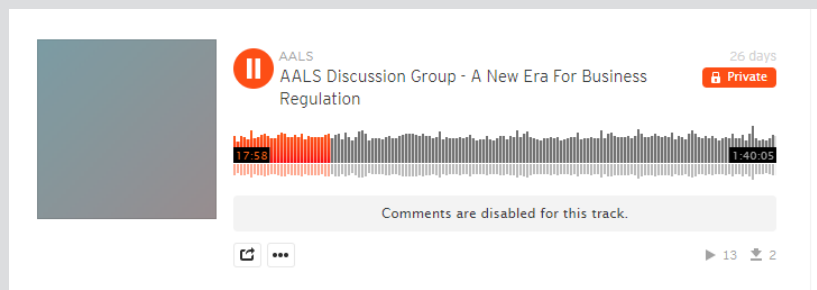
For more details on the topics covered during the 2018 AALS Annual Meeting, read the compilation of tweets from #AALS2018.

PODCASTS, PRESENTER MATERIALS FROM AALS 2018 NOW ONLINE

More than 150 podcasts from the 2018 AALS Annual Meeting in San Diego are now available online. These audio recordings of sessions may be freely accessed by faculty and professional staff from AALS member and fee-paid schools at www.aals.org/am2018/podcasts. Log into the AALS website with your username and password to access the page.

Presentation materials from the AALS Annual Meeting may also be downloaded from www.aals.org/am2018/materials/.

If you were a speaker at the Annual Meeting and would like to have your presentation materials/handouts posted, please follow the instructions on the materials page.



Journal of Legal Education Publishes Fall 2017 Issue

The Autumn 2017 issue of the *Journal of Legal Education* takes an introspective look at legal education and law school, including hot topics in and out of the classroom:

- “Law School Administered Financial Aid: The Good News and the Bad News” by William C. Whitford
- “Agreements to Improve Student Aid: An Antitrust Perspective” by Deborah Jones Merritt and Andrew Lloyd Merritt
- “Net Tuition Trends by LSAT Category from 2010 to 2014 with Thoughts on Variable Return on Investment” by Jerome M. Organ
- “Increasing Diversity by a New Master’s Degree in Legal Principles” by Joni Hersch
- “Anxiety Psychoeducation for Law Students: A Pilot Program” by Ian Ayres, Joseph Bankman, Barbara Fried, and Kristine Luce
- “The Impact of Individualized Feedback on Law Student Performance” by Daniel Schwarcz and Dion Farganis
- “We Are All on the Journey: Transforming Antagonistic Spaces in Law School Classrooms” by Palma Joy Strand
- “Changing the Construct: Promoting Cross-Cultural Conversations in the Law School Classroom” by Bonny L. Tavares
- “Addressing Social Loafing on Faculty Committees” by Andrea A. Curcio and Mary A. Lynch
- “When Torts Met Civil Procedure: A Curricular Coupling” by Brigham A. Fordham, Laura G. Dooley, and Ann E. Woodley
- “‘Talk Less’: Eloquent Silence in the Rhetoric of Lawyering” by Bret Rappaport

The ongoing “At the Lectern” series continues with Laura A. Webb’s “Why Legal Writers Should Think like Teachers”



Book reviews in this issue include:

- “Learning from Practice: A Text for Experiential Legal Education by Leah Wortham, Alexander Scherr, Nancy Maurer, and Susan L. Brooks, eds.” reviewed by Lisa Radtke Bliss
- “A World of Struggle: How Power, Law, and Expertise Shape Global Political Economy by David Kennedy” reviewed by Zinaida Miller
- “Law and the Modern Mind: Consciousness and Responsibility in American Legal Culture by Susanna L. Blumenthal” reviewed by Lea Vaughn

The JLE addresses issues of importance to legal educators, including curriculum development, teaching methods, and scholarship. Published since 1948, it is an outlet for emerging areas of scholarship and teaching.

The JLE has been under the editorial leadership of Northeastern University School of Law and University of Washington School of Law since 2015. Starting in 2018, American University Washington College of Law will replace the University of Washington School of Law as co-editor of the publication. Thank you to the deans, faculty, and staff of these schools for their support of the journal.

AALS runs the JLE website as a repository for current and past issues of the JLE as well as subscription, submission, and copyright information.



2018 AALS Section Award Winners

The Association of American Law Schools is proud to announce the winners of its 2018 section awards for excellence in legal education.

The awards are hosted by several sections of the association which are organized around various academic disciplines and topics of interest. This year's winners were acknowledged during specific section programming at the 2018 AALS Annual Meeting in San Diego.

“Sections are a vibrant part of our association and serve as a forum for legal educators to connect, collaborate, support one another, and celebrate each other's accomplishments,” said 2017 AALS President Paul Marcus, Haynes Professor of Law, William & Mary Law School. “We are pleased to announce these honorees from our sections.”

The 2018 AALS section award winners are:

Section on Academic Support Award

Linda Feldman, Brooklyn Law School

Section on Animal Law Award

Joan E. Schaffner, The George Washington University Law School

Section on Business Associations Outstanding Mentor Award

Afra Afsharipour, University of California, Davis, School of Law
James D. Cox, Duke University Law School
Lisa M. Fairfax, George Washington University Law School
Jill Fisch, University of Pennsylvania Law School
Lyman P.Q. Johnson, Washington & Lee School of Law
Joan MacLeod Heminway, University of Tennessee College of Law
Brett McDonnell, University of Minnesota Law School
David Millon, Washington & Lee School of Law
Donna M. Nagy, Indiana University Maurer School of Law
Frank Partnoy, University of San Diego School of Law
Randall S. Thomas, Vanderbilt University School of Law
Robert B. Thompson, Georgetown University Law Center

Section on Clinical Legal Education William Pincus Award

Carol Izumi, University of California, Hastings College of the Law

Section on Criminal Justice Junior Scholar Award

John Rappaport, The University of Chicago Law School

Section on Evidence Award

Roger Park, University of California, Hastings College of the Law

Section on Federal Courts Daniel J. Meltzer Award

Henry Monaghan, Columbia Law School
David L. Shapiro, Harvard Law School

Section on Law and Religion Award for Excellence in Scholarship

Christopher Lund, Wayne State University Law School

Section on Law and Sports Award

Timothy Davis, Wake Forest University School of Law

Section on Law Libraries and Legal Information Award

Richard A. Danner, Duke University School of Law

Section on Law, Medicine and Health Care Award

Charity Scott, Georgia State University College of Law

Section on Legal Writing, Reasoning and Research Award

Darby Dickerson, The John Marshall Law School

Section on Minority Groups Clyde Ferguson Award

Dorothy A. Brown, Emory University School of Law
Guy-Uriel Charles, Duke University School of Law

Section on Minority Groups Derrick A. Bell Jr. Award

Stacy Hawkins, Rutgers Law School

Section on Pro-Bono & Public Service Opportunities Deborah L. Rhode Award

Angela Drake, University of Missouri School of Law

Section on Pro-Bono & Public Service Opportunities Father Robert Drinan Award

Thomas Schoenherr, Fordham University School of Law

Section on Professional Responsibility Fred C. Zacharias Memorial Prize

Robert W. Gordon, Stanford Law School

Section on Torts and Compensation Systems William L. Prosser Award

Marshall S. Shapo, Northwestern University Pritzker School of Law

Section on Women in Legal Education Ruth Bader Ginsburg Lifetime Achievement Award

Tamar Frankel, Boston University School of Law



Nominations Sought for AALS President-Elect, Executive Committee Positions

The Nominating Committee for 2019 would very much appreciate your help in identifying strong candidates for President-Elect of the Association and for two open positions on the Executive Committee (three-year terms).

To be eligible, a person must have a faculty appointment at an AALS member school. The committee will formally recommend candidates for these positions to the House of Representatives at the 2019 Annual Meeting in New Orleans.

Please send suggestions for persons to be considered, along with supporting comments, to AALS Executive Director Judy Areen at 2019cnominations@aals.org by June 1, 2018. You may also mail recommendations to AALS, 1614 20th Street, NW, Washington, DC 20009.

AALS President Wendy Perdue has appointed the following individuals to the Nominating Committee for 2019 Officers and Members of the Executive Committee:

- Jennifer Brown, Quinnipiac University School of Law
- Dave Douglas, William & Mary Law School
- Lisa Kloppenberg, Santa Clara University School of Law
- Blake Morant, George Washington University Law School
- Lauren Robel, Indiana University, Chair

Seeking Recommendations for AALS Committee Appointments

Thoughtful and effective volunteers are a vital element in the work of AALS, much of which is accomplished by a diverse group of committees organized around a wide range of issues in legal education. AALS President-Elect Vicki Jackson will soon begin to choose her committee appointments for 2019, and we seek your assistance in identifying individuals for consideration.

It is the aim of AALS to build committees that reflect the participation of newer, as well as seasoned, members of the academy. All appointments will begin January 2019; some will be three-year terms and others will be one-year. We invite recommendations for members of any of the committees with openings, which are listed at www.aals.org/about/committees.

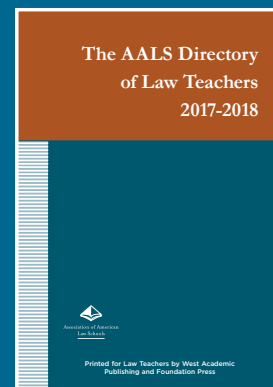
You may recommend any full-time faculty or staff member at an AALS member school, including self-nominations. Please include your insights into the suggested committee member's strengths in the context of the committee service you propose.

Recommendations should be sent to Judith Areen, AALS Executive Director, at 2019committees@aals.org by June 1, 2018.

UPDATE YOUR BIO NOW FOR THE DIRECTORY OF LAW TEACHERS

Have you published a new paper, chapter, or book? Won an award or moved to a different law school? Log on to dlt.aals.org and update your biography for the AALS *Directory of Law Teachers*. While the directory is still printed once a year, it is searchable online at any time. It is important to ensure your information is up to date in real time as well as in the fall when we collate and print the *DLT*.

In addition to searching by name and school, the new search function can sort faculty members by subjects taught. Users may also sub-search criteria including currently teaching, years teaching, and seminar offering, among others. It also allows users to cross-search for multiple faculty and multiple subject areas at the same time. Participants in the directory may adjust their privacy settings so their listing reflects the amount of information they would like to be available online.



2018 AALS Conference on Clinical Legal Education

Gathering Momentum: Learning from the Past, Responding to the Now, Planning for the Future

April 29 – May 2, 2018 | Chicago, IL

Registration is now open for the 41st Annual Conference on Clinical Legal Education to be held in Chicago, April 29 – May 2. Clinics and externships hold tremendous potential to enhance student learning while supporting many and varied communities and contribute to the improvement of the legal profession. Yet the times require us to develop strategies for responding to the intensity and variety of our immediate institutional, political, economic, and societal challenges. These strategies will benefit from efforts to learn from the past and to plan effectively for the future.

The time is ripe to ask a series of questions: What tools, emerging from different clinical contexts, have been most effective in meeting present challenges and which are transferable to other contexts? Are there ways we might consolidate and combine different clinical approaches to strengthen our impact? What replicable teaching strategies are we using as we respond to present obstacles and crises? What relationships can clinics develop with social justice movements? How do we adjust to a quickly changing legal landscape and how do we help our students to do the same? How are we practicing self-care and helping our students learn balance and self-care in their own lives?

Conference Program

Visit www.aals.org/clinical2018 to see highlights of the program, including plenary session topics and speakers, hotel information, and a schedule of onsite workshops. The live program found on the meeting webpage will provide up-to-the-minute information on session details and speakers.

Plenary Sessions

The Power of the State and Our Many Client Communities – Past, Present, Future

This plenary will focus on ways clinical faculty perceive and respond to the impact of “the State” on our client communities, and how to help students think productively about these issues in an evolving legal landscape. The panelists will explore ways to bring forward lessons from the past in responding to urgent pressures facing clients, with an eye toward different approaches available in clinic and externship contexts: litigation, legislation, policy reform, community organizing, etc. The discussion will touch on how to take control of a situation, evaluate potential approaches, and consider the future design of a clinical course or program.



Town Hall, from the 2017 Clinical Conference

Identifying and Pursuing Interest Convergence Strategies in the Representation of Our Clients and the Pursuit of Building Community

This second plenary will explore theories and strategies for aligning divergent interests among various parties in the pursuit of our clients’ goals. With an eye towards responding to the now while planning for the future, this plenary is based on the Interest Convergence Theory proffered by the late Professor Derrick Bell. Using the lenses of transactional, legislative reform, and veterans’ advocacy clinics, the panelists will discuss Interest Convergence, the Curb-Cut Effect, and other strategies for identifying and negotiating through the divergent interests that may be impeding our clients’ goals. The discussion will also include a moderated exercise designed to help participants consider how these strategies may work best in their own clinics.

Workshops

Navigating the Complexities of the Clinical Teaching Market

Scholarship Support

Making Educational Videos

(Re-)Designing an Experiential Learning Course Using Backward Design

New Clinicians Workshop

The AALS Workshop for New Law School Clinical Teachers will be held immediately preceding the conference on the morning of April 29 in the same venue. There is no additional fee for this half-day workshop.

Schedule details, registration information, and hotel rates for the conference and new clinicians workshop can be found at www.aals.org/clinical2018.



Submit Proposals for 2019 AALS Annual Meeting Open Submission Programs

The AALS Program Committee for the 2019 Annual Meeting is pleased to request proposals for open submission programs for the meeting to be held January 3-5, 2019 in New Orleans. Open submission programs are your opportunity to organize sessions without being affiliated with any particular AALS Section. All annual meeting attendees are eligible to participate as speakers.

The 2019 Annual Meeting's theme is **Building Bridges**. AALS President Wendy Perdue, Dean, University of Richmond School of Law, selected the theme and remarked "as our society struggles with this problem of deep polarization, lawyers and law schools have an important role to play. Lawyers are, after all, in the dispute resolution business. Resolving conflict is central to what we do. And today, perhaps more than ever before, the skills that we as lawyers have, and we as law professors teach, is of critical importance."

We encourage program organizers to consider using the theme in framing their proposals but it is not a requirement.

You may submit proposals for four types of programs:

- Open Source programs are traditional scholarly programs outside of section programming and not sponsored by an AALS Section. Proposals are due April 13.
- Discussion Group programs provide a setting for discussions among a small group of invited faculty. Proposals are due April 13.
- Symposium programs are extended sessions (half-day or longer) that focus on in-depth scholarly exploration of a topic of academic interest. Proposals are due May 11.
- Hot Topic programs focus on topics that emerged too late in the year to be included in other types of programs. Proposals are due October 19.

Organizers should allow at least 15 minutes for audience participation. We also welcome proposals 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. As another example, participants could engage in one or more role-play sessions.

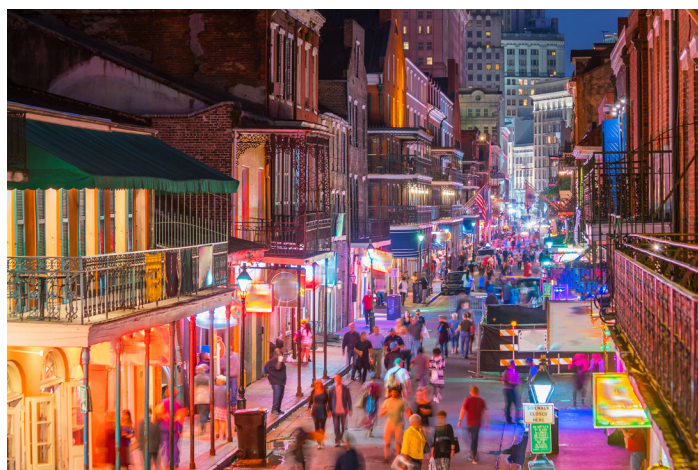
Visit www.aals.org/AM2019/request-for-proposals/ to read the full request for proposals for each of these program types, and for complete submission guidelines.

Submit Proposals for Career-Focused AALS 2019 Sessions

The AALS Arc of Career Committee requests proposals for creative and interactive sessions to address a broad spectrum of issues related to professional development, to be presented at the 2019 AALS Annual Meeting.

Moving beyond presentations on substantive legal topics, Arc of Career sessions address a broad range of matters related to the professional careers of law faculty and administrations. Proposals are due April 13.

The committee hopes to include perspectives from all legal education professionals, including tenure and tenure-track faculty, contract and special faculty, administrators and other constituencies. Successful sessions at the 2018 Annual Meeting included, among others, design thinking for law professors, a session about publishing books, advice for faculty of color doing skills-focused law teaching and administration, and leadership development.



Join us in New Orleans in 2019!

2018 Section Chairs and Chairs-Elect

Academic Support

Chair: Staci P. Rucker, University of Cincinnati College of Law
Chair-Elect: Courtney G. Lee, University of the Pacific, McGeorge School of Law

Administrative Law

Chair: Louis J. Virelli, III, Stetson University College of Law
Chair-Elect: Jack Michael Beermann, Boston University School of Law

Admiralty and Maritime Law

Chair: Peter Winship, Southern Methodist University, Dedman School of Law
Chair-Elect: Charles Norchi, University of Maine School of Law

Africa

Chair: Olufunmilayo B. Arewa, University of California, Irvine School of Law
Chair-Elect: Naomi R. Cahn, The George Washington University Law School

Agency, Partnership, LLC's and Unincorporated Associations

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Chair-Elect: Kelli A. Williams, Florida State University College of Law

Agricultural and Food Law

Chair: Margot Pollans, Pace University Elisabeth Haub School of Law
Chair-Elect: Andrea Freeman, University of Hawaii, William S. Richardson School of Law

Alternative Dispute Resolution

Chair: Ellen E. Deason, The Ohio State University, Michael E. Moritz College of Law
Chair-Elect: Peter R. Reilly, Texas A&M University School of Law

Animal Law

Chair: Justin Marceau, University of Denver Sturm College of Law
Chair-Elect: Courtney G. Lee, University of the Pacific, McGeorge School of Law

Antitrust and Economic Regulation

Chair: Rebecca Haw Allensworth, Vanderbilt University Law School
Chair-Elect: Aaron S. Edlin, University of California, Berkeley School of Law

Art Law

Chair: Irene Calboli, Texas A&M University School of Law
Chair-Elect: Deborah Gerhardt, University of North Carolina School of Law

Associate Deans for Academic Affairs and Research

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Chair-Elect: Geoffrey C. Rapp, University of Toledo College of Law

Balance in Legal Education

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Chair-Elect: Peter H. Huang, University of Colorado Law School

Biolaw

Chair: Victoria Sutton, Texas Tech University School of Law
Chair-Elect: Jordan Paradise, Loyola University Chicago School of Law

Business Associations

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Chair-Elect: Anne M. Tucker, Georgia State University College of Law

Civil Procedure

Chair: Judith Resnik, Yale Law School
Chair-Elect: David W. Marcus, The University of Arizona James E. Rogers College of Law

Civil Rights

Chair: Gilbert Paul Carrasco, Willamette University College of Law
Chair-Elect: Deborah N. Archer, New York Law School

Clinical Legal Education

Co-Chair: Allison K. Bethel, The John Marshall Law School
Co-Chair: Scott L. Cummings, University of California, Los Angeles School of Law
Chair-Elect: Patience A. Crowder, University of Denver Sturm College of Law

Commercial and Related

Consumer Law
Chair: Dalié Jiménez, University of California, Irvine School of Law
Chair-Elect: Christopher K. Odinet, Southern University Law Center

Comparative Law

Chair: Manoj Mate, Harvard Law School
Chair-Elect: Richard Albert, The University of Texas School of Law

Conflict of Laws

Chair: Donald E. Childress, III, Pepperdine University School of Law
Chair-Elect: Ralf C. Michaels, Duke University School of Law

Constitutional Law

Chair: Shaakirrah Sanders, University of Idaho College of Law
Chair-Elect: Louis J. Virelli, III, Stetson University College of Law

Continuing Legal Education

Chair: Amber Brugnoli, West Virginia University College of Law

Contracts

Chair: Jennifer S. Martin, St. Thomas University School of Law
Chair-Elect: Sidney W. DeLong, Seattle University School of Law

Creditors' and Debtors' Rights

Chair: Lea Krivinkas Shepard, Loyola University Chicago School of Law
Chair-Elect: Pamela Foohey, Indiana University Maurer School of Law

Criminal Justice

Chair: Carissa Byrne Hessick, University of North Carolina School of Law
Chair-Elect: Eric J. Miller, Loyola Law School, Los Angeles

Dean, for the Law School

Chair: Michael H. Schwartz, University of the Pacific, McGeorge School of Law
Chair-Elect: Danielle Holley-Walker, Howard University School of Law

Defamation and Privacy

Chair: Elbert L. Robertson, Suffolk University Law School

Disability Law

Chair: Valarie Blake, West Virginia University College of Law
Chair-Elect: Jennifer B. Shinall, Vanderbilt University Law School

East Asian Law & Society

Chair: Robert B. Leflar, University of Arkansas, Fayetteville, Robert A. Leflar Law Center
Chair-Elect: Judith A. McMorrow, Boston College Law School

Economic Globalization and Governance

Chair: Lynne L. Dallas, University of San Diego School of Law
Chair-Elect: Larry Cata Backer, The Pennsylvania State University – Penn State Law

Election Law

Chair: Ciara Torres-Spelliscy, Stetson University College of Law
Chair-Elect: Atiba R. Ellis, West Virginia University College of Law

Empirical Study of Legal Education and the Legal Profession

Chair: Judith W. Wegner, University of North Carolina School of Law
Chair-Elect: Neil W. Hamilton, University of St. Thomas School of Law

Employee Benefits and Executive Compensation

Chair: Kathryn L. Moore, University of Kentucky College of Law
Chair-Elect: Susan E. Cancelosi, Wayne State University Law School

Employment Discrimination Law

Chair: Joseph R. Fishkin, The University of Texas School of Law
Chair-Elect: Stephanie Bornstein, University of Florida Fredric G. Levin College of Law

Environmental Law

Chair: Kalyani Robbins, Florida International University College of Law
Chair-Elect: Sharmila Murthy, Suffolk University Law School

European Law

Chair: Fernanda Giorgia Nicola, American University, Washington College of Law
Co-Chair Elect: Erin Delaney, Northwestern University Pritzker School of Law
Co-Chair Elect: Marley Weiss, University of Maryland Francis King Carey School of Law
Co-Chair Elect: Mathilde Cohen, University of Connecticut School of Law

Family and Juvenile Law

Chair: Jessica Dixon Weaver, Southern Methodist University, Dedman School of Law
Chair-Elect: Cynthia M. Godsoe, Brooklyn Law School

Federal Courts

Chair: Jonathan R. Siegel, The George Washington University Law School

Financial Institutions and Consumer Financial Services

Chair: Hilary J. Allen, Suffolk University Law School
Chair-Elect: Andrew Tuch, Washington University in St. Louis School of Law

Graduate Programs for Non-U.S. Lawyers

Chair: William H. Byrnes, Texas A&M University School of Law
Chair-Elect: Aaron Ghirardelli, Loyola Law School, Los Angeles

Immigration Law

Chair: Anil Kalhan, Drexel University Thomas R. Kline School of Law
Chair-Elect: Jill E. Family, Widener University Commonwealth Law School

Indian Nations and Indigenous Peoples

Chair: John P. LaVelle, University of New Mexico School of Law

Institutional Advancement

Co-Chair: Jini Jasti, University of Wisconsin Law School
Co-Chair: Trent Anderson, St. John's University School of Law
Chair-Elect: Darnell Hines, Northwestern University Pritzker School of Law

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Chair-Elect: Shauhin A. Talesh, University of California, Irvine School of Law

Intellectual Property

Chair: Guy A. Rub, The Ohio State University, Michael E. Moritz College of Law
Chair-Elect: Ann Bartow, University of New Hampshire School of Law

International Human Rights

Chair: Sharmila Murthy, Suffolk University Law School
Chair-Elect: Peter Halewood, Albany Law School

International Law

Chair: Milena Sterio, Cleveland-Marshall College of Law at Cleveland State University
Chair-Elect: Thomas M. McDonnell, Pace University Elisabeth Haub School of Law

Islamic Law

Chair: Samy Ayoub, The University of Texas School of Law
Chair-Elect: Adnan Zulfiqar, Rutgers Law School

Jewish Law

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Chair-Elect: Michael Jay Brojde, Emory University School of Law

Jurisprudence

Chair: Joshua Kleinfeld, Northwestern University Pritzker School of Law

Labor Relations and Employment Law

Chair: Joseph Mastrosimone, Washburn University School of Law
Chair-Elect: Michael Oswald, Northern Illinois University College of Law

Law and Anthropology

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Law and Economics

Chair: Kathryn Zeiler, Georgetown University Law Center
Chair-Elect: Todd J. Zywicki, Antonin Scalia Law School at George Mason University

Law and Mental Disability

Chair: Jasmine Elwick Harris, University of California, Davis, School of Law

Law and South Asian Studies

Chair: Afra Afsharipour, University of California, Davis, School of Law

Law and Sports

Chair: Jodi S. Balsam, Brooklyn Law School
Chair-Elect: William W Berry, III, University of Mississippi School of Law

Law and the Humanities

Chair: Allison Tait, The University of Richmond School of Law
Chair-Elect: Christine Alice Corcos, Louisiana State University, Paul M. Hebert Law Center

Law and the Social Sciences

Chair: David Y. Kwok, University of Houston Law Center
Chair-Elect: Meera Deo, Thomas Jefferson School of Law

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Chair-Elect: Janet Sinder, Brooklyn Law School

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Chair-Elect: William H. Byrnes, Texas A&M University School of Law

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Chair-Elect: Roy G. Spece, Jr., The University of Arizona James E. Rogers College of Law

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Chair-Elect: Evan C. Zoldan, University of Toledo College of Law

Legal Writing, Reasoning, and Research

Chair: Suzanna K Moran, University of Denver Sturm College of Law
Chair-Elect: Wendy Adele Humphrey, Texas Tech University School of Law

Legislation & Law of the Political Process

Chair: Evan C. Zoldan, University of Toledo College of Law
Chair-Elect: Maggie McKinley, University of Pennsylvania Law School

Litigation

Chair: Kenneth Kandarar, The John Marshall Law School
Chair-Elect: Andrew Bradt, University of California, Berkeley School of Law

Mass Communication Law

Chair: Amy Gajda, Tulane University Law School
Chair-Elect: Lili Levi, University of Miami School of Law

Minority Groups

Chair: Deborah N. Archer, New York Law School
Chair-Elect: Mariela Olivares, Howard University School of Law

Natural Resources and Energy Law

Chair: Michael Pappas, University of Maryland Francis King Carey School of Law
Chair-Elect: Heidi Gorovitz Robertson, Cleveland-Marshall College of Law at Cleveland State University

New Law Professors

Chair: Dov Waisman, Southwestern Law School
Chair-Elect: Mary Leto Pareja, University of New Mexico School of Law

Nonprofit and Philanthropy Law

Chair: Benjamin M. Leff, American University, Washington College of Law
Chair-Elect: Melanie B. Leslie, Benjamin N. Cardozo School of Law

North American Cooperation

Chair: Lisa M. Black, California Western School of Law
Chair-Elect: Cara Cunningham-Warren, University of Detroit Mercy School of Law

Part-Time Division Programs

Chair-Elect: Michelle Alison-Slaughter, Thomas Jefferson School of Law

Post-Graduate Legal Education

Chair: Steven Richman, Maurice A. Deane School of Law at Hofstra University
Chair-Elect: Karen Shaw, Loyola University Chicago School of Law

Poverty Law

Chair: Llezlie Green Coleman, American University, Washington College of Law
Chair-Elect: Sacha M. Coupet, Loyola University Chicago School of Law

PreLegal Education and Admission to Law School

Chair: Jannell L. Roberts, Loyola Law School, Los Angeles
Chair-Elect: David Kirschner, University of Southern California Gould School of Law

Pro-Bono & Public Service Opportunities

Chair: Jennifer Tschirch, Georgetown University Law Center
Chair-Elect: Stephen Rispoli, Baylor University School of Law

Professional Responsibility

Chair: Margaret C. Tarkington, Indiana University Robert H. McKinney School of Law
Chair-Elect: Benjamin P. Cooper, University of Mississippi School of Law

Property Law

Chair: Priya S. Gupta, Southwestern Law School
Chair-Elect: Stephen Clowney, University of Arkansas, Fayetteville, Robert A. Leflar Law Center

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Southern University Law Center
Chair-Elect: Donald J. Kochan,
Chapman University Dale E. Fowler
School of Law

Remedies

Chair: Alexandra D. Lahav, University
of Connecticut School of Law

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Lee University School of Law
Chair-Elect: Brian Galle, Georgetown
University Law Center

Securities Regulation

Chair: Kish Parella, Washington and
Lee University School of Law

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Chair: David B. Cruz, University
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School of Law
Chair-Elect: Jeffrey A. Dodge,
University of Idaho College of Law

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Law School
Chair-Elect: Michael H. Schwartz,
University of the Pacific, McGeorge
School of Law

State and Local Government Law

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Nevada, Las Vegas, William S. Boyd
School of Law
Chair-Elect: Ashira Pelman Ostrow,
Maurice A. Deane School of Law at
Hofstra University

Taxation

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Law School
Chair-Elect: Heather M. Field,
University of California, Hastings
College of the Law

Teaching Methods

Chair: Rory D. Bahadur, Washburn
University School of Law
Chair-Elect: Michael Bloom, The
University of Michigan Law School

Technology, Law and Legal Education

Chair: Michael Bloom, The University
of Michigan Law School
Chair-Elect: Laura Norris, Santa Clara
University School of Law

Torts and Compensation Systems

Chair: Stacey A. Tovino, University of
Nevada, Las Vegas, William S. Boyd
School of Law
Chair-Elect: Adam F. Scales, Rutgers
Law School

Transactional Law and Skills

Chair: Christina M. Sautter, Louisiana
State University, Paul M. Hebert
Law Center
Chair-Elect: Virginia Harper Ho,
University of Kansas School of Law

Trusts and Estates

Chair: Deborah S. Gordon, Drexel
University Thomas R. Kline
School of Law
Chair-Elect: Daniel B. Kelly, Notre
Dame Law School

Women in Legal Education

Chair: Cynthia L. Fountaine, Southern
Illinois University School of Law
Chair-Elect: Rona K. Kitchen,
Duquesne University School of Law



AALS Calendar

2018

Conference on Clinical Legal Education

Sunday, April 29 – Wednesday, May 2
Chicago, IL

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

Conference on Clinical Legal Education

Friday, May 3 – Tuesday, May 7
San Francisco, CA

Workshop for New Law School Teachers

Thursday, June 6 – Saturday, June 8
Washington, DC

Faculty Recruitment Conference

Thursday, October 3 – Saturday, October 5
Washington, DC