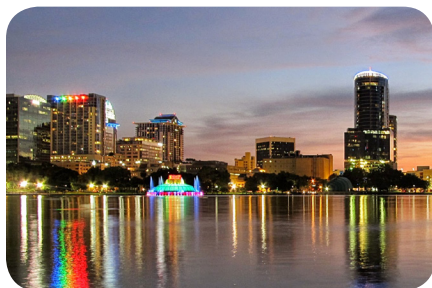




6 Report of the AALS Executive Director to the House of Representatives



9 AALS Law Student Pro Bono Hours Survey Results



20 2020 Conference on Clinical Legal Education in Orlando, Florida

Presidential Address – 2020 AALS Annual Meeting

The Power of Words

The Meeting of the AALS House of Representatives

By AALS President Darby Dickerson, Dean, UIC John Marshall Law School

I am incredibly honored to serve as the 2020 President of the Association of American Law Schools. The AALS was founded in 1900—120 years ago—and serves as both the membership association and the learned society for legal education.



This dual responsibility of serving law schools and their deans as the institutional membership organization and serving individual faculty members and administrators as their learned society is unique among higher education organizations. And that unique duality requires unique and visionary leadership.

We are most fortunate to have Judy Areen, a true legend in legal education, as our Executive Director. She has recruited and cultivated a talented, dedicated team that works tirelessly to serve law schools and law professors so that the AALS is a strong and effective voice for legal education; a forum for knowledge sharing and professional development; and more recently, a center for important research about legal education and law school leadership. Judy, under your leadership, the AALS has matured in so many ways.

Continued on page 3



AALS Executive Committee

President

Darby Dickerson

University of Illinois at Chicago

President-Elect

Vincent D. Rougeau

Boston College

Serving Through 2020

Mark C. Alexander

Villanova University

Gillian Lester

Columbia University

Serving Through 2021

D. Benjamin Barros

University of Toledo

L. Song Richardson

University of California, Irvine

Serving Through 2022

Austen L. Parrish

Indiana University

Melanie D. Wilson

University of Tennessee

Executive Director

Judith Areen

AALS Editorial Staff

Editor, AALS News

Director of Communications

James Greif

jgreif@aals.org

*Senior Manager, Publications &
Engagement*

Barbra Elenbaas

belenbaas@aals.org

Published in Winter, Spring, Summer,
and Fall by:

Association of American Law Schools

1614 20th Street, NW

Washington, D.C. 20009-1001

Issue 2020-1

©2020, Association of American
Law Schools

All rights reserved. ISSN 0519-1025

In This Issue

- 1** 2020 AALS Presidential Address:
The Power of Words
- 6** Report of the AALS Executive Director
to the House of Representatives
- 9** AALS Survey: Law Class of 2019
Contributed More Than \$111 Million Worth
of Pro Bono Legal Services
- 10** Highlights from the 2020 Annual Meeting
- 15** Spotlight on Sections Q&A:
Legal Writing, Reasoning, and Research
- 18** 2020 Section Chairs and Chairs-Elect
- 20** AALS Conference on Clinical
Legal Education in Orlando, FL
- 22** Propose a Program for the
2021 AALS Annual Meeting
- 23** Nominations Sought for AALS President-
Elect, Executive Committee Positions
- 23** Seeking Recommendations for
AALS Committee Appointments



10



15

Continued from cover

I know that many of the AALS staff members are currently working in other parts of the hotel to facilitate a smooth conference, but Judy, I'd ask that you and any AALS staff present stand so that we might thank you for your service and leadership.

Over the past six years, I've also had the privilege to serve with amazing AALS presidents, each of whom has brought incredible strengths, creativity, and passion to that role: Dan Rodriguez, Blake Morant, Kellye Testy, Paul Marcus, Wendy Perdue, and Vicki Jackson. I've learned a great deal from each and aspire to build on their foundation of excellence.

I want to extend a special thanks to outgoing president Vicki Jackson: Vicki, you are among the smartest, most thoughtful individuals I've ever met. You are careful and caring. You think things through completely. You listen. You are inclusive. You take all perspectives seriously. You communicate with respect. You have honored us all with your service. Please join me in congratulating Vicki for a job well done!

I also want to thank:

- those of you who have agreed to assume committee leadership roles for the year;
- all members of the House of Representatives for serving your schools;
- my current colleagues at the University of Illinois at Chicago—including Provost Susan Poser, who is here today;
- my former colleagues from Stetson and Texas Tech;
- all of the members of the AALS Executive Committee with whom I've had the pleasure of serving;
- and members of the legal writing community who, many, many years ago, nominated me for AALS committee service.

I treasure your support and hope that I have earned your trust and confidence.

The theme I've selected for my presidential year, and for the 2021 annual meeting, is "The Power of Words." I chose this theme for many reasons. First, lawyers and legal educators are professional communicators. Words are the instrument with which we practice our craft. Second, I am a legal writing professor, so the theme pays homage to my specific field.

Third, words and language make us human. Indeed, many believe communication is the most important skill a person can master. And for good reason: it is estimated that an average person speaks about 16,000 words per day,¹ and reads hundreds, if not thousands, of sentences each day.

And fourth, I was excited about the interesting program possibilities. As I prepared this presentation, I enjoyed brainstorming potential sessions, such as:

- The language of effective leadership;
- The impact of technology on language;
- The power of storytelling in both legal proceedings and legal scholarship;
- Words and trauma;
- The impact of law and literature on social change;
- The rule of law in a post-truth era; and
- How linguistic misunderstandings can lead to exclusion and injustice.²

I look forward to the creative programming developed by the sections and by individual faculty members through submissions for Hot Topics, Open Source, and other calls for proposals.

Words are powerful tools. They can inspire social movements, evoke emotions, and create allegiances. They can help, and they can heal. But like many tools, words can be wielded as weapons to hurt and hinder, and to mislead and manipulate.

Words translate our imagination. They can form bridges to connect us and walls that divide us. Words can comfort and isolate, empower and belittle.

Words translate our imagination. They can form bridges to connect us and walls that divide us. Words can comfort and isolate, empower and belittle.

Words are ephemeral yet can have lasting impact. Consider the Yiddish proverb, "A blow passes, but a word remains."³ And think about the continuing influence of our great founding documents like the Declaration of Independence, the Constitution, and the Bill of Rights—and the inspiring speeches of Dr. Martin Luther King, Jr. and Abraham Lincoln.

Among the U.S. presidents, Lincoln understood that words were a powerful tool of persuasion.⁴ He toiled over his speeches, considering and reconsidering each word he used. His Gettysburg Address, at only 278 words, "is viewed as a singular moment in repairing a disjointed union."⁵ And the Emancipation Proclamation, with only 703 words—including 505 with only one syllable⁶—ultimately freed 3.5 million enslaved Americans and led Frederick

Douglass to declare it as “perhaps the greatest document of social reform in American history.”⁷

Words can create nations, literally. On a recent trip abroad, I learned that Iceland gained its independence through peaceful protest and a series of persuasive letters to the King of Denmark.

Even small words can have great power. Consider, for example, an apology: with three short words, “I am sorry,” a past harmful act can be forgiven.⁸

Words can also have neuroscientific power. For centuries, many cultures have believed in the spiritual force of language: consider prayer, confessions, hexes, and curses.⁹ Over time, “these ideas have moved from the realm of magic and mythology” to that of scientific inquiry.¹⁰ Just as exercise can change our bodies, “mental activity, such as learning and using language, can change the physical structure of our brain.”¹¹ Fearful words, like “poverty” and “death,” can trigger fight-or-flight responses in the amygdala,¹² and negative words, like “no,” can release stress-producing hormones and neuroreceptors that can interrupt normal brain function.¹³ Fortunately, the power of positive thinking has also been validated clinically.¹⁴

The power of words to shape perception has been proven by researchers in controlled experiments. In one study, psychologists Elizabeth Loftus and John Palmer showed subjects a film of two cars colliding. Later, some subjects were asked how fast the cars going when they “bumped” into each other, while others were asked how fast the cars were going when they “smashed” into each other. As you might imagine, those who received the “smashed” question indicated that the cars were going faster than those who received the “bumped” question.¹⁵ As Dr. Deborah Tannen observed, “This is how language works. It invisibly molds our way of thinking about people, actions, and the world around us.”¹⁶ And the former litigators among us recall the subtle word choices we considered when developing our cross-examinations and closing arguments.

Words in the form of laws give rights and impose responsibilities. Those words can separate children from parents; unite two people in matrimony; imprison people for crimes; and condemn individuals to death.¹⁷ As Professor Emily Hartigan explained in her article “The Power of Language Beyond Words,” law is “the medium through which we intentionally dispense pain, advantage, freedom and death.”¹⁸

I’m sure many of you can think of words that hold power or special meaning for you. They might be “yes,” “love,” or “justice.” I’d like to briefly explore the power of three words relevant to legal education and my year as president. Each includes a challenge to the legal academy.

Caste

Last month, Brandeis University announced that it has added “caste”—a social hierarchy that exists in some South Asian communities—to its nondiscrimination policy.¹⁹ But we in the legal academy also have a caste system.

In 2002, then-Dean Kent Syverud published “The Caste System and Best Practices in Legal Education.”²⁰ Syverud explained that most American law schools include seven castes, from highest to lowest:

- Tenured and tenure-track faculty
- Deans
- Clinical faculty
- Legal writing faculty
- Law librarians
- Adjunct faculty
- Staff

He also identified 10 best practices for legal education. Given time constraints, I’ll share just three:

Best practices encourage student-faculty contact, inside and outside class, to facilitate feedback, encouragement, and inculcation of skills and values.

Best practices encourage active learning. Students must talk about what they are learning, write about it, and apply it to their own lives and work.

Best practices give prompt and frequent feedback.²¹





Syverud observed that because some of the best practices were identified with some of the lower castes, those in higher castes were reluctant to adopt them, which in turn inhibited student learning.²² He also observed that those in the lower castes often suffer from lower salaries, lack of security of position, and lack of respect.²³

Over the past 17 years, the academy has made progress. I stand here as evidence of that. In addition, we have a few other deans—and dozens of associate deans—from the legal writing, clinical, and academic support fields. Some non-director law librarians are gaining improved status and security. More faculty in podium courses are incorporating more formative assessments into their courses.

But more work needs to be done. We need to strive to eliminate “caste”—a system meant to divide—from legal education. We need to recognize the similarities in the work we all perform and to appreciate, not denigrate, the differences. Raising some up does not diminish the work of others. Instead, it improves the whole of legal education. Because I’ve worked at three schools that have made significant progress in improving status for legal writing professionals, clinicians, academic support specialists, librarians, and staff, I know that abol-

ishing the caste system is both a realistic call for action and one that will benefit our students and the legal profession.

Candor

Some have postulated that we are living in a post-truth era. While I understand that “truth” is hardly absolute, I find it disturbing that some leaders, especially those trained in the law, more readily embrace spin than candor.

The Model Rules of Professional Conduct call for lawyers to “render candid advice,”²⁴ exhibit candor toward the tribunal,²⁵ avoid making false statements of material fact or law to a third person;²⁶ and, if serving as prosecutors, disclose exculpatory evidence.²⁷

But while the role of candor has traditionally been central to the legal profession, it seems to be eroding, especially in the face of ubiquitous—and frequently misleading—spin control.

As legal educators, we can help reverse this trend by using the power of our words to teach rigorous analysis, help students distinguish appropriate advocacy from dissembling and half-truths, and model professional conduct that transcends the minimum standards required by the model rules.

As a profession that embraces candor above spin, we can regain the respect and public trust we need to advance and enhance democratic institutions and the rule of law.

Change

I’ve been a law dean for almost 17 years. And one of my favorite and most frequently-used sayings is, “The only constant is change.”²⁸ Another favorite is Gandhi’s “Be the change you wish to see in the world.”²⁹

One of the most powerful examples of someone using words to bolster change came from 16-year-old Greta Thunberg, who, at a recent U.N. Climate Action Summit, exhorted:

You have stolen my dreams and my childhood with your empty words. And yet I’m one of the lucky ones. People are suffering. People are dying. Entire ecosystems are collapsing. We are in the beginning of a mass extinction, and all you can talk about is money and fairy tales of eternal economic growth. How dare you!³⁰

We can use our words to create change. We can use our scholarship to inspire policymakers and others who hold power to enact changes that will create a more just and equitable society. We can write op-eds and blogs to help citizens understand the value of civic education and the rule of law. We can design our curricula and use our classroom time to help ensure that our students become life-long learners equipped to adapt in a rapidly changing world.

And with that, I leave you with this final challenge: The presidential themes of my two immediate predecessors were Wendy Perdue’s “Building Bridges” and Vicki Jackson’s “Pillars of Democracy: Law, Representation, and Knowledge.” Let us use our best, most powerful words to model for our students—our world’s future leaders and problem-solvers—how to build bridges to protect those most valuable pillars of democracy.

Thank you again for extending me the honor of serving as AALS President. I wish you all the best for 2020!



See endnotes
on page 23

Report of the AALS Executive Director to the House of Representatives

January 4, 2020

By Judith Areen

Two thousand and nineteen was a challenging year for legal education and for the rule of law. In December, the House of Representatives impeached the President of the United States. Over the next week or so we will learn whether the Senate will subpoena documents or hear witnesses as it tries the impeachment. Never has it been more important to prepare our students for the professional challenges they may face, or to keep our communities and the nation informed about the principles of justice embedded in our constitution and system of law.

1. Serving as a More Effective Voice for Legal Education

AALS continues to showcase the innovations and accomplishments of member and fee-paid law schools for policymakers, leaders of the bar and bench, the media, prospective law students, and the public. The homepage of the AALS website is designed to celebrate the accomplishments of colleagues such as those at the University of Kansas School of Law who are strengthening the legal profession by teaching future lawyers to understand statistics, data analysis, and artificial intelligence.

We rely on your schools (and your communication directors) to submit material to be featured on the website. Most national reporters do not follow all 200 ABA accredited law schools, but most follow our website—so it is a way to share your accomplishments with a national audience.

In addition to showcasing the accomplishments of law schools, the AALS website homepage has a calendar of upcoming symposia at law schools around the nation that is updated regularly. Last year, AALS began to email the calendar on a regular basis to all law faculty as part of our effort to share new ideas and scholarly insights throughout the legal academy.

Two new communications team members have made it possible to provide several new services to members this year. In addition to a weekly AALS Legal Education News Digest, interested faculty can now subscribe to a Legal Education Blogs Digest, a compilation of articles about law schools from blogs. An archive of blog posts and subscription information can be found at www.aals.org/blogs.



In October, AALS debuted a new page on its website that lists recent books by law faculty. The page contains brief descriptions of each book published as well as directions on how faculty can submit books for consideration to be included on the website. The new page can be found at www.aals.org/faculty-books.

AALS also now hosts a regularly updated page with memorials of law professors at www.aals.org/memorials. We will also make a printed list of memorials available at the Meeting of the AALS House of Representatives at the AALS Annual Meeting.

Finally, AALS is working to make its news archive more functional for users. New search categories include advice for prospective students, pre-law pipeline programs, and 3+3 accelerated JD/bachelor's degree programs. The new categories can be found at www.aals.org/news.

2. Support and Services for Deans

As part of our mission, AALS is committed to providing law school deans with opportunities to work together. Six years ago, AALS established a Deans Forum that enables deans of all member and fee-paid schools to come together to work on issues of mutual importance at a day-long program for deans-only at the Annual Meeting. Approximately 140 deans registered to attend this year's meeting.

AALS has also established a Deans Steering Committee to work on matters of interest to deans throughout the year.

3. Improving Services to Sections

Sections are the primary point of contact most faculty have with AALS. Our 103 sections have more than 9,000 law faculty and professional staff as members. Sections are intended to increase excellence in both teaching and scholarship across the legal academy, although we know that some sections have been more effective than others.

This year, AALS made a number of improvements to the online communities and resources available to sections. First, section webpages have been redesigned to make content such as newsletters, upcoming events, and announcements available to all faculty. The design of the resulting webpages is both more inviting and more useful. The “Join a Section” page is another important innovation. Where before faculty had to email AALS to ask to join a section, requests are now sent automatically through an interactive form. Finally, staff continue to identify faculty members using the *Directory of Law Teachers* who do not belong to a section that corresponded to the subjects they teach and invite them to consider joining. Some four hundred additional faculty joined sections this year in response.

I am particularly pleased to report that the responsibility for leading sections is widely shared among our membership. This past year, for example, 105 section chairs came from seventy-seven different member schools.

We invite you to support this new focus on sections by reaching out to new faculty at your schools to explain AALS to them, and the value of joining a section. We also ask you to encourage your most productive faculty scholars to become more active in the AALS Section (or Sections) in their field(s) of interest by volunteering to join the leadership of a Section.

4. Digital Strategies and Publications

For the past two years, AALS has undertaken a “greening” campaign to reduce print production quantities and in some cases eliminating print publications altogether. For the first time, the four issues of the 2018-19 academic year Placement Bulletin were made available to candidates, law schools, and subscribers in digital form only. In the case of meeting events, all content is developed with a digital-first philosophy. This in part has been made possi-

ble due to innovations in our systems. We no longer produce e-brochures. Instead the website group collaborates with the communications and meetings groups to develop websites for the meetings (Annual Meeting, Clinical Legal Education, or New Law Teachers). All pages are printable and shareable, making e-brochures unnecessary. All event pages include Frequently Asked Questions, Speaker lists, and Session materials including recordings, and much more.

I am pleased to report that the responsibility for leading sections is widely shared among our membership. This past year, for example, 105 section chairs came from 77 different member schools.

In the fall we completed the production of the 2019-2020 *Directory of Law Teachers* and conducted another greening campaign. We reduced the print production by 36 percent from last year. The volumes will arrive in the new year. The search functions of the online directory, useful to individual faculty looking for colleagues and scholars and appointment committees conducting lateral searches, now support title searches. The search also allows to sort faculty members by subjects taught, currently teaching, years teaching, and seminar offerings, among other categories. It supports the ability to cross-search for multiple faculty and multiple subject areas at the same time.

We developed a mobile app for the Conference on Clinical Legal Education for the first time. The conference had 17 new 20-minute sessions modeled on Ted Talks and 50 percent more concurrent programs than the previous year.

We also implemented two key Annual Meeting projects in response to feedback from our surveys: (1) to better explain how to submit an Annual Meeting proposal; and (2) to improve the online presence of Sections and access to Section material and resources. Section leaders now have more control over the materials they post, and their members have easier access to their materials.

Both the *AALS News* and the *Journal of Legal Education* are available electronically on our website. The 2019 Proceedings, the 2019 Handbook, and the 2020 Annual Meeting Prospectus were printed and distributed this past spring.

The Faculty Recruitment Services working group and the website group updated materials for law schools and candidates in preparation for the new cycle. In the summer we launched a new section of our website, *Becoming a Law Teacher* (BALT), to host resources related to enter-

ing the legal academy. The goal is to bring transparency and provide a better understanding of the law school hiring process for candidates. The site includes multi-media components including video of a mock job talk, interviews with recent faculty hires, discussions with directors of VAP, fellowship, and doctoral degree programs, and two webinars.

Based on feedback from candidates and interviewers, we are working on a new Faculty Appointments Register application interface developed by Interfolio, with enhanced functionality including an improved ranking system to evaluate candidates.

Finally, we have revised our website to better explain the suite of AALS Faculty Recruitment Services available to member and fee-paid schools, as well as faculty candidates and added a new item to the navigation bar on the main website to improve the user-experience and to make it easier to locate high-demand material. The new "Faculty Jobs" dropdown menu includes a new microsite with resources and information for aspiring faculty along with listings of interest to current faculty.

5. Faculty Recruitment Conference

This fall, 132 schools conducted interviews at the Faculty Recruitment Conference (FRC). This compares to 105 schools that conducted interviews in 2018.

Instead of a panel presentation at the Candidates Workshop, the workshop was held at round tables with a facilitator to encourage questions in a smaller group environment. This was a positive change with much engagement at each table. Sixty candidates attended the Workshop.

Sean Scott welcomed the candidates to the FRC workshop program and Darby Dickerson welcomed them to the conference.

Want to learn more about legal education or AALS?

The AALS website homepage, www.aals.org, showcases innovative and outstanding law school programs and faculty as well as current issues facing the legal academy.

It also provides coverage of news and blogs about legal education and the legal profession, a calendar of upcoming symposia at law schools, and a listing of new books by law faculty.

In addition, the site features details on the association's professional development offerings, its publications including an online version of *AALS News*, the *Journal of Legal Education*, and other services such as faculty recruitment services and sections.

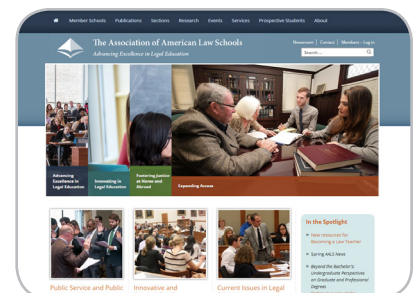
6. The 2019 Survey of Pro Bono Legal Services

For the fourth consecutive year, AALS measured how much law schools contribute to the delivery of much needed legal service through clinics, other experiential courses, and pro bono activities of graduating law students. For the class of 2019, it turns out that law students contributed more than 4.38 million hours, an average of about 220 hours per student. Using the Independent Sector's recommended value of such volunteer time as worth \$25.43 an hour, this means the law class of 2019 contributed more than \$111.5 million worth of pro bono legal services. This number is based on responses from more than half of the ABA accredited law schools. If your school was not included, we encourage you to urge them to participate in the next annual survey so it will be an even more accurate report on this important national contribution from the legal academy.

* * * *

I want to close by thanking the talented and hard-working staff of the AALS. It is a small group (only 25 plus a few students), yet they handle not only the Annual Meeting, but all the day-to-day challenges of operating an association with an expanded mission that now includes professional development programs, publications, a website and social media presence, support for deans and for sections and research.

It continues to be a privilege and honor for me to work with all of 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 our 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 Survey: Law Class of 2019 Contributed More Than \$111 Million Worth of Pro Bono Legal Services

For the fourth consecutive year, AALS measured how much law schools contribute to the delivery of much-needed legal services through clinics, other experiential courses, and *pro bono* activities of graduating law students.

In November, 105 law schools reported that 19,885 law students in the class of 2019 contributed more than 4.38 million hours in legal services as part of their legal education, an average of about 221 hours per student. Independent Sector, a nonprofit organization coalition, estimates the value of volunteer time to be \$25.43 an hour. Using this number, the total value of the students' time at these schools is estimated to be in excess of \$111.5 million. The schools represent more than half of the students in American Bar Association accredited law schools in the class of 2019.

Many schools reported that some hours go uncounted or are difficult to track so actual contributions were likely higher. The project also did not include hours contributed by students in master's degree programs.

"Access to justice is a cornerstone of legal education and the legal profession," said Darby Dickerson, 2020 AALS President and Dean at UIC John Marshall Law School. "The pro bono opportunities represented in this project provide valuable and unique experiences for students as they prepare for their careers while helping to meet the legal needs in often-underserved communities across the country. The AALS applauds these graduates for their dedication to serving those in need."

Law students contributed hours to hundreds of efforts serving thousands of clients, including the following projects and clinics:



- Albany Law School – Elder Rights Project
- Brigham Young University Clark Law School – Community Legal Clinic
- The Catholic University Columbus School of Law – Tax Clinic
- University of California, Irvine School of Law – Domestic Violence Clinic
- University of Chicago, The Law School – Pro Bono Board
- University of Cincinnati College of Law – Entrepreneurship and Community Development Clinic
- Fordham University – Legislative and Policy Advocacy Clinic
- Georgetown University – Health Justice Alliance Law Clinic
- University of Georgia School of Law – Family Justice Clinic
- Harvard University Law School – Spring Break Pro Bono Projects
- UIC John Marshall Law School – Pro Bono Litigation Clinic
- The University of Kansas School of Law – Legal Aid Clinic
- Marquette University Law School – Estate Planning Clinic
- University of Miami School of Law – Legal Writing Class at Correctional Institution
- University of Montana Alexander Blewett III School of Law – Veterans Advocacy Clinic
- Northwestern University Pritzker School of Law – Bluhm Legal Clinic
- University of Oregon School of Law – Service Project for Asylum Seekers
- St. Mary's University School of Law – Center for Legal and Social Justice
- The University of Tulsa College of Law – Project Commutation
- Vanderbilt University Law School – Property Rights & Lending Reform Project
- Villanova University Widger School of Law – Farmworker Legal Aid Clinic

A full report on the survey is available on the AALS website.

Law Faculty Convene in the Nation's Capital to Explore and Strengthen the Pillars of Democracy

By Janessa Sambola-Harris

2020
AALS
ANNUAL
MEETING

More than 2,400 law school faculty, deans, professional staff, and exhibitors gathered in Washington, D.C., January 2-5 at the **2020 AALS Annual Meeting**.

The theme of the meeting was “Pillars of Democracy: Law, Representation, and Knowledge,” selected by 2019 **AALS President Vicki C. Jackson**, Thurgood Marshall Professor of Constitutional Law at Harvard Law School. Over four days, the meeting included moderated panels, interactive discussions, and networking events where attendees gathered to discuss pressing legal issues and emerging perspectives on the law and legal education.

Moderated by Professor Jackson, the Opening Plenary Session on Friday, January 3 covered the role of universities and law schools in constitutional democracies. The

panel discussion featured **Ronald J. Daniels** (President, Johns Hopkins University), **Risa L. Goluboff** (Dean, University of Virginia Law), **Larry D. Kramer** (President, William and Flora Hewlett Foundation), and **Vincent D. Rougeau** (Dean, Boston College Law).

Daniels noted that since America’s founding, academics and universities have played a unique role in elevating the democratic experiment. “The university as it has developed in this country over the past two centuries enriches and is enriched by democracy,” he said. “[I]t has at its best stood in support of this project, responding to the exigencies of the world with vigor and vision. Now is the time when [universities] ought to lean into its capacities to strengthen liberal democracy and not resile from them.”

The Annual Meeting also had a number of notable speakers and presenters, including **U.S. Supreme Court Justice Ruth Bader Ginsburg** who joined Professor Jackson in conversation on Saturday evening before a packed ballroom. During the conversation, Justice Ginsburg discussed the limited opportunities she had as a woman graduating from law school in 1959. Relaying a conversation she once had with Justice Sandra Day O’Connor, she said that in a world with no discrimination, they both would likely be retired partners at large law firms “but since that wasn’t open to us, we ended up being on the United States Supreme Court,” which garnered laughs and cheers from the audience.

On her groundbreaking work as a law professor establishing nondiscrimination policies within AALS, Justice Ginsburg detailed the numerous projects the committee, now the Section on Women in Legal Education took on. Among those accomplishments, the committee worked to ensure that every legal course included women’s issues within the curriculum, rather than isolating them into their own academic area.

The third Presidential Program, “Representation, Voting, and Sustainable Constitutional Democracy,” was moderated by **Thomas Ginsburg** (University of Chicago Law) and included **Guy-Uriel Charles** (Duke Law), **Pamela S. Karlan** (Stanford Law), **Michael T. Morley** (Florida State University Law), and **Kim Lane Scheppele** (Princeton



Attendees at the Opening Plenary, “The Role of Universities and Law Schools in Constitutional Democracy.”



U.S. Supreme Court Justice Ruth Bader Ginsburg during the AALS Presidential Program.

University). The panel explored the factors that could undermine our democracy including voter suppression, gerrymandering and changes in how Congress operates.

The meeting also served as an opportunity to honor outstanding law faculty in support of legal education.

The third annual Section of the Year award was presented to the **Section on Environmental Law** and the **Section on Legal Writing, Reasoning, and Research**. The annual award honors excellence in member support and other section activities that promote AALS core values.

The **AALS Scholarly Papers Competition** winners were recognized at the AALS House of Representatives meeting on Saturday. **Meghan M. Boone** (University of Alabama Law) won for her paper “Reproductive Due Process” and **Jonathan S. Gould** (UC Berkeley Law) for his paper “Law Within Congress.”

More than 20 awards from AALS sections were presented throughout the program at meal events and section programming including:

- The **Section on Women in Legal Education’s** Ruth Bader Ginsburg Lifetime Achievement Award was presented to **Robin West** (Georgetown Law).
- The **Section on Minority Groups’** Clyde Ferguson Award was presented to **Jerry Kang** (UCLA Law) and the Derrick A. Bell Jr. Award was presented to **Jennifer Lee** (Temple Law).

Law faculty attended several different types of programming including:

- The **AALS Symposium** on 21st Century policing.
- **Arc of Career** programs such as “So You Want to Publish a Book” and “Becoming an Associate Dean.”
- **Hot Topic** programs addressing pressing issues in law and legal education including gerrymandering, impeachment, scholarship rankings, and addressing the financial challenges of law students.
- A **roundtable discussion** “How Does a Law School Successfully Recruit and Retain a Diverse Faculty?” from the AALS Committee on Recruitment and Retention of Minority Law Teachers and Students.
- **Authors meet reader** sessions including:
 - “Unequal Profession: Race and Gender in Legal Academia” by Meera E. Deo (Thomas Jefferson Law)
 - “Constitutional Amendments: Making, Breaking and Changing Constitutions” by Richard Albert (University of Texas Law), and
 - “Law and Macroeconomics: Legal Responses to Recessions” by Yair Listokin (Yale Law).



Jeremy Paul (Northeastern Law) with colleagues in the Exhibit Hall.



Nancy Soonpaa (Texas Tech Law) during the Discussion Group “The Multi-Generational Teaching of Legal Writing.”



AALS Hot Topic Program, “The Second Amendment at the Supreme Courts and the Future of Heller.”



Exhibit Hall attendees: (L-R) Sharmila Murthy (Suffolk Law), Jennifer Oliva (Seton Hall Law), Heather Payne (Seton Hall Law), Heidi Gorovitz Robertson (CSU Cleveland-Marshall Law).



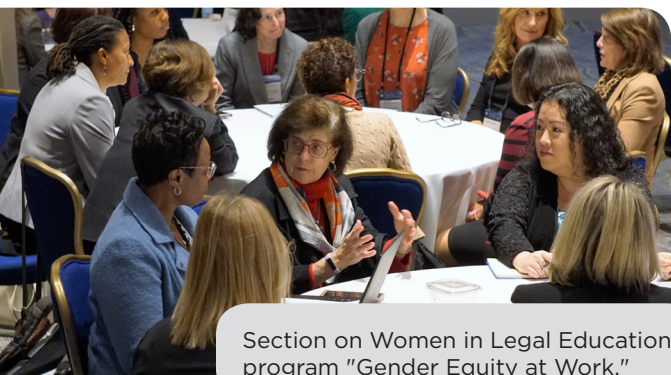
Programs from the association's 104 sections made up most of the conference schedule, including sessions on civil rights, criminal justice, free speech, health care, immigration, leadership, legal technology, voting, and the centennial of the Nineteenth Amendment.

The **AALS House of Representatives** met on Saturday, January 4, where **Darby Dickerson**, Dean and Professor of Law at UIC John Marshall Law School, delivered her inaugural address and took over as 2020 AALS President at the end of the meeting. She has selected "The Power of Words" as the theme for her presidential year and for the 2021 AALS Annual Meeting.

"We can use our words to create change," Dean Dickerson said during her address. "We can use our scholarship to inspire policymakers and others who hold power to enact changes that will create a more just and equitable society. We can write ... to help citizens understand the value of a civic education and the rule of law."



Gregory Mitchell (University of Virginia Law) at the Section on Law Libraries and Legal Information program "Measuring Scholarly Impact."



Section on Women in Legal Education program "Gender Equity at Work."



AALS Open Source Program "En/Countering Race, Racism, and Racial Distinctions in Tax Law."



Participants in the Discussion Group "Time-Turning, Invisibility, and Other Magic Mentoring Tricks."

The Meeting of AALS House of Representatives also included the following activities:

- **Vicki Jackson** thanked colleagues for support during her tenure as AALS President and presided over the meeting, welcoming Dean Darby Dickerson as the 2020 AALS President.
- The **Order of The Coif Book Award** winner, **Richard Rothstein**, was recognized for his book, "The Color of Law: A Forgotten History of How Our Government Segregated America."
- **Vincent D. Rougeau** (Boston College Law School) began his term as President-Elect.
- Deans **Austen L. Parrish** (University of Indiana Maurer Law) and **Melanie D. Wilson** (University of Tennessee Law) started their three-year terms as members of the AALS Executive Committee.
- Deans **Erwin Chemerinsky** (UC Berkeley Law), **Camille A. Nelson** (American University Washington College of Law), and **Wendy Perdue** (University of Richmond Law) completed their three-year tenure as members of the Executive Committee.

Several other groups met alongside or during the AALS Annual Meeting, including:

- The **Section on Institutional Advancement** held its annual two-day meeting. This year's session included a series of panels on crisis communications, doing big things with a small staff, and strategizing how to use digital media in promotion and fundraising.
- The **Workshop for Pretenured Law School Teachers of Color** provided guidance, networking, and support through panels on teaching, scholarship and paths to tenure and promotion.
- The **Deans Forum**, a one-day event designed for law school deans to convene and network with their peers began with an interview with John Sexton, President Emeritus and former law school dean at New York University by Garry W. Jenkins, Dean of University of Minnesota Law.



Roundtable discussion "How Does a Law School Successfully Recruit and Retain a Diverse Faculty?"

The Annual Meeting also provided many opportunities for attendees to network. The **Exhibit Hall** was open each day of the meeting where attendees connected with vendors and publishers. **Eighteen AALS Sections** held breakfast or lunch events supporting and recognizing their members. In addition, several law school and related organization receptions and events were held outside regular programming.

Planning is already in progress for the **2021 AALS Annual Meeting** in San Francisco, California.

Thank you to all AALS sections, chairs, panel moderators and speakers, and planning committees for your contributions to the planning, programming, and support of a very successful Annual Meeting.



AALS Section on Animal Law Chair Courtney G. Lee (Pacific McGeorge Law) presents award to Kathy Hessler (Lewis and Clark Law).



Robin West (Georgetown Law) receives the Section on Women in Legal Education Ruth Bader Ginsburg Lifetime Achievement Award.



Paul Marcus (William & Mary Law) presents the nominations for the AALS Executive Committee.



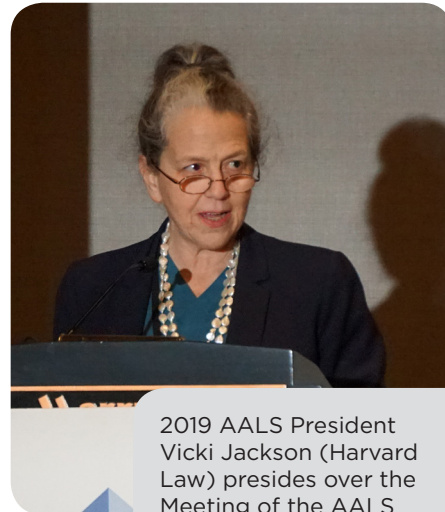
Bar and Bench Coffee Reception: (L-R) Faisal Sheikh (National Association of Attorneys General - NAAG), Garry W. Jenkins (University of Minnesota Law), Allison Gilmore (NAAG), and Ari Telisman (NAAG).



Annual Meeting attendees in the Exhibit Hall.



AALS Section on Minority Groups 2020 Chair Christian Brook Sundquist (Albany Law) presents Jerry Kang (UCLA Law) with the section's Clyde Ferguson Award.



2019 AALS President Vicki Jackson (Harvard Law) presides over the Meeting of the AALS House of Representatives.



Barbra Elenbaas, Sr. Manager of Publications and Engagement, at the Discover AALS Booth in the Exhibit Hall.



AALS Presidential Program "Representation, Voting, and Sustainable Constitutional Democracy" (L to R) Guy-Uriel Charles (Duke Law), Pamela Karlan (Stanford Law), Thomas Ginsburg (University of Chicago Law), Michael Morley (Florida State University Law), Kim Lane Scheppelle (Princeton University).



AALS Arc of Career Program on Teaching Abroad: (L-R) Diane Penneys Edelman (Villanova Law), John Smagula (Temple Law), Carol Goforth (University of Arkansas Law), Ronnie R. Gipson, Jr. (La Verne Law), Julie Taylor (Fulbright Scholar Program), Elisabeth Baraka (American Bar Association), Clayton Steele (Brooklyn Law).



Maggie Gardner, assistant professor at Cornell Law (left) receives Best Article Award from the AALS Section on Federal Courts.

Spotlight on Sections

Legal Writing, Reasoning, and Research

By Barbra Elenbaas

AALS sections provide opportunities for law school faculty and staff to connect on issues of shared interest. Each of the Association's 103 sections is focused on a different academic discipline, affinity group, or administrative area. For a full list of sections and information on how to join, please visit www.aals.org/sections.

The AALS Section on Legal Writing, Reasoning, and Research was named Section of the Year by the AALS Committee on Sections in November. As part of the ongoing "Spotlight on Sections" series, AALS sat down with the leadership of the section at the AALS Annual Meeting to discuss the state of the field and activities for the coming year.

Chair: Wendy-Adele Humphrey, Texas Tech University School of Law

Chair-Elect: Mary Adkins, University of Florida, Levin College of Law

What can you tell me about the members of your section?

Wendy-Adele Humphrey: According to our section bylaws, our section "promotes the discipline of legal writing, reasoning, and research through the education and communication of ideas, interests, and activities, among the members of the section, and supports the professionals in legal writing programs in their academic endeavors." To accomplish this broad purpose, we have several committees that effectively and efficiently plan and execute a wide variety of activities and initiatives.

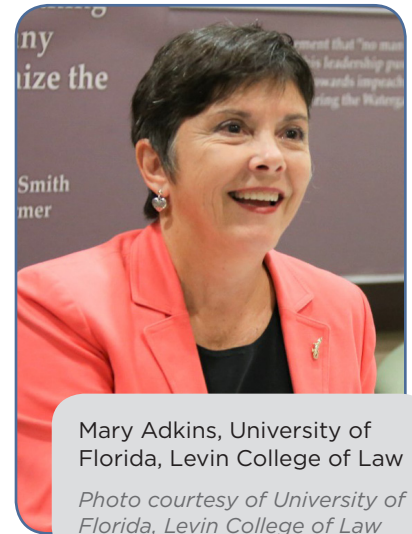
Our section has evolved over the years due to structural changes in legal writing programs, many of which used to rely heavily on adjuncts. Most programs have evolved to include full-time professors, but not with equal status. The positive trend now is to convert legal writing positions into tenure-track positions.

Legal writing is a required course, so our section has a large membership that continues to grow—in part because we genuinely love teaching legal writing. And professors in the legal writing field tend to stick around. We teach our students the practical skills and knowledge that



Wendy-Adele Humphrey,
Texas Tech University
School of Law

Photo courtesy of Texas Tech University



Mary Adkins, University of
Florida, Levin College of Law

Photo courtesy of University of Florida, Levin College of Law

they need to apply to what they're learning in their other classes. We're on the front line, teaching them fundamental skills and preparing them for the legal profession. A recent legal writing award recipient said "We don't teach our students how to think like a lawyer. We teach our students how to be a lawyer." I love this! We are also very fortunate because, given the nature of what we teach, we tend to form very close, mentoring relationships with our students. It's very rewarding. That's probably one reason why we all stick around.

Mary E. Adkins: Only in their writing and research class do students have the chance to figure out how cases relate to an actual legal problem. We're the ones giving them a hypothetical scenario: "Somebody was injured by avoiding a dog. The dog didn't bite them, they just avoided the dog, and they swerved into a wall. Is the dog owner liable?" They discover pretty quickly that there is no single case that answers the question. Their "a-ha" moment happens in our classes. That's why clients pay lawyers the big bucks: because they will find all the cases that partially apply and figure out the answer. Welcome to legal analysis.

How do you go about mentoring and navigating politics when there's such a wide variety of ways an individual may be defined at their school?

MA: While some legal writing programs have evolved by converting their legal writing positions to full parity, tenure-track positions, most programs still have full-time faculty who lack equal status. We're looking to change that, but we realize that our section can't single-handedly trigger the change. That's up to individual law schools. But equipping each other with resources and support is a starting place to help us all perform well professionally.

The legal writing field in general is very innovative and creative, not only with the subjects we cover but also because of the evolution of program structures changing over the years.

– Wendy-Adele Humphrey

WAH: Law schools continue to examine conversion and what is best for their particular legal writing program. Not every program wants to have tenure-track positions; some professors do not desire to produce scholarship. In general, having the dean's support is a vital part of navigating the waters. If the dean is not supportive, then converting to ten-

ure-track positions will likely never happen. In addition, there would need to be a full faculty vote. It's a collective decision that requires buy-in from all the various stakeholders.

MA: Then the rest of the university, and possibly a governing board, would have to agree.

WAH: Plus, there are different reasons why our colleagues may not be fully supportive of the shift to tenure-track positions. For some, it is purely a financial issue. For others, it's more fundamental. I really think most deans and professors in legal education today understand the importance of legal writing programs and equity. Conversion is just a long, slow process at some law schools.

How you would define excellent legal writing teaching? Are legal writing and research classes the same across law schools?

WAH: The fundamental research and writing skills our future lawyers need are essentially the same across the board. In other words, legal writing courses might be labeled differently, but they typically cover the same practical skills. It varies from school to school how much the legal writing professors teach research. In some programs, the legal writing professors are very collaborative with the law library faculty. There are different approaches, but we're all striving to reach the same basic student learning outcomes.

What is on the cutting edge right now in legal writing?

WAH: There's a trend in legal education to be more focused on well-being and self-care. Because of the nature of our course and the close relationships that we form with our students, we're in a very good position to address some of those topics.

MA: Our students have several assignments over the course of the semester—between that and meeting with them, we have more opportunities to know if something's going on with them. I think we probably get tearful students more often than other professors because they feel like they know us a little better. It seems to happen about once a semester in my life. Sometimes we're the ones who see the pressures on students before other professors do.

WAH: Another hot topic is incorporating social justice issues into what we're teaching so that we're not only getting at the underlying skills necessary to be a lawyer, but also helping our students learn to be aware and empathetic.

MA: Even something as simple as giving a historically under-respected person a respected role in your hypothetical situation is more common today. I had a hypothetical situation once years ago in which a social worker brought a family into court on an emergency basis for neglect. I gave the social worker a name that you might associate with a minority because the social worker was the hero, and I gave the bad parents very bland names that you wouldn't associate with anything. Even little things like that help promote social justice.

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.

WAH: This gets to cultural competency, even beyond social justice issues. Professors in the legal writing field are very innovative and creative!

MA: Status for professors is always a hot topic.

How do you approach assessment in your classes?

WAH: Formative assessment is an inherent part of a legal writing course. We see the growth in students because we engage in formative assessment on a regular basis, giving them meaningful feedback so that they can improve. We meet with them multiple times one on one to go over assignments, which is how we get to know them on another level. In some program structures, professors may have the same students in class for the entire academic year.

MA: We get to see a student's progress during the course of a semester or year. Of course, giving meaningful feedback as part of formative assessment is a lot of work. Not only do we have to come up with good legal writing assignments, but we must grade multiple drafts. It's worth all the hard work!

How do your section members interact throughout the year, outside of the AALS Annual Meeting?

MA: Legal writing professors are lucky to have a few field-specific organizations. Between AALS and those other organizations, we get to see each other a few times a year. This allows us to foster good relationships and strong mentoring across the field year-round. Because legal writing became a requirement relatively late in the history of legal education in the United States, teachers have not been treated like the teachers of other courses. Historically, there has been low pay, no chance at tenure,



Section on Legal Writing, Reasoning, and Research session at the 2020 AALS Annual Meeting.

and no chance at doing scholarship—when, of course, doing scholarship and publishing is what you need to become tenured or considered for tenure. We help and encourage our members start researching, writing, and publishing.

WAH: During the section's new scholars showcase at the Annual Meeting, for example, none of the professors presented scholarship on the topic of legal writing. While scholarship addressing legal writing topics is valuable, we often write about other substantive areas that interest us. I primarily focus on issues related to reproductive justice and gender equity. Mary focuses on the state constitutional law and history.

How do you promote inclusion and leadership opportunities, both in the field and in your section, since you are so large?

MA: It's a challenge. I think Wendy-Adele and I probably look like the average legal writing professor: white women. We have worked hard to be inclusive. In our section, we're getting there! It takes not only saying "join our group," but, beyond that, "wouldn't you like to chair this committee?" People need to know that they're valued. It hasn't always been easy, and there have been some rough spots with people feeling left out on the fringes, but I think we've made a lot of progress.

WAH: We also think about what we can do within the larger legal community to promote diversity and inclusion. One way is with makeup of panels: is there diversity not only with gender, race, and ethnicity, but also diversity in thought? The concept is broad. We are looking at ways to get the message across to others, not just within the section, but outside as well.

What are your future goals are for the section?

MA: I would like to start a new, permanent committee on mentoring that goes beyond outreach to our new members. We could help people as they face challenges throughout their career, whether it's going up for tenure or becoming a director of their program. Maybe it's that their program went director-free. We've all found it helpful, as we navigate our careers, to have someone who is not at your institution to give you some perspective. A lot of our people are shy. At this conference alone, I've had many conversations in which people have said, "Really, I'm an introvert." Maybe those people could just sign up to get a mentor.

WAH: That goal also nicely aligns with one of the core values of AALS.



2020 Section Chairs and Chairs-Elect

Academic Sections

Administrative Law

Kent H. Barnett, University of Georgia School of Law, *Chair*
Kathryn E. Kovacs, Rutgers Law School, *Chair-Elect*

Africa

Joel H. Samuels, University of South Carolina School of Law, *Chair*
Seema Mohapatra, Indiana University Robert H. McKinney School of Law, *Chair-Elect*

Agency, Partnership, LLC's and Unincorporated Associations

Sarah Haan, Washington and Lee University School of Law, *Chair*
Peter Molk, University of Florida Fredric G. Levin College of Law, *Chair-Elect*

Aging and the Law

Naomi R. Cahn, The George Washington University Law School, *Chair*
Mary Helen McNeal, Syracuse University College of Law, *Chair-Elect*

Agricultural and Food Law

Laurie J. Beyranevand, Vermont Law School, *Chair*
Marie Boyd, University of South Carolina School of Law, *Chair-Elect*

Alternative Dispute Resolution

Elayne E. Greenberg, St. John's University School of Law, *Chair*
Carli N. Conklin, University of Missouri School of Law, *Chair-Elect*

Animal Law

Ann L. Schiavone, Duquesne University School of Law, *Chair*
Sarah J. Morath, University of Houston Law Center, *Chair-Elect*

Antitrust and Economic Regulation

Harry First, New York University School of Law, *Chair*
Alan J. Meese, William & Mary Law School, *Chair-Elect*

Art Law

Christine Haight Farley, American University, Washington College of Law, *Chair*
Jorge L. Contreras, University of Utah, S. J. Quinney College of Law, *Chair-Elect*

BiLaw

Nicholson Price, The University of Michigan Law School, *Chair*
Fazal R. Khan, University of Georgia School of Law, *Chair-Elect*

Business Associations

Andrew Tuch, Washington University in St. Louis School of Law, *Chair*
Jessica Erickson, The University of Richmond School of Law, *Chair-Elect*

Children and the Law

Julie McConnell, The University of Richmond School of Law, *Chair*
Jordan Blair Woods, University of Arkansas, Fayetteville, Robert A. Leflar Law Center, *Chair-Elect*

Civil Procedure

Brooke D. Coleman, Seattle University School of Law, *Chair*
Elizabeth Porter, University of Washington School of Law, *Chair-Elect*

Civil Rights

Elizabeth M. Iglesias, University of Miami School of Law, *Chair*
Michael Pinard, University of Maryland Francis King Carey School of Law, *Chair-Elect*

Clinical Legal Education

Wendy A. Bach, University of Tennessee College of Law, *Chair*
Fatma Marouf, Texas A&M University School of Law, *Chair-Elect*

Commercial and Consumer Law

Matthew A. Bruckner, Howard University School of Law, *Chair*
Christopher G. Bradley, University of Kentucky, J. David Rosenberg College of Law, *Chair-Elect*

Communication, Media & Information Law

Sonja R. West, University of Georgia School of Law, *Chair*
RonNell Andersen Jones, University of Utah, S. J. Quinney College of Law, *Chair-Elect*

Comparative Law

Mark S. Kende, Drake University Law School, *Chair*
Margaret Y. Woo, Northeastern University School of Law, *Chair-Elect*

Conflict of Laws

John Coyle, University of North Carolina School of Law, *Chair*
Aaron D. Simowitz, Willamette University College of Law, *Chair-Elect*

Constitutional Law

Christopher C. Lund, Wayne State University Law School, *Chair*
Lee J. Strang, University of Toledo College of Law, *Chair-Elect*

Creditors' and Debtors' Rights

Jared Ellias, University of California, Hastings College of the Law, *Chair*
Sara Greene, Duke University School of Law, *Chair-Elect*

Criminal Justice

Jenny E. Carroll, University of Alabama School of Law, *Chair*
E. Lea Johnston, University of Florida Fredric G. Levin College of Law, *Chair-Elect*

Defamation and Privacy

Randolph Robinson, UIC John Marshall Law School, *Chair*
Eric Goldman, Santa Clara University School of Law, *Chair-Elect*

Disability Law

Katie Eyer, Rutgers Law School, *Chair*
Katherine Macfarlane, University of Idaho College of Law, *Chair-Elect*

East Asian Law & Society

Craig Martin, Washburn University School of Law, *Chair*
Timothy Webster, Western New England University School of Law, *Chair-Elect*

Economic Globalization and Governance

Jeff Schwartz, University of Utah, S. J. Quinney College of Law, *Chair*
Miriam Cherry, Saint Louis University School of Law, *Chair-Elect*

Education Law

Maryam Ahranjani, University of New Mexico School of Law, *Chair*
Rochelle Newton, Duke University School of Law, *Chair-Elect*

Election Law

Eugene D. Mazo, Rutgers Law School, *Chair*
Michael T. Morley, Florida State University College of Law, *Chair-Elect*

Empirical Study of Legal Education and the Legal Profession

Victor Quintanilla, Indiana University Maurer School of Law, *Chair*
Jennifer A. Gundlach, Maurice A. Deane School of Law, at Hofstra University, *Chair-Elect*

Employee Benefits and Executive Compensation

Nicole Iannarone, Drexel University Thomas R. Kline School of Law, *Chair*
Deepa Das Acevedo, University of Alabama School of Law, *Chair-Elect*

Employment Discrimination Law

Stacy L. Hawkins, Rutgers Law School, *Chair*
Angela Morrison, Texas A&M University School of Law, *Chair-Elect*

Environmental Law

Steve C. Gold, Rutgers Law School, *Chair*
Tracy Hester, University of Houston Law Center, *Chair-Elect*

European Law

Kristen Barnes, Syracuse University College of Law, *Chair*
Paolo Saguato, Antonin Scalia Law School, at George Mason University, *Chair-Elect*

Evidence

Christian Brook Sundquist, Albany Law School, *Chair*
Jasmine Elwick Harris, University of California, Davis, School of Law, *Chair-Elect*

Family and Juvenile Law

Kim Hai Pearson, Gonzaga University School of Law, *Chair*
Nancy J. Soonpaa, Texas Tech University School of Law, *Chair-Elect*

Financial Institutions and Consumer Financial Services

Rory Van Loo, Boston University School of Law, *Chair*
Patricia A. McCoy, Boston College Law School, *Chair-Elect*

Immigration Law

Jennifer M. Chacon, University of California, Los Angeles School of Law, *Chair*
Kit Johnson, University of Oklahoma College of Law, *Chair-Elect*

Indian Nations and Indigenous Peoples

Addie C. Rolnick, University of Nevada, Las Vegas, William S. Boyd School of Law, *Chair*
Angelique W. EagleWoman, Mitchell Hamline School of Law, *Chair-Elect*

Intellectual Property

Saurabh Vishnubhakat, Texas A&M University School of Law, *Chair*
Christopher Newman, Antonin Scalia Law School, at George Mason University, *Chair-Elect*

International Human Rights

Brett G. Scharffs, Brigham Young University, J. Reuben Clark Law School, *Chair*
W. Warren Hill Binford, Willamette University College of Law, *Chair-Elect*

International Law

Mark E. Wojcik, UIC John Marshall Law School, *Chair*
Hari Michele Osofsky, The Pennsylvania State University – Penn State Law, *Chair-Elect*

Internet and Computer Law

Bryan Choi, The Ohio State University, Michael E. Moritz College of Law, *Chair*
Tejas Narechania, University of California, Berkeley School of Law, *Chair-Elect*

Jewish Law

Samuel J. Levine, Touro College, Jacob D. Fuchsberg Law Center, *Chair*
Shari Motro, The University of Richmond School of Law, *Chair-Elect*

Jurisprudence

Kimberly K. Ferzan, University of Virginia School of Law, *Chair*
Nita Farahany, Duke University School of Law, *Chair-Elect*

Law and Anthropology

Deepa Das Acevedo, University of Alabama School of Law, *Chair*

Law and Interpretation

Clark Cunningham, Georgia State University College of Law, *Chair*

Law and Religion

Michael P. Moreland, Villanova University Charles Widger School of Law, *Chair*

Stephanie Barclay, Brigham Young University, J. Reuben Clark Law School, *Chair-Elect*

Law and South Asian Studies

Srividhya Ragavan, Texas A&M University School of Law, *Chair*

Law and Sports

Alfred C. Yen, Boston College Law School, *Chair*
Todd J. Clark, St. Thomas University School of Law, *Chair-Elect*

Law and the Humanities

Judith Resnik, Yale Law School, *Chair*
Brian Soucek, University of California, Davis, School of Law, *Chair-Elect*

Law and the Social Sciences

Dalié Jiménez, University of California, Irvine School of Law, *Chair*
 Pamela Foohey, Indiana University Maurer School of Law, *Chair-Elect*

Law in the Americas

Kim Nayer, Cornell Law School, *Chair*
 Lauren Fielder, The University of Texas School of Law, *Chair-Elect*

Law Libraries and Legal Information

Roger Skalbeck, The University of Richmond School of Law, *Chair*
 Richard A. Leiter, University of Nebraska College of Law, *Chair-Elect*

Law, Medicine and Health Care

Ruqaiyah A. Yearby, Saint Louis University School of Law, *Chair*
 Mary Leto Pareja, University of New Mexico School of Law, *Chair-Elect*

Leadership

Douglas A. Blaze, University of Tennessee College of Law, *Chair*
 Donald J. Polden, Santa Clara University School of Law, *Chair-Elect*

Legal History

Ariela J. Gross, University of Southern California Gould School of Law, *Chair*
 Jeffrey Schmitt, University of Dayton School of Law, *Chair-Elect*

Legal Writing, Reasoning, and Research

Mary E. Adkins, University of Florida Fredric G. Levin College of Law, *Chair*
 Rosa Kim, Suffolk University Law School, *Chair-Elect*

Legislation & Law of the Political Process

Ryan D Doerfler, The University of Chicago, The Law School, *Chair*
 Bijal Shah, Arizona State University Sandra Day O'Connor College of Law, *Chair-Elect*

Litigation

Byron G. Stier, Southwestern Law School, *Chair*
 Christine Chambers Goodman, Pepperdine University, Rick J. Caruso School of Law, *Chair-Elect*

National Security Law

Emily Berman, University of Houston Law Center, *Chair*
 Milena Sterio, Cleveland-Marshall College of Law at Cleveland State University, *Chair-Elect*

Natural Resources and Energy Law

Keith W. Rizzardi, St. Thomas University School of Law, *Chair*
 Justin Pidot, University of Denver Sturm College of Law, *Chair-Elect*

Nonprofit and Philanthropy Law

Philip T Hackney, University of Pittsburgh School of Law, *Chair*
 Khrista McCarden, Tulane University Law School, *Chair-Elect*

Poverty Law

Yael Cannon, Georgetown University Law Center, *Chair*
 Danielle Pelfrey Duryea, Boston University School of Law, *Chair-Elect*

Professional Responsibility

Renee Newman Knake, University of Houston Law Center, *Chair*
 Paula Schaefer, University of Tennessee College of Law, *Chair-Elect*

Real Estate Transactions

Andrea J. Boyack, Washburn University School of Law, *Chair*
 Pamela Foohey, Indiana University Maurer School of Law, *Chair-Elect*

Remedies

Caprice Roberts, The George Washington University Law School, *Chair*
 Samuel L Bray, Notre Dame Law School, *Chair-Elect*

Scholarship

Richard Albert, The University of Texas School of Law, *Chair*
 Victoria S. Sahani, Arizona State University Sandra Day O'Connor College of Law, *Chair-Elect*

Securities Regulation

Wendy G. Couture, University of Idaho College of Law, *Chair*
 Andrew Tuch, Washington University in St. Louis School of Law, *Chair-Elect*

Sexual Orientation and Gender Identity Issues

Jack B. Harrison, Northern Kentucky University, Salmon P. Chase College of Law, *Chair*
 Shaakirrah Sanders, University of Idaho College of Law, *Chair-Elect*

Socio-Economics

George B. Shepherd, Emory University School of Law, *Chair*
 Laura A. Rosenbury, University of Florida Fredric G. Levin College of Law, *Chair-Elect*

State and Local Government Law

Sarah Schindler, University of Maine School of Law, *Chair*
 Kellen Zale, University of Houston Law Center, *Chair-Elect*

Taxation

Erin Scharff, Arizona State University Sandra Day O'Connor College of Law, *Chair*
 Kathleen Thomas, University of North Carolina School of Law, *Chair-Elect*

Teaching Methods

Kimberly Y.W. Holst, Arizona State University Sandra Day O'Connor College of Law, *Chair*
 Dustin Benham, Texas Tech University School of Law, *Chair-Elect*

Technology, Law and Legal Education

Emily Janoski-Haehlen, University of Akron School of Law, *Chair*
 Gabriel H. Teninbaum, Suffolk University Law School, *Chair-Elect*

Torts and Compensation Systems

Scott Hershovitz, The University of Michigan Law School, *Chair*
 Mary J. Davis, University of Kentucky, J. David Rosenberg College of Law, *Chair-Elect*

Transactional Law and Skills

Matt Jennejohn, Brigham Young University, J. Reuben Clark Law School, *Chair*
 Megan W. Shaner, University of Oklahoma College of Law, *Chair-Elect*

Trusts and Estates

Terri Lynn Helge, Texas A&M University School of Law, *Chair*
 David O. Horton, University of California, Davis, School of Law, *Chair-Elect*

Administrative Sections**Academic Support**

Jamie A. Kleppetsch, DePaul University College of Law, *Chair*
 Melissa Hale, Loyola University Chicago School of Law, *Chair-Elect*

Associate Deans for Academic Affairs and Research

Mary Garvey Algero, Loyola University New Orleans College of Law, *Chair*
 Michael J. Higdon, University of Tennessee College of Law, *Chair-Elect*

Balance in Legal Education

Jarrold F. Reich, Georgetown University Law Center, *Chair*
 Deborah Lee Borman, University of Arkansas at Little Rock, William H. Bowen School of Law, *Chair-Elect*

Continuing Legal Education

Scott Harrington, Louisiana State University, Paul M. Hebert Law Center, *Chair*
 Cynthia Heuser, University of Mississippi School of Law, *Chair-Elect*

Dean, for the Law School

Alicia Ouellette, Albany Law School, *Chair*
 Melanie B. Leslie, Benjamin N. Cardozo School of Law, *Chair-Elect*

Global Engagement

Lawrence M. Solan, Brooklyn Law School, *Co-Chair*
 Gabrielle L. Goodwin, Indiana University Maurer School of Law, *Co-Chair*

Institutional Advancement

Emily Cherry, The University of Richmond School of Law, *Co-Chair*
 Dennis Slon, University of California, Irvine School of Law, *Co-Chair*
 Victoria Grantham, Fordham University School of Law, *Chair-Elect*

Law School, Administration and Finance

Erica Daley, University of Oregon School of Law, *Chair*
 Bethany Anne Pluymers, University of Wisconsin Law School, *Chair-Elect*

Part-Time Division Programs

Liam Skilling, University of Hawaii, William S. Richardson School of Law, *Chair*
 Laura Mott, City University of New York School of Law, *Chair-Elect*

Post-Graduate Legal Education

Sarah Kelly, St. John's University School of Law, *Chair*
 Colleen Burke, Georgetown University Law Center, *Chair-Elect*

PreLegal Education and Admission to Law School

Kristine Jackson, University of Colorado Law School, *Chair*
 Elisabeth S. Hutchison, University of Hawaii, William S. Richardson School of Law, *Co-Chair Elect*
 Shawn McShay, Boston College Law School, *Co-Chair Elect*

Pro Bono & Public Service Opportunities

Sande Buhai, Loyola Law School, Los Angeles, *Chair*
 Susan B. Schechter, University of California, Berkeley School of Law, *Chair-Elect*

Student Services

J. Trent Kennedy, Georgetown University Law Center, *Chair*
 Troy A. Riddle, Albany Law School, *Chair-Elect*

Affinity Sections**Minority Groups**

Marc-Tizoc Gonzalez, University of New Mexico School of Law, *Chair*
 Christian Brook Sundquist, Albany Law School, *Chair-Elect*

New Law Professors

Maybell Romero, Northern Illinois University College of Law, *Chair*
 Timothy J. Duff, Case Western Reserve University School of Law, *Chair-Elect*

Women in Legal Education

Tamara F. Lawson, St. Thomas University School of Law, *Chair*
 Susan Bisom-Rapp, Thomas Jefferson School of Law, *Chair-Elect*

AALS Conference on Clinical Legal Education



May 3 – 6, 2020
Orlando, FL
#aalsClinical

AALS organizes the AALS Conference on Clinical Legal Education each year to provide a space dedicated to the unique and often pressing opportunities, challenges, and teaching moments present in law school clinics and professional development for law teachers.

This year, there are more opportunities to participate as speakers and panelists. The schedule includes more than 90 concurrent sessions, including 20-minute lightning sessions which were first introduced in 2019. The two plenary sessions will address diversity in the legal academy and clinical legal education, and a dialogue with Florida activists regarding the role of the lawyer and law school clinics in community-based social justice activism.

Attendees can use the new mobile app to find their way around the hotel, build personal schedules, and connect on social media. The app will be available in app stores as “AALS Events.”

Orlando, Florida in early May is a great opportunity to make the meeting a family event. AALS has negotiated room rates of \$209 per night at the AALS hotel to help keep costs down. We hope you will join us this spring.

Workshop for New Law School Clinical Teachers

The biennial Workshop for New Law School Clinical Teachers will take place immediately preceding the conference. The workshop is designed to provide clinical law teachers who have recently entered the field with insights and foundational principles for clinical teaching and professional development. The workshop is intended for clinical teachers hired in any position type, including visitor, tenure-track, contract, fellow, or other kinds of faculty positions.

Workshop sessions will be led and facilitated by a group of inspiring senior and junior faculty chosen for their commitment to clinical legal education, track record of success in their own careers, and diversity of law practice, teaching, and scholarly approaches. Workshop presenters will share best practices, common mistakes, and valuable resources to

Visit
clinical.aals.org
for more information

help attendees develop a tool kit for professional success as clinicians. A variety of topics foundational to clinical teaching will be covered, including: a historical overview of clinical legal education; clinical and externship seminars; classroom case rounds; and clinical supervision. Presenters and attendees will be teachers from a variety of clinics including transactional, litigation, community-based, and policy-based programs.

The overall goal of the workshop is to enhance the professional development and teaching confidence of each attendee while connecting new clinicians to peers and experienced clinicians within the broader clinical community.

See the complete program
and list of speakers at
clinical.aals.org/schedule

Conference Workshops

Sign up in advance for one of three conference workshops offered onsite. Attendance is limited to pre-registrants. Once a workshop has reached capacity, it will no longer be available for registration. Workshops will take place on Sunday, May 3, 9 am – 1 pm, at the same time as the Workshop for New Law School Clinical Teachers.

See clinical.aals.org/schedule/workshops for more information.

Clinicians of Color Workshop

The workshop will explore topics such as:

- Navigating issues of race and implicit bias within institutions;
- Navigating the unwritten rules of academia (like status);
- Balancing teaching/scholarship/service;
- Understanding and supporting members through the promotion and tenure process;
- Developing a pipeline of future clinicians of color;
- Maximizing the impact of scholarship, and;
- Paths to leadership positions in the academy.

These topics will provide the community with tools and calls to action that will strengthen its foundation and continue to build for the future. Collaboration, lawyering skills, mindfulness, self-care, resiliency, professional development, and community are central themes of these conversations.

The workshop will consist of a plenary welcome, two concurrent sessions, and a plenary closing session. Concurrent sessions will provide opportunities for groups of diverse

experiences to engage in deep conversations about community goals, needs, and issues.

Learning Law Through Experience and by Design Workshop

Do you hope your students will be justice-ready at the end of the semester? Fearless problem solvers? Understand what it takes to be the best prepared lawyer? Reflective learners? Once you as a teacher understand your goals for your students, you can construct an effective course to meet your vision. This workshop is targeted to clinical faculty who are ready to visualize what their students will become (in skills, knowledge, and values) at the end of their course, and then how to build a clinic, field placement, or skills course to achieve that vision.

Consider the conference theme—Fortifying our Foundation and Building for the Future. The conference planners focus on ways the clinical community can strengthen itself and their community of educators. This workshop is designed with just that aim in mind. For experienced clinicians, the workshop enables them to retool their courses to better reach their aspirations for their students' learning. For less experienced clinicians, the workshop provides the platform to discover how the sundry parts of a course, well-synthesized and sequenced, can deliver deep student learning.

The workshop introduces a design process for creating an effective, intentionally-designed instructional path for any experiential learning course. It will help each participant identify the animating theory for their course, plus learning goals, final assessment, evaluation rubric, and learning outcomes. This process is particularly challenging as teachers shift from covering many laws, skills, and values to identifying one or two goals drawn from their ani-

ating theory about lawyering. It is anchored in the mission to provide students with durable learning, as they can focus on the most essential content of the course and transfer that learning to different and more challenging contexts in their careers.

The workshop also will cover both formative and summative assessments; how they can help clinicians visualize the “successful student”; and how they can support a law school’s program assessment demands. Overall, the workshop addresses how clinicians can examine exactly what learning they wish to facilitate for their students and how to authentically identify the student characteristics that will demonstrate that learning.

Navigating the Complexities of the Clinical Teaching Market

This interactive workshop aims to demystify the “new normal” in clinical hiring and impart strategies and skills for successfully navigating the market so that participants can be best positioned to secure the jobs they seek. Participants will hear from and interact with clinicians who have experience across all facets of the hiring process. The workshop sessions will address the many different aspects of the job search, including: the characteristics and trends defining today’s clinical teaching market and the hiring done within it, entering the market (evaluating positions and completing FAR forms), initial interviews (at the AALS Faculty Recruitment Conference or outside the formal process), callbacks, and receiving and assessing offers. This workshop will fill in gaps for experienced candidates or those who come from well-established and resourced fellowship programs as well as inform and advise those who are considering entering the market for the first time or without the benefit of such resources.

Propose a Program for the 2021 AALS Annual Meeting

Have a great idea for programming at the AALS Annual Meeting? Organize an Arc of Career or Open Source session without being affiliated with an AALS Section.

Open Source

This category includes four types of programs:

- Open Source programs are traditional scholarly programs other than those sponsored by an AALS Section. Proposals are due April 13.
- Discussion Groups provide a setting for discussions among a small group of invited participants. Proposals are due April 13.
- Symposia 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 emerge too late in the year to be included in other types of programs. Proposals due October 19. Proposals directly related to the outcome of the November 2020 elections that could not be proposed in time for the October deadline are due November 16.

Proposals are solicited and reviewed by the Program Committee for the 2021 Annual Meeting.

Arc of Career

Arc of Career sessions address a broad range of professional development topics for faculty and administrators.

Successful proposals for prior Annual Meeting sessions have addressed such issues as:

- Transitioning from academia to government service and back again;
- The pros and cons of a lateral move;
- Marketing your scholarship;
- Finding a mentor within and outside your institution;
- How to mentor faculty both pre- and post-tenure, and;
- How to think about and prepare your tenure package.

Proposals are solicited and reviewed by the Committee on Arc of Career Programs. The Committee hopes to receive proposals for all legal education professionals, including tenure and tenure-track faculty, contract and special faculty, administrators, and other constituencies.

Arc of Career Program proposals are due April 13. Questions may be directed to arc@lists.aals.org



For more information, visit
am.aals.org/proposals

Nominations Sought for AALS President-Elect, Executive Committee Positions

The Nominating Committee for 2021 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 2021 Annual Meeting in San Francisco.

Please send suggestions for persons to be considered, along with supporting comments, to AALS Executive Director Judy Areen at 2021ECNominations@aals.org by May 29, 2020. You may also mail recommendations to AALS, 1614 20th Street, NW, Washington, DC 20009.

AALS President Darby Dickerson has appointed the following individuals to the Nominating Committee for 2021 Officers and Members of the Executive Committee:

Jessica W. Berg, Case Western Reserve University
School of Law
Paul Marcus, William & Mary Law School
Blake D. Morant, The George Washington
University Law School
Alicia Ouellette, Albany Law School
Wendy Collins Perdue, University of Richmond
School of Law, **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 Vincent D. Rougeau will soon begin to choose his committee appointments for 2021, 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 2021; some will be three-year terms and others will be for 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 2021committees@aals.org by May 29, 2020.

From "The Power of Words," pp. 1-5

¹ Matthias R. Mehl et al., *Are Women Really More Talkative Than Men?* SCIENCE, Aug. 2007, at 82, available at https://www.researchgate.net/profile/Richard_Slatcher/publication/6223260_Are_Women_Really_More_Talkative_Than_Men/links/53e18ec-00cf2235f352bcf51/Are-Women-Really-More-Talkative-Than-Men.pdf.

² E.g., Northeastern University School of Law, *The Syntax of Justice: Law, Language, Access & Exclusion* (Mar. 30–31, 2017), https://www.northeastern.edu/law/news/events/2017/syntax-justice/index.html#_ga=2.36739240.921874738.1577642905-1235261334.1577642905 (conference homepage).

³ Michael Moore, *Word Magic, ETC: A REVIEW OF GENERAL SEMANTICS*, July 2015, at 289, 292.

⁴ MARY FRANCES BERRY & JOSH GOTTHEIMER, *POWER IN WORDS: THE STORIES BEHIND BARACK OBAMA'S SPEECHES, FROM THE STATE HOUSE TO THE WHITE HOUSE* loc. 143 (Kindle ed. 2010).

⁵ *Id.*

⁶ *Id.*

⁷ DOUGLAS L. WILSON, *LINCOLN'S SWORD: THE PRESIDENCY AND THE POWER OF WORDS* ch. 5, loc.

1823 n. 1 (Kindle ed. 2006).

⁸ Moore, *supra* n. 3, at 292.

⁹ *Id.*

¹⁰ Sayuri Hayakawa & Vioricaria Marian, *How Language Shapes the Brain*, SCIENTIFIC AM., Apr. 30, 2019, at <https://blogs.scientificamerican.com/observations/how-language-shapes-the-brain/>.

¹¹ *Id.*

¹² ANDREW NEWBERG & MARK ROBERT WALDMAN, *WORDS CAN CHANGE YOUR BRAIN* 24 (2012).

¹³ *Id.*

¹⁴ *Id.* at 30 nn. 19–21 (citing various clinical studies).

¹⁵ DEBORAH TANNEN, *THE ARGUMENT CULTURE: STOPPING AMERICA'S WAR OF WORDS* loc. 259 (Kindle ed. 1998).

¹⁶ *Id.*

¹⁷ Emily Hartigan, *The Power of Language Beyond Words: Law as Invitation*, 26 HARV. C.R.-C.L. L. REV. 67, 79 (1991).

¹⁸ *Id.*

¹⁹ Greta Anderson, *Prohibiting Caste Prejudice on Campus*, Inside Higher Educ., Dec. 20, 2019, <https://www.insidehighered.com/news/2019/12/20/university-adds-caste-nondiscrimination-policy>.

²⁰ Kent D. Syverud, *The Caste System and Best Practices in Legal Education*, 1 J. ALWD 12 (2002).

²¹ *Id.* at 17 (emphasis in original).

²² See *id.* at 18–19.

²³ *Id.* at 19.

²⁴ MODEL RULES OF PROFESSIONAL CONDUCT RULE 2.1.

²⁵ *Id.* at Rule 3.3.

²⁶ *Id.* at Rule 4.1(a).

²⁷ *Id.* at Rule 3.8.

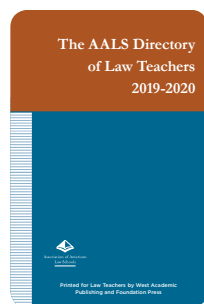
²⁸ Heraclitus, a Greek philosopher, has been quoted as saying, "Change is the only constant in life." Janet Singer, *The Only Constant Is Change*, PsychCentral, <https://psychcentral.com/lib/the-only-constant-is-change/> (last updated Oct. 8, 2018).

²⁹ For background on this saying, see Quote Investigator, <https://quoteinvestigator.com/2017/10/23/be-change/>.

³⁰ NPR, *Transcript: Greta Thunberg's Speech at the U.N. Climate Action Summit* (Sept. 23, 2019), <https://www.npr.org/2019/09/23/763452863/transcript-greta-thunbergs-speech-at-the-u-n-climate-action-summit>.

Update Your Information in the AALS *Directory of Law Teachers*

While the *Directory of Law Teachers* is printed once a year, tenured, tenure-track, long-term contract, and emeritus faculty are welcome to update their biographies at any time throughout the year. Log on to dlt.aals.org and update your biography in the *Directory of Law Teachers (DLT)*. Any updates you make to your information will appear in real time in the searchable online application.



You can view listings by name or by school in the online *DLT*, but the new search function can do much more. Sort faculty members by subjects taught, currently teaching, years teaching, and seminar offerings, among other categories. You can also cross-search for multiple faculty and multiple subject areas at the same time.

You can also limit the information shared in your listing. Simply log on and adjust your privacy settings to reflect the amount of information you would like to be available online.

A screenshot of the DLT search interface. It features a search bar with fields for School, First Name, and Last Name. There are also dropdown menus for Subject Taught and a checkbox for 'Tenured (includes Deans)'. A 'Search' button and a 'Clear Search' link are visible. Below the search fields is a table with columns for First Name, Last Name, Title, School, E-mail, and Phone. At the bottom, there is a disclaimer and a 'Privacy Policy' link.

AALS Calendar

Annual Meeting

Tues., Jan. 5 – Sat., Jan. 9, 2021
San Francisco, CA

Wed., Jan. 5 – Sun., Jan. 9, 2022
New York, NY

Conference on Clinical Legal Education

Sun., May 3 – Wed., May 6, 2020
Orlando, FL

Workshop for New Law School Teachers

Thurs., June 4 – Sat., June 6, 2020
Washington, DC

Faculty Recruitment Conference

Thurs., Oct. 15 – Sat., Oct. 17, 2020
Washington, DC

Connect with AALS



Visit our website
www.aals.org



Find us on Flickr
www.aals.org/flickr



Like us on Facebook
www.facebook.com/TheAALS



Connect with us on LinkedIn
www.linkedin.com/company/TheAALS



Follow us on Twitter
www.twitter.com/TheAALS



Follow us on Instagram
www.instagram.com/the_aals