



**5 Faculty Perspectives:
The False Choice
Between Teaching
and Research,
by Michael Hunter
Schwartz**



**8 Spotlight: Section on
Teaching Methods**



**12 2019 Workshop
for New Law School
Teachers**

Fourth Annual Member Survey

Journal of Legal Education, Section Membership, AALS Annual Meeting, and *Directory of Law Teachers* remain most useful resources

By Katie Kempner, AALS Data Analyst & Project Specialist

The results of the fourth annual AALS Annual Survey are consistent with those from 2018. The *Journal of Legal Education (JLE)*, membership in at least one AALS Section, the AALS Annual Meeting, and the *Directory of Law Teachers* were most often rated as very or somewhat useful. While there was a slight increase in usefulness of the *Journal of Legal Education*, the other three resources were on par with last year's results. The AALS website (www.aals.org) and *AALS News* also showed an increase in usefulness over 2018.

The *Journal of Legal Education*

More than 82 percent of respondents reported that the *JLE* is somewhat or very useful, about three percentage points more than in 2018.

Capitalizing on the successful 2018 effort to “go green” and print fewer paper copies of the journal, (which resulted in a 40 percent reduction in the number of hard copies printed) AALS will again invite member schools to indicate how many hard copies of the publication they would like to have delivered. Meanwhile, the journal remains accessible online, and the *JLE* website (<https://jle.aals.org>) serves as a searchable repository for current and past issues and includes subscription and submission information.

If you have any questions about the JLE, please contact Keeley Kerrins at kkerrins@aals.org.

Membership in at least one AALS Section

AALS Sections continue to be rated as useful by most law school staff and faculty with 76 percent of respondents reporting membership in at least one section as very or somewhat useful. This is consistent with the three-quarters of respondents who rated section membership as useful in 2018. AALS has 103 sections which, in addition to planning the majority of programming at the AALS Annual Meeting, provide forums for law school faculty and staff to engage around specific areas of expertise year-round.

To encourage more section membership, AALS staff have focused on simplifying the process of joining sections both online and in-person.

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

Association of American Law Schools

1614 20th Street, NW

Washington, D.C. 20009-1001

Issue 2019-2

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In fall 2018, invitations sent to prospective section members resulted in over 600 new section memberships. Additionally, monthly new member reports now provide section chairs with a list of faculty joining their sections as a way to encourage further engagement. Over the past year, section membership has increased 1.7 percent and now is over 43,000. AALS has introduced new web tutorials and revised resources to better assist section leaders in their roles, and section activities and communications continue to improve through section listservs, newsletters, and programming for the AALS Annual Meeting.

Questions about Sections or want to join? Contact Section Services Manager Josh Albertson at jalbertson@aals.org.

AALS Annual Meeting

As the association’s flagship conference, the AALS Annual Meeting continues to be one of the most meaningful opportunities for law school faculty and staff to connect with and learn from colleagues. Seventy percent of this year’s respondents rated the meeting as very or somewhat useful, compared with 69 percent of 2018 respondents and 59 percent of 2017 respondents. Recent enhancements to the meeting include new types of sessions such as small discussion groups, better information on how to submit program proposals, and a 50 percent discount for new or retired faculty.

The Directory of Law Teachers

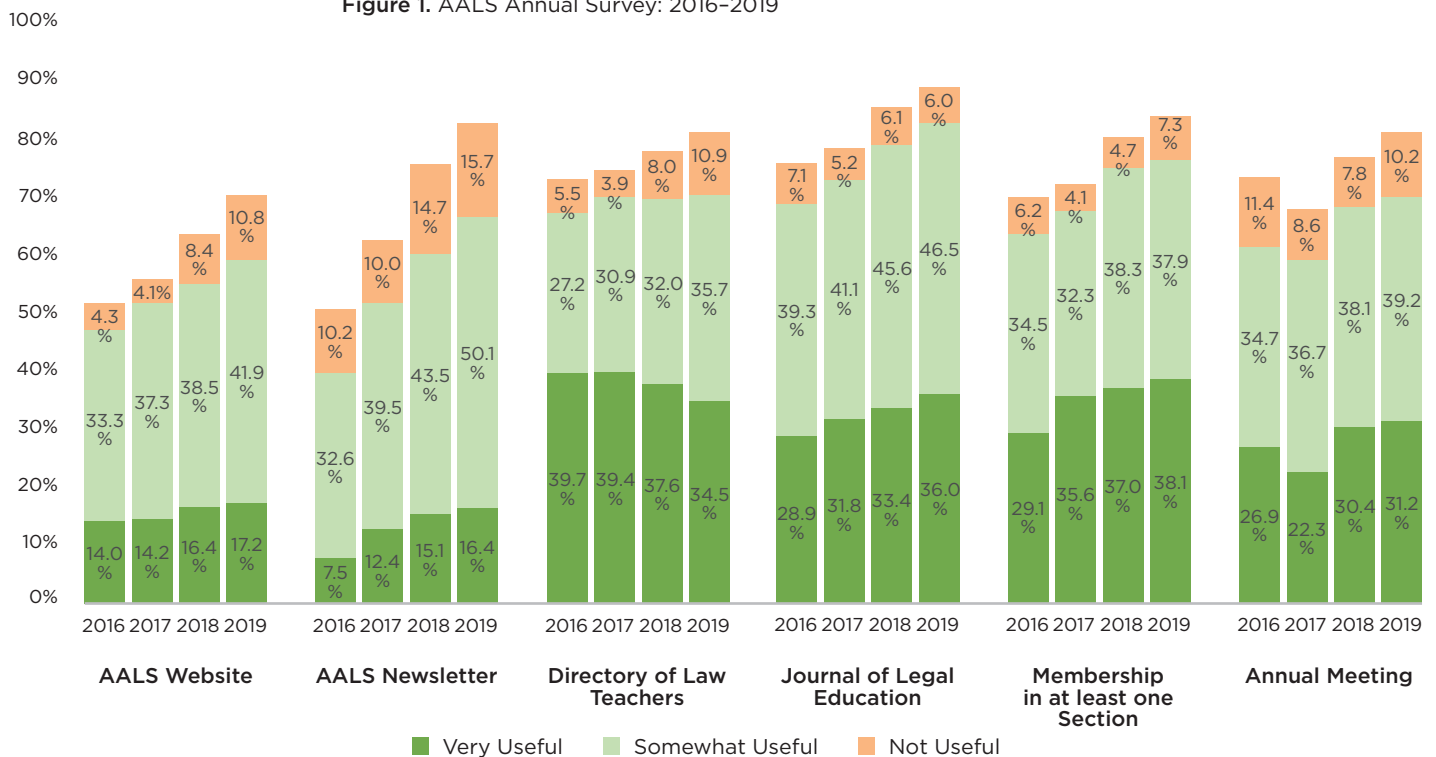
The *Directory of Law Teachers (DLT)* remains a valuable resource for law

faculty. Seventy percent of respondents to the 2019 AALS Annual Survey indicated that the *DLT* is very or somewhat useful, which is nearly the same as in the 2018 survey. Nonetheless, almost 3 percent of respondents reported that they were unaware of the *DLT* as a resource, and about 16 percent said they do not use this resource.

Did you know? The *Directory of Law Teachers* is available online for faculty and deans to update their profiles. The online version of the *DLT* is also searchable by name, school, subjects taught, and tenure status. Faculty members in the *DLT* can adjust their privacy settings to specify what information they would like to have displayed online.

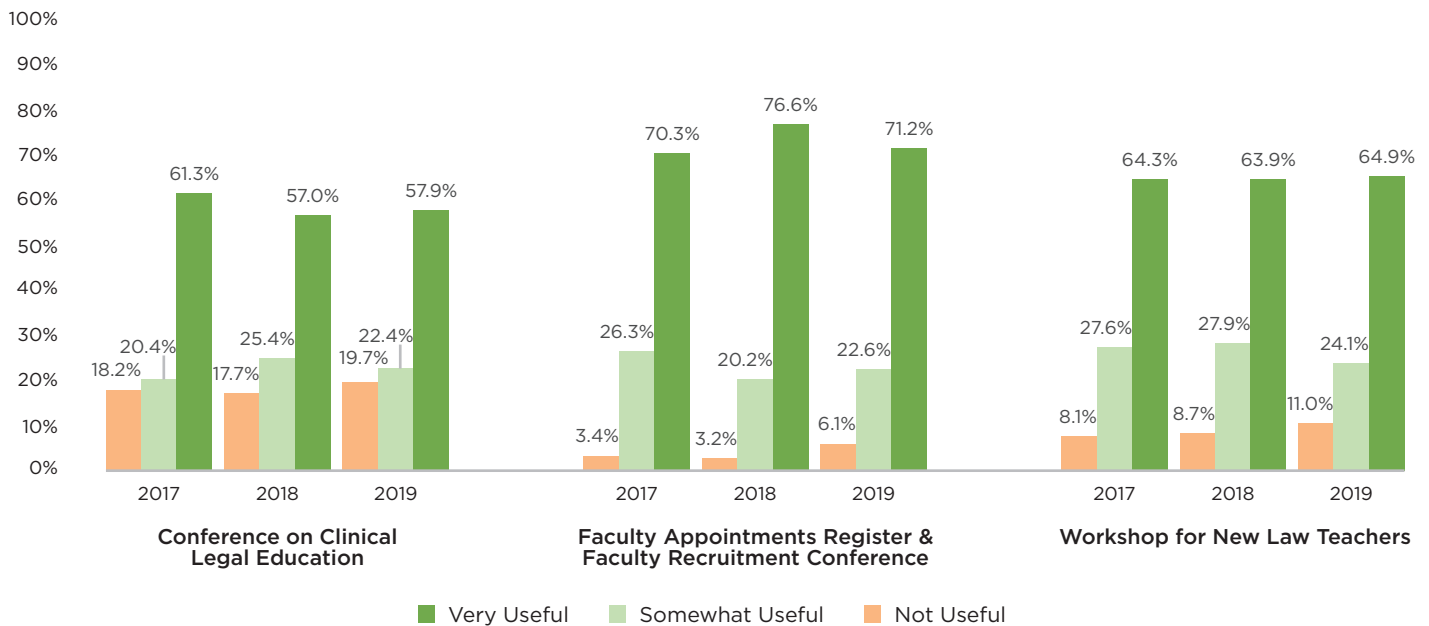
Update your profile at dlt.aals.org. For questions, please email dltsupport@aals.org.

Figure 1. AALS Annual Survey: 2016-2019



Please note: the remainder of responses not displayed here were “I do not use this resource” or “I am not aware of this resource.”

Figure 2. Usefulness of Other Meetings and Conferences, 2017–2019



Other meetings

AALS holds several meetings throughout the year to provide additional support and resources for specific groups: the annual Conference on Clinical Legal Education, the Faculty Recruitment Conference, and the Workshop for New Law Teachers. Because these meetings are for specific audiences, many survey respondents indicated that they do not use these services. A closer look at these data (see Figure 2) reveals more about the usefulness of those meetings.

Of the 290 respondents who rated the Conference on Clinical Legal Education, 58 percent indicated it was very useful. This is a very slight increase from 2018, but still lower than the 61 percent of respondents who rated it very useful in 2017.

Of the 570 respondents who rated the Faculty Appointments Register and Faculty Recruitment Conference, 71 percent said they were useful, up from about 70 percent in 2017 but down slightly from 2018.

And lastly, of the 353 respondents who rated the Workshop for New Law Teachers, almost 65 percent said it was very useful, on par with this result from the past two years. Again, respondents who rated these more targeted meetings did not necessarily attend in the past year, so these data should be interpreted more broadly rather than as evaluations of 2018 conferences specifically.

About the survey

The 2019 AALS Annual Survey was conducted in March and April. A brief online questionnaire was distributed to deans, faculty, and staff faculty at AALS member and fee-paid law schools asking them to rate the usefulness of nine AALS member services. This year’s survey was similar in structure to the 2016, 2017, and 2018 AALS Annual Surveys, the response rate was lower than the 2018 rate. The 2019 survey yielded 811 responses, compared with 1,219 in 2018, 660 in 2017, and 577 in

2016. Less than a third (27.6 percent) of 2018 respondents completed the survey in 2019.



Want to learn more about AALS? The AALS website homepage showcases innovative and outstanding law school programs and faculty as well as current issues facing the legal academy. It also provides extensive coverage of current news about legal education and the legal profession and a calendar of upcoming symposia at member law schools. The site also 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 popular services such as Faculty Recruitment Services and Sections.

Faculty Perspectives

The False Choice Between Teaching and Research

By Michael Hunter Schwartz,
Dean, University of the Pacific,
McGeorge School of Law

A few months ago, Professor Nancy Levit (University of Missouri, Kansas City), Gerry Hess (Gonzaga), and I published “Fifty Ways to Promote Teaching and Learning” in the *Journal of Legal Education (JLE)*. Both the title and substance of our essay was a purposeful parallel to James Lindgren’s excellent “Fifty Ways to Promote Scholarship,” also published in the *JLE*. Recently, a colleague asked me if we intended, by our essay, to suggest the existence of a competition between promoting scholarship and promoting teaching. My answer is an emphatic no. Instead, I view the choice between excellent teaching and research as a false one.

Because I suspect others may have had the same response to the “Fifty Ways” essays, I am taking this opportunity to elaborate on why I reject the notion of a conflict between excellent teaching and excellent research. My goal with this essay is to argue that law professors can and do walk and chew gum at the same time.

Some believe that research interferes with teaching. Certainly, there are great scholars who knowingly come to class unprepared or whose teaching practice is more ad-lib dressed up as free-wheeling Socratic questioning than thoughtful instructional design. (I am also certain, by the way, that some folks do little scholarship and are uninspired and uninspiring teachers as well.) The crux of the scholarship skeptics’ argument is that research takes time, and the time spent on research could be used preparing for class. Scholarship skeptics also have argued that the intellectual level of the best research is inapposite to a typical survey class for legal novices.

Many others of us are convinced that that research enhances teaching. It is common for productive scholars to assert that “my research informs my teaching.” The crux of this argument is that productive scholars’ better understanding enables them to better explain difficult concepts



and ensures that the professors are preparing their classes based on the most current understandings in the field.

Ice Cream Does Not Cause Murder: Correlational Studies of Research Productivity and Student Evaluations

As for me, I like to start with data. Studies show a significant correlation between both scholarly productivity and scholarly quality, on the one hand, and higher student evaluations, on the other hand. The argument is also supported by

my 2013 book, *What the Best Law Teachers Do*. Many of the most effective law teachers we studied, including Heather Gerken (Yale), Nancy Levit (UMKC), Hiroshi Motomura (UCLA), Julie Nice (University of San Francisco), and Paula Franzese (Seton Hall) are also leading scholars in their fields, and most of their tenure-line colleagues in *What the Best Law Teachers Do* are successful and respected scholars.

The correlation studies are persuasive evidence, but they are not enough for me. I am reminded that increases in the murder rate are correlated with sales of ice cream. I guess it is possible that murderers cause people to buy ice cream right before they commit their heinous acts. It is also possible, I guess, that purchasing ice cream causes people to want to kill each other; I never choose a non-chocolate flavor, so I leave ice cream parlors quite disinclined to kill. I personally favor the hypothesis that a confounding variable, hot weather, is at play in this correlation.

I believe that, like the correlation between ice cream and murder, a confounding variable is at play in the correlation between excellence as a scholar and good teaching evaluations. That confounding variable is engagement. My belief is that productive scholars on average get good student evaluations because they are engaged in their jobs as law professors.

I believe their research informs their teaching because they choose to allow their deep knowledge to assist them in finding new ways to reach the students where they are.

Why We Should Promote Both: How Scholarly Excellence and Teaching Excellence Are Complementary

This brings me to the nub of my argument that the legal academy should continue to promote both scholarly excellence and great teaching. Great scholarship can and often does lead to great teaching. The unanswered and unresearched question is why. I have a few hypotheses.

To begin with, I suspect that, for some great scholars, their intellectual life as scholars keeps them excited about their fields. A universal trait among the people we studied for *What the Best Law Teachers Do* was their enthusiasm for the subjects they teach. Their enthusiasm inspired their students to study harder so they could learn for themselves what was so exciting about their professors' fields. Great scholars, by being engaged in their fields so deeply, may be more likely to possess that enthusiasm. To this day, I recall my own excitement when I read Douglas Laycock's wonderful monograph, *Death of the Irreparable Injury Rule*. I was excited by the idea that I would have to teach my students to argue as if the rule were alive and to argue that it is or is not dead.

In addition, professorial expertise does translate into student learning. The students of the people we studied for *What the Best Law Teachers Do* listed, among other things, their professors' expertise in their fields and seemingly endless repertoire of ways of helping students learn difficult concepts. Because great scholars tend to read everything in their fields, they are more able to find multiple ways of helping their students learn. For example, students in Phil Prygoski's (Cooley) Constitutional Law class marveled at the value and insight he added by having read all the cases that cited the Constitutional Law cases he taught.

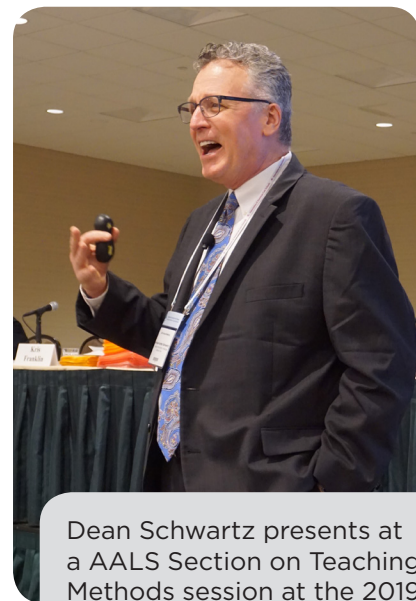
One of the most important lessons I learned in studying the teachers we featured in the book is that all are known for their high expectations of students; many are known as challenging teachers who administer particularly hard exams. Great scholars, with their focus on rigor in thinking and research, may be more likely to expect excellence from their students.

For example, when we studied Heather Gerken's teaching, her students reported that, when a student offered a particularly good insight, Professor Gerken would respond by encouraging the student to consider co-authoring a paper developing that insight. By treating her students like colleagues in this way, Gerken communicated both types of high expectations: an expectation that her students were capable of performing at the level of an experienced Yale Law School professor, and a challenge that they do so.

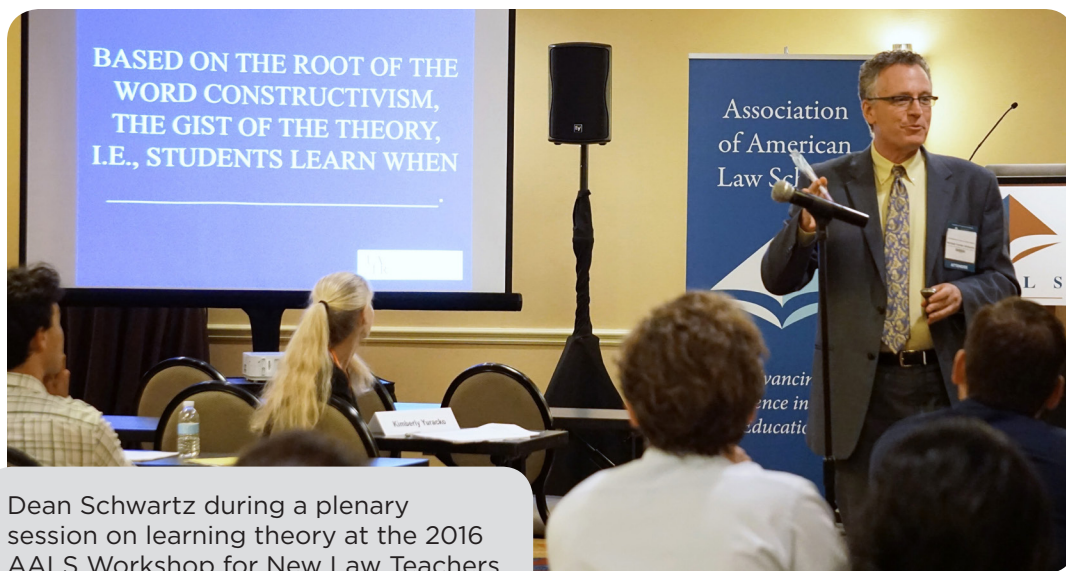
Another important way scholarship improves teaching is that the depth of research and analysis required for excellent scholarship is a close proxy for the depth of research and analysis required in law practice. Law school exams, like the bar exam, are mile-wide-inch-deep affairs; given

the time constraints, we really cannot expect our students to develop creative, in-depth arguments. This fact creates a risk that students will assume that such superficial understanding and analysis is sufficient for practice; if so, their professors' deep research offers a strong rebuttal to that assumption.

Professor Julie Nice, an accomplished scholar and *Best Law Teachers* subject, has found a way to take this insight to its logical and most inspir-



Dean Schwartz presents at a AALS Section on Teaching Methods session at the 2019 AALS Annual Meeting.



Dean Schwartz during a plenary session on learning theory at the 2016 AALS Workshop for New Law Teachers.

ing conclusion in her Constitutional Law class. Every year, she requires her students, as a collective, to undertake an in-depth study and charting of rationales and analyses of the lower courts that have decided a Constitutional issue that has not yet been decided by the U.S. Supreme Court. During the year when we studied Professor Nice's teaching, she had her students do such an analysis of the many marital equality cases (pre-*Obergefell*). In this way, she used the skills and knowledge she developed as a scholar to help her students experience the depth of research and analysis they will need to deploy in practice.

At least some great scholars go much further to enhance their teaching. They approach the teaching process with a scholarly eye; they use studies of teaching and learning to inform their teaching choices. I know great scholars who are just as adept at citing authority to justify their teaching choices as they are at citing authority to support the arguments in their scholarly papers. From among the people we studied in *What the Best Law Teachers Do*, Bridget Crawford (Pace), Roberto Corrada (Denver), and Paula Lustbader (Seattle University) are good examples.

It is worth noting that some of the law teachers we studied for the book either were never required to publish at all or cannot be characterized as active scholars today. These great law teachers are great because they are so engaged in helping their students learn. While they may not publish, they do stay current in their fields. In other words, they are great because of their engagement with the teaching part of their jobs, because they commit time and energy to both their fields and the teaching craft.

Final Thoughts

Thus, great teaching and great scholarship are all about engagement. In "Fifty Ways to Promote Scholarship," Professor Lindgren's suggestion 46 argued for adding additional teaching awards, suggestion 47 recommended distributing summary statistics from the students' student evaluations of faculty teaching, and suggestion 48 recommended holding faculty development sessions focused on teaching. I am therefore certain Professor Lindgren would agree that the suggestion that we must choose between promoting teaching and promoting research offers a false choice.



Seeking Submissions for Scholarly Papers Competition

To encourage and recognize outstanding legal scholarship and to broaden participation by new faculty in the Annual Meeting, AALS is sponsoring a call for papers for the 35th Annual AALS Scholarly Papers Competition.

Eligibility: The competition is open to full-time law faculty who have been teaching for 5 years or less as of July 1, 2019. Note: time spent as a law fellow or a VAP counts toward the requirement of being a full-time teacher for five years or less.

Deadline: Eligible faculty are invited to submit a paper on a topic related to or concerning law by August 1, 2019.

Review: A committee of established scholars will review the submitted papers with the authors' identities masked. The competition winner will be recognized at the 2020 AALS Annual Meeting in Washington, D.C.

For additional guidelines and complete submission instructions, visit <https://am.aals.org/>. Questions may be directed to scholarlypapers@aals.org.



2019 AALS Scholarly Papers Competition Winners Maureen "Molly" Brady (University of Virginia Law) and James D. Nelson (University of Houston Law Center).

Spotlight on Sections

Section on Teaching Methods

The Section on Teaching Methods promotes the communication of ideas, interests, and activities among members of the section and makes recommendations on matters concerning techniques, strategies and methods of teaching, testing, and grading law students.

Chair: Ted Afield, Georgia State University College of Law

Chair-Elect: Kim Holst, Arizona State University Sandra Day O'Connor College of Law

Tell me about the Section on Teaching Methods, your members, and the work you all do.

TA: Our focus is on all aspects of teaching that one would encounter in legal education. We try to incorporate offerings that would be relevant whether people are teaching legal writing, clinics, doctrinally, or experiential education—any type of instructional methods that would come to bear in legal academia. Our programming is responsive and speaks to everyone.

Our membership and our section leadership reflect that we come from a variety of backgrounds, and I think we have representation from all the major constituencies in legal academia. This year, because we are trying not to limit our programming to the AALS conference once a year, we are planning to revive a series of teaching-related conference calls that we did a couple of years ago.

KH: I think that sums it up. If we pick a specific pedagogical idea, we think about how that idea impacts all types of teaching no matter what kind of classroom you're teaching in. Our goal is to show that there is a lot of overlap in our teaching, as opposed to being siloed into different areas.

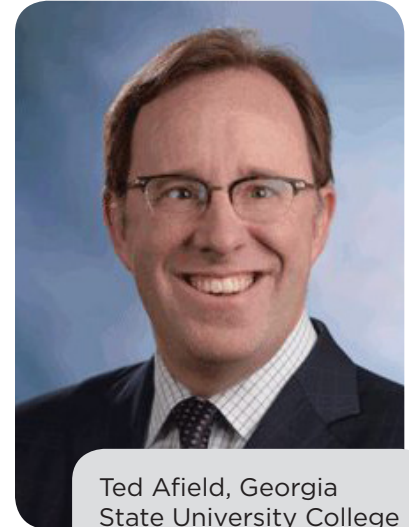
TA: Ultimately, the hope is for our section to be of interest to everyone in AALS.

What is on the cutting edge right now in teaching methods?

TA: The section was recently on the leading edge of flipped classrooms, an issue that predates my time in the leadership of the section. It still comes up from time to time—just like anything else, it is an area where there are always new innovations to discuss. We are also seeing more of an interest in incorporating technology in the classroom.

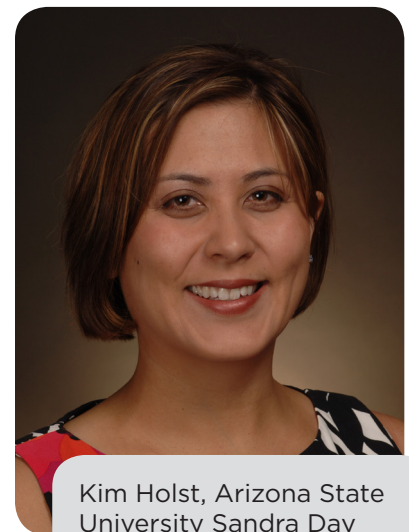
This year, we have seen more co-teaching, where courses incorporate multiple professors into the same classroom. This concept ranges from the occasional guest lecturer to co-teaching an entire course. This is what we'll be talking about at the next AALS Annual Meeting in Washington, D.C.

KH: Technology is still a big, complicated piece. We are trying to figure out how technology is shaping practice and consequently, how to prepare our students accordingly. That being said, there has been pushback on incorporating too much technology into the classroom. The move toward banning laptops, for example. It's a rich area with a lot of debate. We're looking at research outside of the legal academy and looking at the experts to study educational pedagogy.



Ted Afield, Georgia State University College of Law

Photo courtesy of Georgia State University College of Law



Kim Holst, Arizona State University Sandra Day O'Connor College of Law

Photo courtesy of Arizona State University Sandra Day O'Connor College of Law

TA: I do not personally ban [laptops] in my classes. I think students, at the end of the day, should be able to make a choice as to what works best for them. I have no problem talking to them about what the research shows and suggesting that maybe overreliance on laptops is a mistake. Also, by banning them, you run into issues when you have students who need to

use them as a disability accommodation. I haven't wanted to effectively single out those students. For me, it's just easier to let students make their own decision.

KH: I also let my students make those decisions for themselves and have concerns about accommodations. I am skeptical of some of the research that says students who use laptops aren't retaining information in the same way. I'm sure that's true and today's students are not retaining information in the same way, but I also wonder whether we actually want to train our students that way. I have young kids—elementary, middle, and preschool-age children—who are immersed in technology all the time. I think this research is coming from our own perspective having not grown up in a world surrounded by technology, and that influences opinions against laptops. I try to be more open and recognize that current students have very different skill sets and have been trained differently. They succeeded, nonetheless.

TA: Most of my teaching these days is in the clinical setting. We intentionally incorporate as much technology

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

As part of the ongoing "Spotlight on Sections" series, AALS sat down with the leadership of the Section on Teaching Methods to discuss section activities at the AALS Annual Meeting and beyond.



Small group discusses an exercise during the Section on Teaching Methods program "Bringing Modern Pedagogy to the Traditional Doctrinal Classroom" at the 2019 AALS Annual Meeting.

as possible into the clinic because we want to start training the students with the tools they will actually use in their practice.

In law school, as is the case everywhere in higher education, it is not a given that a professor has ever been taught how to teach. What would you say to new professors who have never had formal or specific exposure to multiple different teaching methods?

TA: That was certainly the case for me when I entered the academy about 10 years ago. I came out of practice; I didn't come out of a visiting associate professorship (VAP). I think new law professors today are, in many respects, in a much better position than I was. I entered the academy with no idea what good teaching was and learned by trial and error, by asking people and reading whatever resources were available. Many more of those resources are available today compared to a decade ago, as more people have started to produce scholarly literature on this. I would encourage new law teachers to engage in as much of that literature as possible before they start teaching, then find their own teaching style that works for them. It's a good starting point so that they can feel more comfortable.

I had to go through this a second time, because I started my career as a doctrinal professor then transitioned to clinical. I was comfortable with my doctrinal teaching, but I had never taught clinically before. Thankfully, one of my colleagues at Georgia State, Lisa Bliss, had prepared some good best practices literature that I was able to engage with and use to feel more comfortable teaching pedagogy in a clinical setting.

KH: I also think it's important to go to as many of your colleagues as possible, or to other teachers whenever you can. I still learn things when I observe other professors, even if they are teaching completely different subjects and class sizes. It's a great opportunity to see what classroom dynamics exist out there.

Would you say there are any basic rules or guidelines to establishing what works best based on the context of the course being taught—what works for a large lecture vs a seminar-type class, for example?

TA: I think that's painting with too broad of a brush. You will find people who give you different opinions on that, who make passionate arguments for purely a lecture-based model or for Socratic-based model. What I draw from that is, as with any-

thing else, there is no perfect way to teach. If there was a perfect way to teach, we would all do it.

There are pros and cons to different teaching methods, and I think some of them are likely emphasized based on the personality of the professor. Finding the style that works for you and allows you to best communicate the knowledge to the students is something that every professor has to go through on their own. I don't think you can tie pedagogical approaches to specific courses in any kind of systematic way.

Your section covers more than just teaching. What's the cutting edge in testing and grading?

TA: All of us in the legal academy have to wrestle with the ABA directives. We need to get more serious about not only defining what our learning outcomes are, but also assessing them and determining whether or not our students are learning what we want them to. Although it seems like a straightforward thing that everyone should do, it's incredibly difficult.

I am the vice chair of our assessment committee at Georgia State, and we have spent an enormous amount of time developing detailed rubrics to first measure the learning outcomes that the faculty approved and then to get faculty to assess via these rubrics in addition to grades. One thing we realized is that it's not enough to say that grades are assessment. Grades are one form of assessment, but they don't really measure whether students have satisfied specific learning outcomes.

It's a lot of work for the faculty, but the payoff is that we're starting to get some meaningful data regarding our students. In addition, we are now drilling down to specific areas, which will then allow us to instill interventions in those areas.

KH: We are now realizing that it's more than just assessing and assigning grades. It's trying to identify the skills that students need when they leave law school and figuring out if we're actually doing a good job teaching them. This has been a lot harder to do than people previously thought.

I see innovations in the classroom as supplements to the traditional things that we've always done in legal education.

– Ted Afield

Does your section have any crossover with student evaluations of faculty?

KH: I don't think we've touched on student evaluations at all. That's another area with a lot of research currently being done and some controversy in terms of what those evaluations actually show or what value they provide.

TA: Well, part of it is that each law school has to determine the metric of success is for its learning outcomes. Are we shooting for 100 percent? That's probably not realistic. The question then becomes "What is an acceptable error rate?" Is it okay at 90 percent? 80 percent? What is considered good? That's a very tough question for law schools to answer.

What traditional teaching methods do you think are the most important to not lose sight of as technologic innovations are on the rise?

TA: I see innovations in the classroom as supplements to the tradi-

tional things that we've always done in legal education. I do believe there is value in at least some level of Socratic interactive instruction. One technological innovation currently in use is clickers, which allow instructors to be even more interactive with students. Rather than just calling on one student, you can pose questions to the entire class and gauge whether they are understanding what you are teaching. That is an example of a core instructional technique being preserved and enhanced by technology.

KH: In my classes, I don't like to cold-call students. I think the nervousness it instills inhibits their ability to think and be receptive to information. I use the clickers for that reason. My students' clickers are assigned, so I can double-check to see if a student is struggling and reach out to that student one-on-one instead of calling the student out in front of the class. These are tools to enhance a student's learning as opposed to replace any of the traditional things we're doing.

How is your section structured? Do you use your leadership structure as a pipeline to the chair position?

TA: We do, and it seems to work well for us. I think it's good to have a large leadership contingent because then you know who your core, committed people are and you can tap into them. We mentioned that we're setting up

**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.

a series of teaching-related conference calls, which will be followed by a newsletter. We are able to do that because we have a number of people who are willing to shoulder the burden. We started our year off with a conference call to chat about both what we wanted to do for the AALS conference and for additional programming, then divided up tasks.

Speaking of the conference calls: how do members in your section interact and collaborate throughout the year?

TA: We plan to start with two conference calls. If we get a ton of interest, we might add more. We should have our first one in the next couple of months. Each call is organized by two people who solicit presenters for the call. I was organizing these calls a couple of years ago, and we had a fair amount of interest just from sending an email blast to the listserv saying, “We’re doing this. If you want to present on a topic that interests you, let us know.” Thanks to a section member who was good with technology, we were also able to make the recordings of these calls available online.

KH: We continue to have our newsletter, in which we have done various things in the past. We’ve had micro-essays and summaries of the calls two years ago, and more. We use the newsletter as a means of supplementing the work that we’re doing.

At the 2019 AALS Annual Meeting, your program was “Bringing Modern Pedagogy to the Traditional Doctrinal Classroom: A Peaceful Revolution.” Tell us about it.

TA: Because of the program’s length of nearly three hours, we were able to incorporate a discussion of a variety of different teaching techniques from a variety of different types of professors. It feels like every aspect of legal education was represented at that panel, and it was very well-attended.

What are you thinking about for next year’s meeting?

TA: For this annual meeting, our primary panel, which we are co-sponsoring with the New Law Professors Section, is titled “Expanding the Classroom: Benefits and Challenges of Co-Teaching,” which can encompass a variety of things. That’s what we’re trying to flesh out with this topic. It can be as simple as bringing in a practitioner as a guest lecturer for a specific topic, or as complex as two faculty members with different areas of expertise agreeing to fully co-teach a class from start to finish. I’ve seen people do it a variety of ways at my own home institution. There’s a lot to talk about in terms of what works, what doesn’t, and whether co-teaching is something we should be doing more of or less of. If we’re doing more, how should we be doing it? How is it evaluated by your institution, in terms of your teaching load—as half a class? Do you still get credited for a full class? Does it depend on if it’s a 50/50 split?

There are a lot of different questions that naturally arise, particularly in a more formalized arrangement. I have known some people at Georgia State who have done formal relationships, but I don’t think we have ever developed an institutional policy of how that should be structured. So, I think that’s a very good question, and cer-

tainly one of the questions that we hope to have answers for in January.

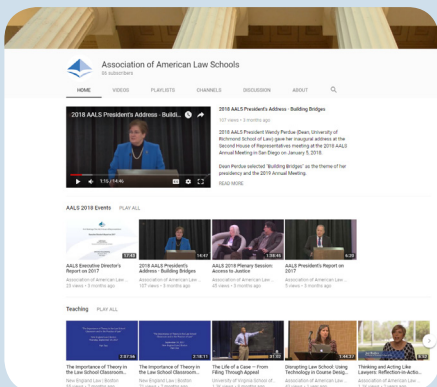
We’re also co-sponsoring “The Unequal Workplace While Being You Is at Stake” with the Section on Balance in Legal Education, talking about how inequality of treatment shows up in the workplace regardless of the source of that inequality. The program will probe how said inequality relates to one’s occupational health, and how that then relates to legal education and preparing students to deal with the inequality that they will encounter.

Finally, we are also co-sponsoring the New Law Professors section primary panel, titled “So You’re a New Law Professor. Now What? – What We Wish We Had Known.”

What are your goals for the section in the future?

TA: My primary goal has been to get us back to the frequency of programming we offered two years ago. The program we had at the AALS conference this past January was excellent, but it was the only major programming that we offered. I want to maintain that level of excellence and expand it throughout the year. That is my primary goal for the year: to increase the number of touchpoints with our membership so that we can be engaged with them throughout the year.

KH: I think it’s important to not limit our section to a program that happens once a year, but rather, to serve as a resource for our members throughout the year. I’m also interested in looking at how pedagogy is changing and perhaps bringing in another expert. It’s challenging to find one every year, but when I move into the chair position, it will have been about three or four years since we offered that. I will be looking outside to see if that is of interest to our membership as well.



AALS Workshop for New Law School Teachers

AALS will again welcome law school faculty in their first three years of teaching to a workshop on June 6-8, 2019 in Washington, D.C. The Workshop for New Law School Teachers is designed to support faculty in their transition to full-time teaching, as they learn to balance and embrace the sometimes-competing demands of teaching, scholarship, and institutional service required in an academic career.



Sophie M. Sparrow (New Hampshire Law) presents during a plenary session on learning theory at the 2018 Workshop for New Law School Teachers.

The workshop planning committee is comprised of volunteer faculty members who are passionate about facilitating the success of the new faculty, who are the future of the legal academy. These volunteers have arranged strong programming that will cover both teaching and scholarship as well as several sessions specifically designed for legal research and writing faculty.

Over the course of two days, attendees will participate in interactive sessions with a variety of experts at large-group plenary sessions and small, individualized breakout sessions (on scholarship and on teaching). There is also time for self-reflection, opportunities to learn from experienced faculty, and, most importantly, time for new faculty to connect with their peer cohort of incoming faculty. The 2018 Workshop attendees found their connections so valuable that they reunited for a special reception at the AALS Annual Meeting in January, 2019—a tradition AALS will continue.

Programming officially begins on the evening of June 6, with small group discussions among attendees. These small groups navigate the workshop together and reconvene at the beginning of the final day. AALS provides dinner, where Danielle Holley-Walker (Howard University School of Law) will set the tone for the rest of the workshop with an address on “Defining Yourself for Yourself: How to Make the Most of Your Academic Career.”

On the first full day, everyone is welcome to attend the plenary address on “Why Scholarship Matters,” from AALS President and Harvard Law School Professor

Vicki C. Jackson. Attendees then spend the morning in breakout sessions on scholarship:

- Designing Your Research Agenda
- Building a Scholarly Community/Network
- Distributing Your Ideas
- Challenges of Interdisciplinary Scholarship
- Engaged Scholarship and Advocacy
- Scholarship for Legal Research and Writing Faculty

The programming breaks for an AALS Luncheon, which will include a talk on “How to Become an Excellent Classroom Teacher” from Eloise Pasachoff (Georgetown University Law Center). After lunch, Dean Michael Hunter Schwartz (University of the Pacific, McGeorge School of Law) will deliver the afternoon plenary address on “Learning Theory.” The afternoon breakout sessions on teaching include:

- Course Design
- Effective Teaching Inside the Classroom
- Mentorship and Research Supervision Outside the Classroom
- Teaching Legal Research and Writing
- Teaching with Technology

Before the day closes with a reception, the final plenary will cover “The Demands and Delights of Institutional Citizenship: Exploring a Range of Service Opportunities.” Speakers Okainer Christian Dark (Howard University

School of Law), Roger A. Fairfax, Jr. (The George Washington University Law School), and Paul Ohm (Georgetown University Law Center) will dispense their best advice.

Time during the second day of the workshop is spent in large group plenary sessions:

- Diversity and Inclusion Inside and Outside the Classroom (Regina T. Jefferson, The Catholic University of America, Columbus School of Law; Maria Mercedes Pabón, Loyola New Orleans College of Law; and D. Gordon Smith, Brigham Young University, J. Reuben Clark Law School)
- Work and Life Satisfaction (Naomi R. Cahn, The George Washington University Law School and Peter H. Huang, University of Colorado Law School)
- Assessment (Rory D. Bahadur, Washburn University School of Law and Kris Franklin, New York Law School)

Small groups from the first night of the workshop also have an opportunity to reconvene and reflect on their experiences. The workshop will also include informal sessions with volunteers from the Section on Minority Groups, Sexual Orientation and Identity, and Women in Legal Education.

As part of the networking opportunities provided for new faculty through this workshop, attendees will be invited to participate in the second-annual reunion at the 2020 AALS Annual Meeting in Washington, D.C. this January to reflect on their first semesters in the academy.

The knowledge shared, and connections made during this annual workshop are valuable to more than just incoming first-year teachers; AALS welcomes faculty hired over the past three years as tenure-track, contract, or visiting assistant professors.

For more information about the AALS Workshop for New Law School Teachers, visit the conference website at <http://www.aals.org/nlt2019>.

The planning committee for this year's workshop is chaired by Susan S. Kuo, University of South Carolina School of Law and includes Aaron H. Caplan, Loyola Law School, Los Angeles; Sarah B. Hadjimarkos, University of Wisconsin Law School; Michael J. Higdon, University of Tennessee College of Law; and Naomi Jewel Mezey, Georgetown University Law Center. AALS is grateful for their service and leadership.



Breakout session at the 2018 Workshop for New Law School Teachers.



Speaking Opportunities at the 2020 AALS Annual Meeting

Full-time faculty and administrators at AALS member or fee-paid law schools still have an opportunity to organize a program for the Annual Meeting without being affiliated with any particular AALS Section.

Hot Topic proposals remain open through October 18.

Hot Topic programs focus on topics that emerge too late in the year to be included in other types of programs. Read the full request for proposals and submit via the Annual Meeting website at <https://am.aals.org/proposals/>.



Journal of Legal Education Hosts Symposium Issue on Use of Pop Culture and Visual Images in the Classroom

Issue 68-1 of the *Journal of Legal Education* hosts a symposium that illustrates the many ways law can be better understood through use of videos both in the classroom and in law practice.

The following articles in the Symposium on Visual Images and Popular Culture in Legal Education are introduced by guest editors Michael Asimow and Ticien Marie Sassoubre:

- “Imagining Law: Visual Thinking Across the Law School Curriculum,” by Elizabeth G. Porter
- “Evidence by the Video Method,” by George Fisher
- “Beyond Greed Is Good: Pop Culture in the Business Law Classroom,” by Felice Batlan and Joshua Bass
- “Expanding the Pie or Slicing the Bug? ADR Education via Animated Short,” by Jennifer L. Schulz
- “Law Students Go to the Movies II: Using Clips from Classic Hollywood Movies to Teach Criminal Law and Legal Storytelling to First-Year Law Students,” by Philip N. Meyer with Catlin A. Davis
- “A Dose of Color, A Dose of Reality: Contextualizing Intentional Tort Actions with Black Documentaries,” by Regina Austin
- “Visual Literacy for the Legal Profession,” by Richard K. Sherwin
- “The Sharpest Tool in the Toolbox: Visual Legal Rhetoric,” by Michael D. Murray
- “Teaching Images,” by Naomi Jewel Mezey
- “Visual Persuasion for Lawyers,” by Ticien Marie Sassoubre
- “Lessons from Pop Culture: What School of Rock Can Teach the School of Law,” by William S. Bailey
- “Narrative Topoi in the Digital Age,” by Zahr K. Said and Jessica Silbey
- “The Mirror and the Lamp: The Law and Popular Culture Seminar,” by Michael Asimow
- “It All Started with Columbo: Teaching Law with Popular Culture,” by Christine A. Corcos
- “Dr. Strangelaw, or How I Learned to Stop Worrying and Love Pop Culture,” by Donald Papy

Additional articles included in this issue are “Self-Knowledge for Lawyers: What It Is and Why It Matters,” by Thomas Morawetz and “Using Narrative and Metaphor in Formative Feedback: Exploring Students’ Responses,” by Dawn Watkins and Laura Guihen.

The journal’s At the Lectern series continues with “Talk Less, Smile More,” by Julie A. Oseid, and the book “Roadmap: The Law Student’s Guide to Meaningful Employment—Neil W. Hamilton” is reviewed by Judith Welch Wegner.



Update Your Bio Now for the *Directory of Law Teachers*

Have you published a new paper, chapter, or book?

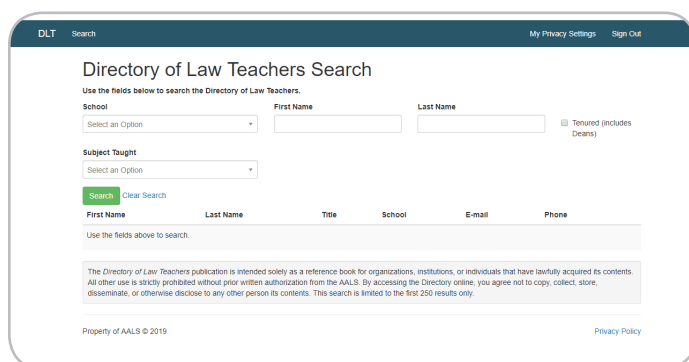
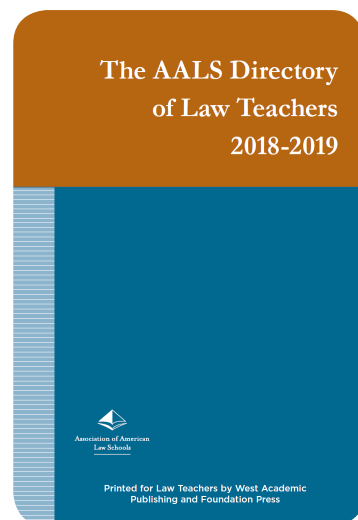
Won an award or moved to a different law school?

Are you looking for colleague to review your work in progress paper?

Log on to dlt.aals.org and update your biography for the AALS *Directory of Law Teachers*. The *DLT* now exists as a searchable online application as well as in hard copy, so your updated info will be reflected in real time. It is especially important to ensure your information is up to date before fall—we still print some hard copies of the *DLT* each year, and the information is collated during the fall semester.

You can look by name or 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 others. You can also cross-search for multiple faculty and multiple subject areas at the same time.

If you don't want to share too much in your own listing, simply log on and adjust your privacy settings to reflect the amount of information you would like to be available online.



Calendar of Symposia at Member Schools

AALS hosts a calendar of academic symposia, conferences, and panels at AALS member schools across the country. Visitors can find events in their region or by their area of teaching and scholarship.

The calendar is also emailed to law school faculty during the academic year. Visit www.aals.org/symposia to view the listings or to submit events for the calendar.



AALS Calendar

Annual Meeting

Thurs., Jan. 2 – Sun., Jan. 5, 2020, Washington, DC

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

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

Faculty Recruitment Conference

Thurs., Oct. 3 – Sat., Oct. 5, 2019, Washington, DC

Workshop for New Law School Teachers

Thurs., June 6 – Sat., June 8, 2019, Washington, DC

Conference on Clinical Legal Education

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



#aals2020

JAN 2-5, 2020

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