



Presidential Address – 2019 AALS Annual Meeting

Pillars of Democracy: Law, Representation, and Knowledge

Second Meeting of the AALS House of Representatives

By AALS President Vicki Jackson, Thurgood Marshall Professor of Constitutional Law, Harvard Law School

Thank you so much, Wendy, and all my friends and colleagues in this room and in the AALS, including my Executive Committee colleagues, my fellow officers, and Judy Areen, our Executive Director, for this opportunity to serve as AALS President. I am honored and

humbled. I also want to thank my spouse, Bob Taylor, for his loving support, and the superb AALS staff, who do so much to assure smooth functioning of this meeting.

Wendy Perdue's theme, building bridges across increased polarization, is not just for her year but for our era. Today, I want to extend her engineering metaphor, to discuss the role of legal education in strengthening the pillars of U.S. constitutional democracy.



Is our constitutional democracy at risk? After all, we continue to have regular elections; civilian courts checking the government and deciding private disputes; strong voices of public contestation—and law schools that, in recent decades, have become more inclusive, and encouraging of public interest and public service work. But constitutional democracy can be put in jeopardy in different ways—by a single dramatic act of rupture—or, I worry, by a concurrent weakening of its pillars. I discuss three: first, law and its institutions, second, elections and representation, and third, the knowledge institutions of which we, as law faculty, are a part.

With respect to the rule of law, more countries in the world are declining, rather than improving, especially in “human rights, checks on government powers, and civil and criminal justice.” This is according to 2018 Rule of Law Index, a Project begun by the ABA. This decline on the Rule of Law index includes the U.S., which now sees scholarly book titles like “How Democracies Die,” [“How to Save a Constitutional democracy,” or “Constitutional Democracy in Crisis?”] In Hungary and Poland, formerly independent courts have become much less so. What becomes normalized in one

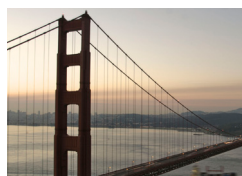
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democracy may spread to others. In the words of Canadian Supreme Court Justice Rosie Abella, “an attack on the independence of a court anywhere is an attack on all courts.”

While the idea of government under law has been central to our constitutional tradition—protecting individuals, groups, markets—we are today seeing unprecedented attacks on judges by public officials. Personal attacks intended to intimidate or delegitimize judges are quite different from criticism of a court’s judgment.

U.S. legal institutions are under challenge from other sources. Fear—of terrorism, of immigrants—has been placing pressure on the rule of law for decades. Efforts to defund legal services threaten the equal application of law to rich and poor. The rise of group hatred poses a rule-of-law challenge, both in inciting violence and in making it more difficult for judges and juries fairly to apply the law. And the rule of law in Congress and some executive offices—meaning, adherence to procedures to secure adequate information and fair consideration—has declined, notwithstanding [the late] Senator John McCain’s calls for a return to “regular order.”

What to do? One important answer is for law schools to keep on keeping on—training students in legal analysis of cases and statutes, in how to design fair processes, in understanding both sides of an issue, in appreciating the role (and limits) of courts, and in lawyers’ obligations to clients and the public good, encouraging speaking up for justice and against departures from law. But we

also might examine our curricula, to see if we are providing students with the knowledge that supports good legal process in all parts of our government. Our students, after all, will not only be lawyers and judges but, in disproportionate numbers, they will be (if past is prologue) our legislators—local, state, and federal—our Governors, and our Presidents.



AALS Associate Director Sean Scott (Loyola Law School-Los Angeles), Leo Martinez (UC Hastings Law) and 2019 AALS President Vicki Jackson at the Second Meeting of the AALS House of Representatives.

In addition to law-making and law-applying norms and institutions, then, a second pillar of constitutional democracy is fair voting and representation—with law laying down rules in advance—about who can vote, for what candidates, for which offices (and, perhaps, for the powers of those offices).

But law can be used to obstruct, as well as to support democracy, as with the recent wave of franchise restricting laws. Carol Anderson, in *One Person, No Vote*, calls attention to the interacting, systemic effects, for example, of new voter I.D. requirements and the closing of regional motor vehicle bureaus, making it harder for poor people to obtain now-needed forms of identification.

Voter suppression is not legitimate in a constitutional democracy. And as

legal scholars, we can explore how an “unconstitutional state of affairs” (to borrow a phrase), arising from such systemic effects, may threaten representative democracy.

As legal educators we should ask: are we doing enough—in our teaching and scholarship—to explore the importance of fair electoral institutions and the norms of political reciprocity on which a decent democracy must rest? Where having an opposition is understood, not as criminal, but as democratically necessary? Where those in power today must govern and compete, knowing that, tomorrow, they may be out of power?

Survey data suggests that too many are losing faith in democracy—increasing numbers do not think it is important to live in a democracy, and support having a

“strong leader ...who doesn’t bother with ... elections,” and even believe it would be a “good” thing for the military to take over. [Foa & Mounk (2016), Pew (2017).] Are failures of representation responsible?

We provide students with thick, normatively contested ideas of what it means to be a good judge—but our law school curriculum has focused less on the role of a good elected representative—leaving a normative void that reinforces a perhaps over-determined downward spiral in public officials’ conduct. Responding to the multiple pulls of constituents, party, and policy is truly hard, in ways we too often ignore. Perhaps the first-year curriculum should consider basic questions about representative democracy and its alternatives.

Let me turn to a third pillar—what I call knowledge institutions—colleges, universities, law schools, a free press, and NGO and government offices devoted to gathering data and disseminating that data to the public.

Totalitarian governments require their people “to live a lie,” in the words of Vaclav Havel, Czech writer and statesman. In a true democracy, knowledge creation and diffusion hold a central role, so that decisions on who to vote for, what to preserve, and what to change, can be based on accurate understandings. Self-governance requires informed voters, whose opinions rest on shared knowledge—not “truthiness”.

We as law faculty are a central part of this epistemic base. George Washington, as President, argued repeatedly for a national university -- to educate citizens in knowing their rights, knowing the law, knowing how to evaluate their representatives, and understanding government. Where better to meet these critical needs than in our law schools?

Higher education—of which we are a part—faces real challenges. There is a new partisan divide about whether higher education is good for the country. In a 2017 Pew Survey, 58 percent of Republicans responded negatively, while 72 percent of Democrats responded positively; this gap, if it continues, threatens the public base of support that our institutions of higher learning need. Accessibility, especially for first-generation students, is an urgent question. A sharp drop in foreign student enrollment diminishes the educational richness of our campuses. And many believe there is a need to reinforce norms of tolerance and reasoned disagreement in public contestation.

Other challenges confront the press, which plays a key role in democracy by investigating and reporting on matters of public concern. In what

Martha Minow calls the “changing ecosystem of news,” social media may spread inaccuracies; rumors go viral; extreme positions cascade; fake news spreads. Foreign powers use cyber-tools covertly to influence voters with disinformation, which takes time and resources to uncover. Yet reputable news sources face increased financial constraints; investigative journalism has been losing its institutional infrastructure for decades. Verbal attacks on the press escalate, and journalists are increasingly targeted by violence—in Annapolis, Paris, Istanbul, and elsewhere.

Other knowledge-generating organs include some government offices: The Census, required by the Constitution, counts population every ten years to fairly allocate seats in the House of Representatives—a very close connection between knowledge and representative democracy. Many federal entities exist to gather information as a basis for policy—the National Oceanic and Atmospheric Administration, statistical offices in the Justice and Agriculture Departments, the EPA, and many others. But if government offices are not reliably gathering data, or making it public, or prohibit their scientists from participating in academic events, the ability of these entities to provide epistemic support for our constitutional democracy declines.

What can law schools do to further explore knowledge-creating institutions’ relationships to constitutional democracy? First, consider how law sustains those institutions—think of legal protections for the press, or for academic freedom and scientific inquiry.

Second, explore how law’s development is itself dependent on knowledge-producing institutions. Consider Ida B. Wells, a journalist and activist, born in slavery, who—despite death threats—gathered data to campaign against lynchings. “The

way to right wrongs,” she said, “is to turn the light of truth upon them.” Law reformers have a real stake in protecting knowledge generators.

So, we might ask ourselves and our students to examine both rights and the institutions that, separately and together, advance knowledge. We might bring together different legal areas—not just free speech or higher education law but corporate law, antitrust, national security law—to better understand the larger legal infrastructure within which our knowledge institutions function.

In closing, let me emphasize two points, implicit in what I have already said.

First, in trying to strengthen pillars of democracy, law schools—through scholarship, classrooms and clinics—could improve the study of elected officials, their roles, our aspirations for them, and how they differ from courts. For example, we might ask: Do principle and compromise play different roles for a judge and a legislator? Judges should aspire to principled decision-making under law; but should our elected representatives, at times, aspire instead to make fair compromises? This is only [illustrative] of the questions we might explore.

Second, institutions can only do so much—character and attitude matter. Perhaps we need to model, and encourage in our students, forms of lawyerly civic virtues that support constitutionalism and democracy—including open-mindedness, integrity and courage—as we heard in Justice Cameron’s talk earlier this week.

I had the great privilege to clerk for Justice Thurgood Marshall, an exemplar of moral and physical courage over and over again in his legal work.

Lesser known, but emblematic of many government lawyers with

integrity, is Louis F. Post, a Labor Department official, who, in 1920, refused to carry out mass deportations of immigrants swept up in the Palmer raids—because of his knowledge of the law, and the facts, and despite being denounced and threatened with impeachment in the U.S. House of Representatives.

As their stories show, positive change can happen, and threats to basic values resisted.

Can we help foster the courage to stand up for equality and against lack of respect for the human dignity of any of us? Can we help foster the courage to make compromises that enable government to work?

What courage and integrity require of lawyers in different contexts is, of course, subject to good faith disagreement. Law schools are great places to have these debates, in our scholarship and classrooms—if not there, where?

Today's challenges to constitutional democracy—disrespect for law and its institutions, for elections and representatives, and for knowledge-producing institutions—can be mutually reinforcing. But so, too, can strengthening these pillars. There is reason for hope.

Surveys show that college graduates, of both parties, feel positively about their own college experience. The public expresses willingness to spend more tax dollars on higher education to improve accessibility. This is par-

ticularly important: the *AALS Before the JD* study found significant barriers for first-generation college and law students that will take resources and commitment to overcome.

Our study also found that students are considering law school for quite public-spirited reasons.

So, I have every confidence that law schools and the lawyers we produce will continue to be key supports for American constitutionalism and democracy.

And I look forward to hearing, from all of you, more thoughts on how we, as legal educators, together, can help strengthen the pillars of constitutional democracy.



AALS Pro Bono Survey: Class of '18 Contributed More Than \$85 Million of Legal Services

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

In December 2018, 84 law schools reported that 16,502 law students in the class of 2018 contributed more than 3.48 million hours in legal services as part of their legal education, an average of about 211 hours per student. Independent Sector, a nonprofit organization coalition, estimates the value of volunteer time to be \$24.69 an hour. Using this number, the total value of the students' time at these schools is estimated to be in excess of \$85.9 million. The schools represent nearly half of the students in ABA-accredited law schools in the class of 2018.



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 LL.M. programs.

“In order for law to serve our constitutional democracy, it must be genuinely open to all,” said Vicki Jackson, AALS President and Thurgood Marshall Professor of Constitutional Law at Harvard Law School. “Without lawyers, many cannot understand their rights or protect their jobs, children, credit, homes, or neighborhoods. The significant *pro bono* work by law students, reported today, bodes well for the future of law and lawyers achieving the ideals of equal justice in our democracy.”

A full report on the survey is available at www.aals.org/probonosurvey.

Report of the AALS Executive Director to the House of Representatives

January 3, 2019

By Judith Areen

This year marked the culmination of a project AALS first undertook in 2016 to understand what college students think about law school, and what sources of advice and information they rely on in deciding whether and where to go. *Before the JD* was designed in response to the ominous drop of more than 38 percent in the national applicant pool to law schools that began in 2010. AALS recruited Jeff Allum to be the first AALS Director of Research. He worked with Katie Kempner in overseeing the project.

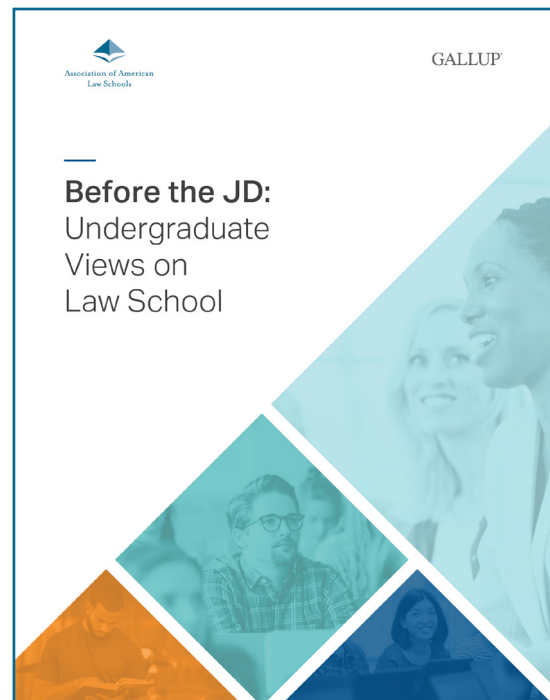
In 2017, we selected Gallup from a field of five major research firms to partner on the project. Gallup recommended that we collect responses from at least 3,000 undergraduate students from 20 four-year institutions in order to identify national trends. Because some law students only decide to attend law school after college, we also sought responses from 1,000 first-year law students from 30 law schools. Thanks to assistance from a number of law schools deans who helped to persuade provosts and presidents to participate, more than 22,000 undergraduates from 25 four-year institutions and more than 2,700 law students from 44 law schools provided responses, resulting in a cornucopia of revealing data.

There are three highlights from the final report, *Before the JD: Undergraduate Views on Law School*, that I will mention:

First, public-spirited factors led the list of reasons undergraduates provided for considering law school. The top reason given (of 15 listed choices) was to pursue a career in politics, government, or public service. This was followed by being passionate about the work, an opportunity to give back to society, and to advocate for social change. That is certainly not the stereotype held by the public about what motivates lawyers.

Second, students first considered going to law school much earlier than many in the academy imagined. More than half of the law students first considered law school before college; one-third before high school. Law schools should consider this data as they design outreach programs.

Finally, there is the role of parental education, used in the study as a proxy for socioeconomic status. According to



U.S. Census data, only 12 percent of adults age 45 to 65 (the typical age range of parents of college students) have an advanced degree. By contrast, half of the undergraduates considering law school had at least one parent with an advanced degree. This reproduction of privilege means that law schools need to greatly expand their efforts to support first-generation students if they are going to succeed in reducing economic inequality. In addition, although one-third of college students nationwide are first-generation, only one-fifth of undergraduates considering law school are. As the report concludes, "it will take deliberate effort on the part of law schools to level the playing field for qualified applicants, particularly if they are the first generation in their family to graduate from college."

As the first known study in more than 50 years of undergraduate views on law school, AALS is very pleased that several national media outlets covered the report's findings including *Inside Higher Ed*, *National Law Journal*, *ABA Journal*, and *Bloomberg*.

On October 23, the Association launched a second report from findings in the data: *Beyond the Bachelor's*:

Undergraduate Perspectives on Graduate and Professional Degrees. We co-hosted a public release with LSAC and Gallup at Gallup headquarters in Washington, DC.

It is my hope that you see value in the expanded mission AALS has pursued for the last several years—a mission that now includes conducting research on topics of value to all law schools.

For more information about research at AALS including partners and financial sponsors of *Before the JD*, the design of the project, and selected findings from both reports, visit www.aals.org/research.

1. Serving as a Voice for Legal Education

As part of our expanded mission, AALS continues to showcase the innovations and accomplishments of member and fee-paid law schools. The homepage of the AALS website features the innovations and accomplishments of law schools around the nation. It celebrates the accomplishments of colleagues such as those at the University of Buffalo School of Law who responded to the need for undergraduate initiatives that encourage a legal career by instituting a minor in law for undergraduate students; or colleagues 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. As part of the Association's ongoing work to repair the reputation of legal education, the AALS communications team led by James Greif continues to make improvements to our digital presence.

In addition to showcasing law school events, we maintain a calendar of upcoming symposia at law schools around the nation on the AALS website. This fall, we began regularly emailing the calendar to all law faculty as part of our effort to share new ideas and scholarly insights throughout the legal academy. The communications team also maintains and disseminates a weekly compilation of news clips, which you are welcome to sign up for at www.aals.org/news/.

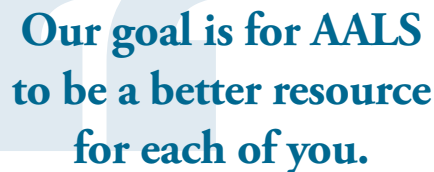
AALS maintains daily content on Twitter, LinkedIn, Facebook and YouTube. More importantly, we retweet and report the material that showcases developments at all of your schools in order to make it accessible to a national audience.

2. Support and Services for Deans

As part of our expanded mission, AALS is committed to providing law school deans with opportunities to work together. The Deans Forum, a day-long program for deans of member and fee-paid schools at the Annual Meeting that we established five years ago, enables that. Approximately 150 deans attended last year in San Diego for a very productive program.

AALS also established a Deans Steering Committee to identify matters of interest to deans and to work on those issues throughout the year. In recent years, the Steering Committee has undertaken such projects as meeting with the ABA Committee on the Future of Legal Education and discussing recommendations for the Ninth Circuit Committee on Workplace Environment with Judge Margaret McKeown in 2018.

In addition, the Section on Law School Deans continues to offer a section program at the Annual Meeting that is open to all interested faculty and administrators as well as deans.



**Our goal is for AALS
to be a better resource
for each of you.**

3. Improving Services to Sections

Sections are the primary 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 improve excellence in both teaching and scholarship across the legal academy, although we recognize that some 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 improvement. Where before faculty had to email AALS to ask to join a section, these requests are now sent automatically through an interactive form. Finally, staff identified faculty members using the Directory of Law Teachers who did not belong to a section in their area of law and invited them to consider joining. In only two months, these invitations produced more than 600 faculty requests to join sections, ten times the usual number.

I am delighted to report that the responsibility for leading sections is widely shared among our membership. This past year, for example, the 105 section chairs came from 69 different member schools.

We invite you to join in this new focus on sections by reaching out to new faculty at your schools to explain the value of joining. We also ask you to encourage your most productive faculty 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. AALS Meetings

I am pleased to report that we have exceeded our goal for attendance at this meeting with more than 2400 attending, 250 sessions, and more than 1000 speakers, moderators, and discussion participants. For the second year in a row, we also have more than 140 deans at the meeting.

In addition to enabling the Association to take on the new projects described earlier, the expanded mission of AALS also has enabled us to do traditional things in better ways. This past year, AALS hosted its 41st Annual Conference on Clinical Education in Chicago; and in Washington, D.C. we hosted the 35th Annual New Law Teachers Workshop in June, and the 30th Faculty Recruitment Conference in October. All told, more than 3,600 law faculty attended at least one AALS conference in 2018.

Our goal is for AALS to be a better resource for each of you. We want to be your bridge-building organization, for sharing ideas and best practices inside the legal academy as well as learning from outside organizations ranging from the American Council on Education (ACE) to NALP.

To keep your dues increases and meeting fees as low as possible, AALS has solicited support from 14 major national law firms and four corporate legal departments for our general efforts and recruited more than 20 sponsors for this Annual Meeting (a number of them are law schools). For this meeting, we also have again offered a 50 percent discount on the meeting fee to both new and retired faculty

This past year, the publication and distribution of the 2018-2019 edition of the *Directory of Law Teachers* marked our second successful "greening" campaign. We reduced the number of hard copies printed by 30 percent while still providing schools with the copies they requested.

For the third year, AALS has surveyed law schools about the number of hours contributed by their students in *pro bono* legal services [see page 5]. For the class of 2018, it

turns out that law students contributed more than 3.48 million hours, an average of about 211 hours per student. Using the Independent Sector's recommended value of such volunteer time as worth \$24.69 an hour, this means the law class of 2018 contributed more than \$85.9 million worth of *pro bono* legal services. This number is based on responses from less than half of the ABA-accredited law schools. If your school did not participate, 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 amazing staff of the AALS. We were fortunate to be joined this year by Sean Megan Scott as Associate Director. It is a small group (less than 25 plus a handful of students), yet they handle not only this Annual Meeting, but all the 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 all 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 LEGAL EDUCATION NEWS WEEKLY DIGEST

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

2019 AALS Annual Meeting Attendees Convene and Connect in the Big Easy

New Orleans' vibrant atmosphere was host to more than 2,400 law faculty, deans, professional staff, and exhibitors who gathered January 2-6 at the 2019 AALS Annual Meeting. The unifying theme of the event, chosen last year by 2018 AALS President Wendy Perdue, was "Building Bridges." Many of the programs and conversations explored the important role lawyers and law schools play in helping to resolve the most pressing conflicts facing society today.

The Annual Meeting welcomed several notable speakers and presenters, including anti-apartheid judge, the Honorable Edwin Cameron from the Constitutional Court of South Africa. Justice Cameron addressed attendees at Thursday's Opening Plenary Session, discussing his experience as a lawyer observing the power of the law during the dismantling of apartheid and the construction of the new South African constitution. "You carry in your classrooms and seminars the future of the country," Cameron said.

- Margaret Burnham (Northeastern Law), Mark Drumbl (Washington and Lee Law), Jennifer Llewellyn (Dalhousie University Schulich School of Law), Linda Meyer (Quinnipiac Law), and Martha Minow (Harvard Law) participated in a panel at the President's Program on law and reconciliation.

- Former U.S. Senator Mary Landrieu; former Speaker of the Oklahoma House of Representatives T.W. Shannon; former Lt. Governor of Illinois Sheila Simon; and former Oklahoma Representative Mickey Edwards participated in a panel at the President's Program on political polarization.

- Several other U.S. judges and leaders of the legal profession appeared in programs throughout the meeting.

While the meeting encompassed many different types of programs and formats, one topic cut across them all: #MeToo, and a corresponding focus on gender in the legal academy. Five sessions—including two of the six Hot Topic sessions—addressed aspects of sexual harassment including Title IX and the nomination hearings for Supreme Court Justice Brett Kavanaugh. Two programs highlighted oral history projects about women in the legal academy, and one of the discussion groups focused on gender inequality. The meeting also hosted panels on timely topics includ-



President's Program "Bridging the Divide of Political Polarization." L to R: Elizabeth "Ginger" Hayes Patterson (Georgetown Law), Jim Tucker (former Speaker of the Louisiana House of Representatives), Mary Landrieu (Former U.S. Senator-Louisiana), T.W. Shannon (former Speaker of the Oklahoma House of Representatives) and Sheila Simon (former Lt. Governor of Illinois and Professor at Southern Illinois University Law.



AALS Program "#MeToo - The Courts, the Academy and Law Firms." L to R: The Hon. M. Margaret McKeown (U.S. 9th Cir.), Hilarie Bass (ABA Past-President) Nicole VanderDoes (ABA Standing Committee on the American Judicial System), and Marguerite Gilles (student, Yale Law).



Barbara Bintliff (University of Texas Law) receives the Section on Law Libraries and Legal Information Award.

ing criminal justice, environmental policy, financial policy, foreign policy, health care, immigration, political discourse, religious freedom, technology, the Supreme Court, and trade policy.

The meeting is our time to honor some of the leading figures in the legal academy. The Association's highest honor, the Triennial Award for Lifetime Service to Legal Education and to the Law, was awarded to Michael Olivas (University of Houston Law) on Thursday.

"I cannot imagine... a life better than being a law professor. Everyone in this room knows this ineffable truth: being a law professor is a great gig," Olivas said during his acceptance. "I've been very lucky... It's been a wonderful 37 years and I can't imagine leaving on a better note than this."

The following award winners were also highlighted:

- The Section of the Year award was presented to the Section on Alternative Dispute Resolution at Sunday's breakfast for Section Chairs. The section was recognized for mentorship, professional development programming and other activities that promote AALS Core Values.
- The two winners of the Scholarly Papers Awards were Maureen (Molly) E. Brady (University of Virginia Law) for her paper "The Forgotten History of Metes and Bounds," and James D. Nelson, (University of Houston Law) for his paper "Corporate Disestablishment."
- Section awards were presented throughout the program at meal events and section programming.
- Teachers of the year were honored at the first meeting of the AALS House of Representatives.



The Section on Alternative Dispute Resolution, represented by section Chair-Elect Peter Reilly (Texas A&M Law), receives the AALS Section of the Year Award from Committee on Sections Chair Anita Krug (University of Washington Law).



Phoebe Haddon (Chancellor, Rutgers University-Camden) receives the Ruth Bader Ginsburg Lifetime Achievement Award from Cynthia Fountaine (Southern Illinois University Law), Chair of the Section on Women in Legal Education.



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

The House of Representatives met on Thursday and Friday. Vicki Jackson (Harvard Law) officially stepped into her role as 2019 AALS President at Friday's meeting, announcing that she intends to spend her tenure "extend[ing Wendy Perdue's] engineering metaphor to discuss the role of legal education in strengthening the pillars of U.S. constitutional democracy" [see cover]. Her presidential theme will explore three of these pillars: law and its institutions, elections and representation, and the knowledge institutions of which law faculty are a part. "What courage and integrity require of lawyers in different contexts is subject to good faith disagreement. Law schools are great places to have these debates. If not there, where?" she said.

The House meetings also covered the following AALS business:

- Wendy Perdue reflected on her year as AALS President, saying "I will confess that in the face of a bruising election, federal government shutdown, and deepening political divide, [Building Bridges] has felt to me, at times, as little more than wishful thinking. Nonetheless, I continue to believe that we can make progress in re-establishing a culture of reasoned debate and respectful disagreement, and that lawyers and law schools will continue to play a critical role in that endeavor."



Michael A. Olivas (University of Houston Law Center) accepts the AALS Triennial Award, the association's highest honor.

- AALS Executive Director Judith Areen discussed her annual report, which is available in this issue of AALS News [see page 6].

- Dean Darby Dickerson (John Marshall Law School) began her term as President-Elect.

- Deans D. Benjamin Barros (University of Toledo Law) and L. Song Richardson (UC Irvine Law) began their three-year terms as members of the AALS Executive Committee.

- Paul Marcus (William & Mary Law), Alicia Alvarez (University of Michigan Law) and Vincent D. Rougeau (Dean, Boston College Law) completed theirs.

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

- The Section on Institutional Advancement, which each year runs an extended program over a day-and-a-half concurrent to the Annual Meeting. This year, the section welcomed the inspirational plenary speaker Anthony Graves, board member of the Houston Forensic Science Center, who was wrongfully convicted and served more than 18 years in prison.

- The Workshop for Pretenured Law School Teachers of Color provided specialized guidance, networking, and support to participants on Saturday.

- The Deans Forum (a one-day event designed to allow peer-led support and guidance between and among law school deans) welcomed former New Orleans Mayor Mitch Landrieu to their program on Friday.

There were many opportunities for connection and networking throughout the meeting. The Exhibit Hall was open each day through Saturday, where attendees met with vendors and publishers. Thursday closed with the opening reception in the Exhibit Hall featuring live music from a jazz band.

There were more than 40 law school and related organization receptions and events outside the regular meeting programming, plus 18 official section meal events spread over four days.

Planning is already in progress for the 2020 AALS Annual Meeting in Washington, D.C.

Thank you to all AALS sections, chairs, panel moderators and speakers, and planning committees for your contributions to the planning, programming, and support of the Annual Meeting that led to its success.

To see additional photos from the meeting, visit <https://am.aals.org/highlights/>.



A panel on teaching and service at the Workshop for Pretenured Law School Teachers of Color. L-R: Kristin N. Johnson (Seton Hall Law), Brenda V. Smith (American University Law), Danielle Holley-Walker (Howard Law), and Rose Cuisson Villazor (Rutgers Law).



The newest members of the AALS Executive Committee. L-R: D. Benjamin Barros, Darby Dickerson, and L. Song Richardson.



The panelists in part two of the AALS Symposium on "Court Debt: Fines, Fees, and Bail, Circa 2020." L to R: Courtney E. Lollar (University of Kentucky Law), Paul Heaton (Penn Law), Gloria Gong (Harvard Kennedy School of Government), and The Hon. Lisa Foster (Fines and Fees Justice Center).

2019 Annual Meeting Highlights



AALS President's Program on "Law and Reconciliation." L to R: Martha L. Minow (Harvard Law), Margaret A. Burnham (Northeastern Law), Jennifer Llewellyn (Dalhousie University Faculty of Law), Mark A. Drumbl (Washington & Lee Law), and Linda R. Meyer (Quinnipiac Law).



Paul Giannelli (Case Western Reserve Law) receives the Wigmore Award from Section on Evidence Chair Tamara F. Lawson (St. Thomas University Law).



A jazz band roams the Opening Reception.



Justice Cameron and AALS President Wendy Perdue in conversation at the Opening Plenary.



A discussion group session on cross-generational teaching.



Robin Lenhardt (Fordham Law) during her acceptance speech for the Clyde Ferguson Award from the Section on Minority Groups.

A New Look for the AALS Clinical Conference

When clinical faculty assemble in San Francisco this May for the 42nd Annual Conference on Clinical Legal Education, they will take part in a revamped event with more opportunities than ever to exchange concrete ideas and connect with colleagues. The conference will debut a new schedule and new session formats this year, doubling the total number of sessions accepted from proposals.

Brand new this year are “lightning sessions”—brief, 20-minute sessions designed to cover a narrow topic quickly. A total of 20 of these sessions have been added to the programming during two separate time slots. Additionally, regular concurrent sessions have been shortened to 45 minutes and will take place over six different time blocks throughout the conference, for a total of 60 concurrent sessions (20 more than previous years).

With a total of 80 sessions accepted from faculty proposals, the Planning Committee for the 2019 conference has doubled the number of opportunities for clinical teachers to be involved in programming.

Workshops are hosted during their own time slot on Saturday, May 4 from 2–6 pm, and do not conflict with other programs. The following workshops will be offered:

- Social Dreaming Matrix Project
- Scholarship Support
- Clinicians of Color
- Learning Law Through Experience and by Design

In addition, the biennial Clinical and Experiential Law Program Directors Workshop will take place Friday, May 3 through Saturday, May 4. There is a separate registration fee for this Workshop, which is open only to directors.

Registration is now open for the conference and the Directors Workshop, both organized around the central theme “Teaching the Next Generation of Lawyer Leaders in a Time of Polarization.” How do legal educators build this next generation when students have grown up in an era of strong division, attacks on institutions of government, and the frequent rejection of civil discourse?

Today, educators and their students are confronted with threats to virtually every norm in the legal and political world—the environment we live in, a free press, election integrity, judicial independence, standards of respectful debate, facts, the rule of law. Students appear energized and anxious to take on these unprecedented challenges, but what new tools and opportunities should clinical legal education be providing? What improvements can be made to current teaching techniques?

For more information about the schedule, plenary sessions, registration, and the host hotel, visit <http://clinical.aals.org>.

MAY 4-7, 2019

For more information, visit
<http://clinical.aals.org>



Spotlight on Sections

Section on Institutional Advancement

By Barbra Elenbaas

The Section on Institutional Advancement provides informational exchange and professional development among law school administrators and faculty involved in those areas of institutional advancement including alumni relations, communications, development, external affairs, government relations, and public relations.

2018 Co-Chair: Trent Anderson, Assistant Dean for Marketing and Communications, St. John's University School of Law

2018 Co-Chair: Jini Jasti, Associate Dean for Alumni Relations & External Affairs, University of Wisconsin Law School

2019 Chair: Darnell Hines, Senior Director of Alumni Engagement and Donor Relations, Northwestern University Pritzker School of Law

Tell me about the Section on Institutional Advancement, your members, and the work you all do.

Darnell Hines: We're comprised of communicators, people on alumni relations, fundraisers—including major gifts officers, annual giving officers, and professionals involved with stewardship. We have some deans, particularly new deans who need to professionalize their shops or need to understand the foundations of institutional advancement.

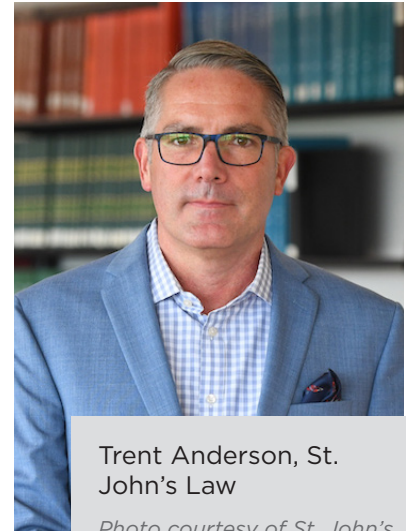
Trent Anderson: Most law schools have one person wearing multiple hats. There's a significant minority of people who work on things like JD recruitment or LLM programs as part of their responsibility, with the core things Darnell outlined being their primary responsibilities.

There's a difference between public and private [law schools], but there's also a difference between private-standalone schools and private schools affiliated with an undergraduate institution. The size of class also makes a difference. Yale, for example, private-affiliated but small and highly ranked, has a very different set of needs than St. John's. I'm affiliated with a large undergraduate institution, in a different tier in terms of competitiveness, with a different size of class, attracting different types of LLM students. There is a wide variety.

A great thing about this section is that it pulls together people from diverse situations and gives us all the opportunity to hear how people are doing things differently. People are tackling similar problems in very different ecosystems and environments. I'll often walk away with ideas that I'd like to try from an institution that looks nothing like ours.

DH: One of the things we are very conscious about [when planning for the Annual Meeting] is making sure that no matter your rank, the size of your institution, or your staff, you will be able to take something away from this conference.

I think the networking aspect is one of the more valuable pieces of this conference. You can easily find another shop or institution that is as exact [a match to you] as possible, and for the next two or three years, you can rely



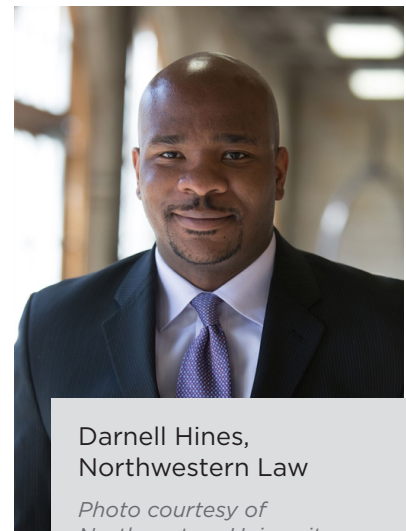
Trent Anderson, St. John's Law

Photo courtesy of St. John's University School of Law



Jini Jasti, University of Wisconsin Law

Photo courtesy of University of Wisconsin Law School



Darnell Hines, Northwestern Law

Photo courtesy of Northwestern University Pritzker School of Law

on each other. We're not reinventing wheels here. We're in this together, sharing what has made us successful because we want you to do the same thing.

What are your backgrounds?

Jini Jasti: I serve as the Associate Dean of External Affairs at the University of Wisconsin Law School. I went to UW Law School and then practiced law, but was recruited to come back to relaunch the alumni relations position. Now, I manage the external affairs department: alumni relations, annual fundraising, law school student events—everything from orientation to graduation, all alumni events, and communications including the website, social media, and press relations. I'm from a public school, with a very lean staff—I'm one of those people who wears lots of hats.

DH: My background is in donor relations and stewardship. I am now in charge of our alumni relations office at Northwestern Law.

TA: I have a JD/MBA from University of Southern California and worked in private industry for decades. My official title is marketing and communications. I treat it like the corporate world, and each of the internal stakeholders are clients. I do JD admissions, LLM admissions, fundraising, alumni relations, and student events. I work with career development. I'm a liaison to the university. I do web design—largely what Jini is doing, which is a model that many law schools are finding more efficient.

The whole theme of our program this year was that stewardship is everyone's job. The law schools that have been the most successful are cross-departmental, cross-functional, intra-university, and achieving a shared goal.

How can law school faculty be involved in advancement?

JJ: Institutional fundraising often involves faculty—especially faculty members who run centers or programs and can act as the face of that program. Student stories can illustrate a program's immediate impact, but it's nice to highlight a faculty member because they are long-lasting. An important part of successful fundraising is fostering trust in the institution's leadership, whether that's the dean and how they're managing the school or, if you're dealing with donors who are investing to initiate a program, the people who run them. They need to believe in the people, and that's often the faculty member.

Whenever it makes sense, we bring faculty to meet with donors. The donors like hearing about faculty passion, their research, their interests, and where they want to take a project. That's very helpful.

TA: For us, faculty are clients. If someone has been published and wants the world to know about it, we'll do faculty scholarship updates, or help them organize a faculty workshop series. We'll work with the alumni relations office to identify the proper subset of alumni to invite them to an event. We have a lot of cross-collaboration with faculty to help support whatever their individual agendas are.

Do faculty realize they will be doing these activities when they step into some of these leadership roles?

JJ: I think younger faculty hired now do, and senior faculty grow to understand that our alumni come to these events to be reengaged with the school.

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 Institutional Advancement to discuss section activities at the AALS Annual Meeting and beyond.

I think the smoke and mirrors around development makes people nervous. The idea that if you're not afraid to ask for money, it means you're good at asking money, as though there's a secret language or handshake that they have to learn. But advancement is just engaging with people. I think we need to do better as professionals to spread that word along. I encounter a lot of faculty who want to be prepped and don't need to be, because they are extremely lovely people. Just have a conversation; that's all that's required.

DH: A lot of faculty members, tenured and not, may not be prepared for front-facing roles but may understand the benefits of having them. The more they are out there, the more access donors and alumni have to their scholarship and the work that they are doing. The more access, the greater the potential for private funding.

What can faculty members do to help their advancement colleagues? Should everyone take media training?

JJ: Oh yes. Everyone should take media training.

TA: Consistent communication, as well. I'm occasionally (not often) blindsided by a faculty member who's out doing something either wonderful or controversial. Just let me know in advance! We won't stop you or tell you what to do. We'll respect your academic freedom. But we can help support you.

Our goals are to forward the institution. If faculty let us know what they're doing, we can help manage the situation, not the faculty, for the institution. Faculty are radically different. Some are great with engaging and communicating, and some want to do their own thing.

DH: The strength of our law schools lies in the faculty. Deans come and go. Alumni have a very sentimental connection with a lot of [faculty members]. I think faculty can do a lot, particularly with alumni with whom they have a very close connection and long-standing relationship. To continue to engage them around their practical expertise and bring that into the classroom is something we've tried to do at Northwestern for a while, and our faculty were receptive to that.

TA: Very few law schools these days operate solely on tuition. At least a significant minority of the annual expense is from a school's endowment income and annual giving. The survival of the law school depends on development professionals.

JJ: I'm coming from a state that has decreased support for [higher education] and, as a result, we've suffered some budget cuts. I think our faculty are really engaged, intellectual members of our community. They keep coming up with innovative ideas, and they know the best way to make them happen is from outside forces like foundations or alumni. I have seen a

shift in our faculty being much more aware and understanding of the work that our development office and dean do. Instead of being behind closed doors where only certain people are in the room, [budgeting has] been more of a building-wide or even institution-wide conversation.

We're in this together, sharing what has made us successful because we want you to do the same thing.

– Darnell Hines

TA: I think that's true at many law schools. Faculty are much more aware of the mechanics, the organizational structure, and the business of how a law school runs. My impression is that faculty are much more positively involved in understanding the machinations of the academy.

JJ: Related to why faculty should get involved in advancement: if anyone has administrative aspirations to become a dean, a provost, or even president of a university or college, they must have advancement in their wheelhouse. This is a very safe space for them to do it.

How has institutional advancement changed in recent years, and what are some more modern ways of thinking about advancement in addition to traditional big donors?

TA: More intrabuilding cooperation and connecting students, faculty, and alumni. Use of data in all aspects of what we're doing.

JJ: Ten years ago, social media was used completely differently than it is now. That affects institutions and faculty because they're involved in high-level research and dialogue.

TA: The social tool for law faculty now is Twitter. If you don't have a Twitter account, you're not communicating with your peers or with the press.

DH: The way in which we tell the story of the work happening at our institutions is also different now, not just the vehicles through which we share the information. I think we have shifted toward more emotion and sentiment. When I started out, I was always taught that lawyers don't like sentiment. Just the facts. And yet, the way in which we tell the stories—it's pulling on the heartstrings and being social justice-oriented. It's not being afraid to be emotional about the work. I see a sea change in communicating.

Another aspect is that law schools are more competitive. We in advancement are very much entwined with the admissions process. Our goal is to raise enough money to attract the kind of students that we want at our institution. We're fighting over the same students that our peers are fighting over, so we tell stories about why they should attend Northwestern instead of Yale or Harvard. We utilize the profile of our faculty to do that. We have to draw sharp contrasts with other institutions to attract our prospective students.

You finished your annual day-and-a-half program just moments ago. How was it? What was the most interesting part for you personally?

TA: I received very positive feedback on the sessions and the practicality of the information that people walked away with. The last session on data included specific steps that

people could take regardless of their infrastructure. Many schools have nowhere near the resources or access to data that the presenter did, yet she was able to present it in a variety of contexts so that everyone could leave with something to address their highest priority need. I think that is representative of many of our sessions.

We also heard a lot of kudos for our first plenary session speaker, Anthony Graves, who was incredibly powerful. We got very lucky this year. I think for any section, starting off with something powerful, positive, and emotional that people can relate to sets the tone for the entire program.

JJ: The diversity of the panelists and the institutions they represent was particularly strong this year. [Striking a balance] is tough because our institutions are diverse. It's difficult to craft a program that's attractive and meaningful for all our audiences. I am proud of us, because our panelists represented big schools, small schools, and standalone. People are more likely to attend and like the content if the person in front of them is either inspirational or from people in similarly-situated institutions.

DH: I do think attendees want concrete takeaways, but I don't think that, as professionals, we should only be doing that. We also need to facilitate interpretive judgment, to lay foundations for the strategy and professionalization of what we do. For those conversations, as an attendee, you have to extrapolate to see what you can take and apply to your institution. My particular point of view is to have a mix of those things, because if every session is "do exactly x, y, and z," then that sort of fails in what we're trying to do, which is professional development.

TA: Another part of that professional development is networking. That's why I got involved in this. I've called



An Institutional Advancement session on stewardship. Shari Baurle Green (University of San Diego Law), Janey Piersall (University of Iowa Law), and Christine Wilczynski-Vogel (Marquette University Law).

half a dozen people over the past year because I had a particular issue or problem, or idea or something to bounce off from, and I wouldn't have known any of them [if not for our section].

How does your section manage such a large program each year?

TA: We have a two-year cycle and are typically led by co-chairs, followed by co-chair-elects and a committee.

We have a large planning session in February at AALS headquarters in Washington, DC, with the chairs and people they've recruited in different areas—typically a person on alumni relations, one on development work, possibly a major gifts or communications person. We spend the meeting brainstorming with support from AALS, going through what worked and what didn't in previous years, themes or ideas we've heard, survey results, and so on, and we feed all of that into creating an agenda.

At the end of that one day, we emerge with a prototype of an overall theme, topics for plenary and breakout sessions, and assigned responsibilities for each of the people in the room. Inevitably, some people drop out of the planning committee or can't make it to the meeting as a speaker, and we have to make other plans.

Then, when the conference actually happens, we switch over to the next group and start the process over. Many people tend to stay actively involved for about two years or more.

DH: I have some idea of people I'd like to work with this year, but [committee members are not lined up in advance]. I've observed that the committee perhaps needs to be a bit bigger. Not necessarily the core committee, but we could expand it out to share responsibilities. AALS deadlines often run up against busy times in our academic year. The committee is trying to recruit panelists who are in the thick of things just like us and often can't commit. That piece is a little challenging.

The other piece is helping to bring in new blood so that we have new ideas and different way of doing things. I think this year's program was particularly good because we had all been on previous iterations of a conference committee. We had collective wisdom and experience. But new blood matters, too.

This is where we may be different from other sections: we're more about simply putting on a great conference. Our energy is focused there.

How do your section members interact and collaborate throughout the year?

DH: There are other conferences. We have a cohort of [the so-called] T14 schools. There are cohorts for alumni relations, annual giving, student services, admissions, and so on outside of AALS. The Big Ten group has a similar thing. These other cohorts meet throughout the year outside of AALS.

TA: There are regional cohorts as well. Like the New York law schools, for example. Some are formal, and some are less formal. But there are always opportunities to meet.

DH: There are also larger events like CASE (Council for Advancement and Support of Education), which is national.

What are your goals for the section in the future?

DH: I want to continue to do exactly what we did this year: create a day-and-a-half where people have an opportunity both for professional development and for more practical development in terms of what they do on a day-to-day basis at work, and to provide a number of networking opportunities.

I would also like to professionalize and better organize our section to have more of a pipeline of committee members and co-chairs. This is what we do at our shops. We're building panels, we're putting on events, we're doing alumni events around the country.

TA: We all deal with crisis. Nothing throws us. No panelist for a session? Didn't make their flight? We'll work it out. This is our wheelhouse.

DH: This is what we do. If our section members are thinking, "I only have a certain amount of money in my budget this year. Do I go to CASE? Do I go to AALS? Do I go to the T14 cohort?" then we want them to come here. This is the destination for the best conference that you can avail yourself of in a year. This year, I want to build a conference that makes people say, "There are so many other opportunities, but the content looks good, the program looks good, the faculty look great, and I'm going to AALS."



AALS Seeks Associate Director

AALS is seeking a tenured member of the faculty at an AALS member school to serve as Associate Director, beginning in the summer of 2019 when Professor Sean Scott finishes her term. She leaves the Association in a much stronger position thanks to her hard work, good judgment, and vision.

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

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

Depending on an individual's circumstances, the position is either for one year or two, although it could be shorter (fall semester full time in Washington, D.C., and the spring semester part time).

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

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

2019 Section Chairs and Chairs-Elect

Academic Sections

Administrative Law

Chair, Jack Michael Beermann, Boston University School of Law
Chair-Elect, Kent H. Barnett, University of Georgia School of Law

Admiralty and Maritime Law

Chair, Charles Norchi, University of Maine School of Law

Africa

Chair, Naomi R. Cahn, The George Washington University Law School
Chair-Elect, Joel H. Samuels, University of South Carolina School of Law

Agency, Partnership, LLC's and Unincorporated Associations

Chair, Kelli A. Williams, Florida State University College of Law
Chair-Elect, Sarah Haan, Washington and Lee University School of Law

Aging and the Law

Chair, Rebecca C. Morgan, Stetson University College of Law
Chair-Elect, Naomi R. Cahn, The George Washington University Law School

Agricultural and Food Law

Chair, Andrea Freeman, University of Hawaii, William S. Richardson School of Law

Chair-Elect, Laurie J. Beyranevand, Vermont Law School

Alternative Dispute Resolution

Chair, Peter R. Reilly, Texas A&M University School of Law

Animal Law

Chair, Courtney G. Lee, University of the Pacific, McGeorge School of Law
Chair-Elect, Ann L. Schiavone, Duquesne University School of Law

Antitrust and Economic Regulation

Chair, Aaron S. Edlin, University of California, Berkeley School of Law
Chair-Elect, Harry First, New York University School of Law

Art Law

Chair, Deborah Gerhardt, University of North Carolina School of Law
Chair-Elect, Christine Haight Farley, American University, Washington College of Law

Biolaw

Chair, Jordan Paradise, Loyola University Chicago School of Law
Chair-Elect, Nicholson Price, The University of Michigan Law School

Business Associations

Chair, Anne M. Tucker, Georgia State University College of Law
Chair-Elect, Andrew Tuch, Washington University in St. Louis School of Law

Children and the Law

Chair, Maryam Ahranjani, University of New Mexico School of Law
Chair-Elect, Julie McConnell, The University of Richmond School of Law

Civil Procedure

Chair, David W. Marcus, University of California, Los Angeles School of Law
Chair-Elect, Brooke D. Coleman, Seattle University School of Law

Civil Rights

Chair, Deborah N. Archer, New York University School of Law
Chair-Elect, Elizabeth M. Iglesias, University of Miami School of Law

Clinical Legal Education

Chair, Patience A. Crowder, University of Denver Sturm College of Law

Commercial and Consumer Law

Chair, Christopher K. Odinet, University of Oklahoma College of Law
Chair-Elect, Matthew A. Bruckner, Howard University School of Law

Comparative Law

Chair, Richard Albert, The University of Texas School of Law
Chair-Elect, Mark S. Kende, Drake University Law School

Conflict of Laws

Chair, Ralf C. Michaels, Duke University School of Law
Chair-Elect, John F. Coyle, University of North Carolina School of Law

Constitutional Law

Chair, Louis J. Virelli, III, Stetson University College of Law
Chair-Elect, Christopher C. Lund, Wayne State University Law School

Contracts

Chair, Sidney W. DeLong, Seattle University School of Law
Chair-Elect, Richard Brooks, New York University School of Law

Creditors' and Debtors' Rights

Chair, Pamela Foohey, Indiana University Maurer School of Law
Chair-Elect, Jared Elias, University of California, Hastings College of the Law

Criminal Justice

Chair, Eric J. Miller, Loyola Law School, Los Angeles
Chair-Elect, Jenny E. Carroll, Hugh F. Culverhouse Jr. School of Law at The University of Alabama

Defamation and Privacy

Chair, Agnieszka McPeak, Duquesne University School of Law

Disability Law

Chair, Jennifer B. Shinall, Vanderbilt University Law School
Chair-Elect, Katie Eyer, Rutgers Law School

East Asian Law & Society

Chair, Judith A. McMorro, Boston College Law School

Economic Globalization and Governance

Chair, Larry Cata Backer, The Pennsylvania State University – Penn State Law
Chair-Elect, Jeff Schwartz, University of Utah, S. J. Quinney College of Law

Education Law

Chair, Aaron Tang, University of California, Davis, School of Law
Chair-Elect, Maryam Ahranjani, University of New Mexico School of Law

Election Law

Chair, Atiba R. Ellis, Marquette University Law School
Chair-Elect, Eugene D. Mazo, Rutgers Law School

Empirical Study of Legal Education and the Legal Profession

Chair, Neil W. Hamilton, University of St. Thomas School of Law
Chair-Elect, Victor Quintanilla, Indiana University Maurer School of Law

Employee Benefits and Executive Compensation

Chair, Susan E. Cancelosi, Wayne State University Law School
Chair-Elect, Nicole Iannarone, Georgia State University College of Law

Employment Discrimination Law

Chair, Stephanie Bornstein, University of Florida Fredric G. Levin College of Law
Chair-Elect, Stacy L. Hawkins, Rutgers Law School

Environmental Law

Chair, Sharmila Murthy, Suffolk University Law School
Chair-Elect, Steve C. Gold, Rutgers Law School

European Law

Chair, Mathilde Cohen, University of Connecticut School of Law
Chair-Elect, Kristen Barnes, University of Akron School of Law

Evidence

Chair, Christine Chambers Goodman, Pepperdine University School of Law
Chair-Elect, Christian Brook Sundquist, Albany Law School

Family and Juvenile Law

Chair, Cynthia M. Godsoe, Brooklyn Law School
Co-Chair, Kim Pearson, Gonzaga University School of Law

Federal Courts

Chair, Gillian E. Metzger, Columbia Law School
Chair-Elect, Seth Davis, University of California, Berkeley School of Law

Financial Institutions and Consumer Financial Services

Chair, Andrew Tuch, Washington University in St. Louis School of Law
Chair-Elect, Rory Van Loo, Boston University School of Law

Immigration Law

Chair, Jill E. Family, Widener University Commonwealth Law School
Chair-Elect, Jennifer M. Chacon, University of California, Los Angeles School of Law

Indian Nations and Indigenous Peoples

Chair, Monte T. Mills, Alexander Blewett III School of Law at the University of Montana
Chair-Elect, Addie Rolnick, University of Nevada, Las Vegas, William S. Boyd School of Law

Insurance Law

Chair, Shauhin A. Talesh, University of California, Irvine School of Law
Chair-Elect, Max Helveston, DePaul University College of Law

Intellectual Property

Chair, Ann Bartow, University of New Hampshire School of Law
Chair-Elect, Saurabh Vishnubhakat, Texas A&M University School of Law

International Human Rights

Chair, Peter Halewood, Albany Law School
Chair-Elect, Brett G. Scharffs, Brigham Young University, J. Reuben Clark Law School

International Law

Chair, Thomas M. McDonnell, Pace University Elisabeth Haub School of Law
Chair-Elect, Mark E. Wojcik, The John Marshall Law School

Internet and Computer Law

Chair, Yvette Joy Liebesman, Saint Louis University School of Law
Chair-Elect, Bryan Choi, The Ohio State University, Michael E. Moritz College of Law

Islamic Law

Chair, Adnan A Zulfikar, Rutgers Law School
Chair-Elect, Haider Ala Hamoudi, University of Pittsburgh School of Law

Jewish Law

Chair, Michael Jay Broyde, Emory University School of Law

Jurisprudence

Chair, Mihailis Diamantis, University of Iowa College of Law
Chair-Elect, Nita Farahany, Duke University School of Law

Labor Relations and Employment Law

Chair, Michael Oswalt, Northern Illinois University College of Law
Chair-Elect, Charlotte Garden, Seattle University School of Law

Law and Anthropology

Chair, Mary D. Fan, University of Washington School of Law
Chair-Elect, Deepa Das Acevedo, Hugh F. Culverhouse Jr. School of Law at The University of Alabama

Law and Economics

Chair, Todd J. Zywicki, Antonin Scalia Law School at George Mason University
Chair-Elect, Sonja Starr, The University of Michigan Law School

2019 Section Chairs and Chairs-Elect

Law and Interpretation

Chair, Karen Petroski, Saint Louis University School of Law

Law and Mental Disability

Chair, Jennifer S. Bard, University of Cincinnati College of Law
Chair-Elect, Jennifer D. Oliva, West Virginia University College of Law

Law and Religion

Chair, Michael A. Helfand, Pepperdine University School of Law
Chair-Elect, Michael P. Moreland, Villanova University Charles Widger School of Law

Law and South Asian Studies

Chair, Vikramaditya S. Khanna, The University of Michigan Law School
Chair-Elect, Srividhya Ragavan, Texas A&M University School of Law

Law and Sports

Chair, William W. Berry, III, University of Mississippi School of Law
Chair-Elect, Mary M. Penrose, Texas A&M University School of Law

Law and the Humanities

Chair, Christine Alice Corcos, Louisiana State University, Paul M. Hebert Law Center
Chair-Elect, Judith Resnik, Yale Law School

Law and the Social Sciences

Chair, Meera Deo, Law School Survey of Student Engagement
Chair-Elect, Dalié Jiménez, University of California, Irvine School of Law

Law Libraries and Legal Information

Chair, Janet Sinder, Brooklyn Law School
Chair-Elect, Roger Skalbeck, The University of Richmond School of Law

Law, Medicine and Health Care

Chair, Roy G. Spece, Jr., The University of Arizona James E. Rogers College of Law
Chair-Elect, Ruqaiyah A. Yearby, Saint Louis University School of Law

Leadership

Chair, Leah Witcher Teague, Baylor University School of Law
Chair-Elect, Douglas A. Blaze, University of Tennessee College of Law

Legal History

Chair, Evan C. Zoldan, University of Toledo College of Law
Chair-Elect, Ariela J. Gross, University of Southern California Gould School of Law

Legal Writing, Reasoning, & Research

Chair, Wendy-Adele Humphrey, Texas Tech University School of Law
Chair-Elect, Mary E. Adkins, University of Florida Fredric G. Levin College of Law

Legislation & Law of the Political Process

Chair, Maggie McKinley, University of Pennsylvania Law School
Chair-Elect, Ryan D. Doerfler, University of Pennsylvania Law School

Litigation

Chair, Andrew Bradt, University of California, Berkeley School of Law
Chair-Elect, Byron G. Stier, Southwestern Law School

Mass Communication Law

Chair, Lili Levi, University of Miami School of Law
Chair-Elect, Sonja R. West, University of Georgia School of Law

National Security Law

Chair, Dakota Rudesill, The Ohio State University, Michael E. Moritz College of Law

Natural Resources and Energy Law

Chair, Heidi Gorovitz Robertson, Cleveland-Marshall College of Law at Cleveland State University
Chair-Elect, Keith W. Rizzardi, St. Thomas University School of Law

Nonprofit and Philanthropy Law

Chair, Melanie B. Leslie, Benjamin N. Cardozo School of Law
Chair-Elect, Philip T. Hackney, University of Pittsburgh School of Law

North American Cooperation

Chair, Cara Cunningham-Warren, University of Detroit Mercy School of Law
Chair-Elect, Kim Nayyer, University of Victoria Faculty of Law

Poverty Law

Chair, Sacha M. Coupet, Loyola University Chicago School of Law
Chair-Elect, Yael Cannon, Georgetown University Law Center

Professional Responsibility

Chair, Benjamin P. Cooper, University of Mississippi School of Law
Chair-Elect, Renee Newman Knake, University of Houston Law Center

Property Law

Chair, Stephen Clowney, University of Arkansas, Fayetteville, Robert A. Leflar Law Center

Chair-Elect, Rashmi Dyal-Chand, Northeastern University School of Law

Real Estate Transactions

Chair, Donald J. Kochan, Chapman University Dale E. Fowler School of Law
Chair-Elect, Andrea J. Boyack, Washburn University School of Law

Remedies

Chair, Alexandra D. Lahav, University of Connecticut School of Law
Chair-Elect, Caprice Roberts, University of Florida Fredric G. Levin College of Law

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Chair, Brian Galle, Georgetown University Law Center
Chair-Elect, Richard Albert, The University of Texas School of Law

Securities Regulation

Chair, Eric C. Chaffee, University of Toledo College of Law

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Chair, Jeffrey A. Dodge, University of Idaho College of Law
Chair-Elect, Jack B. Harrison, Northern Kentucky University, Salmon P. Chase College of Law

Socio-Economics

Chair, Michael H. Schwartz, University of the Pacific, McGeorge School of Law
Chair-Elect, George B. Shepherd, Emory University School of Law

State and Local Government Law

Chair, Kenneth Stahl, Chapman University Dale E. Fowler School of Law
Chair-Elect, Sarah Schindler, University of Maine School of Law

Taxation

Chair, Heather M. Field, University of California, Hastings College of the Law
Chair-Elect, Erin Scharff, Arizona State University Sandra Day O'Connor College of Law

Teaching Methods

Chair, Walter Edward Afield, Georgia State University College of Law
Chair-Elect, Kimberly Y.W. Holst, Arizona State University Sandra Day O'Connor College of Law

Technology, Law and Legal Education

Chair, Laura Norris, Santa Clara University School of Law
Chair-Elect, Emily Janoski-Haehlen, University of Akron School of Law

Torts and Compensation Systems

Chair, Adam F. Scales, Rutgers Law School
Chair-Elect, Scott Hershovitz, The University of Michigan Law School

Transactional Law and Skills

Chair, Virginia Harper Ho, University of Kansas School of Law
Chair-Elect, Matt Jennejohn, Brigham Young University, J. Reuben Clark Law School

Trusts and Estates

Chair, Daniel B. Kelly, Notre Dame Law School
Chair-Elect, Terri Lynn Helge, Texas A&M University School of Law

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Chair-Elect, Jamie A. Kleppetsch, DePaul University College of Law

Associate Deans for Academic Affairs and Research

Chair, Geoffrey C. Rapp, University of Toledo College of Law
Chair-Elect, Mary Garvey Algero, Loyola University New Orleans College of Law

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Chair, Debra Austin, University of Denver Sturm College of Law
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Chair, Jill Castleman, Georgetown University Law Center
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Chair-Elect, Alicia Ouellette, Albany Law School

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Lawyers

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Chair-Elect, Lawrence M. Solan, Brooklyn Law School

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Chair-Elect, Kristine Jackson, University of Colorado Law School

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Chair, Stephen Rispoli, Baylor University School of Law
Chair-Elect, Sande Buhai, Loyola Law School, Los Angeles

Student Services

Chair, Janet E. Stearns, University of Miami School of Law
Chair-Elect, J. Trent Kennedy, Georgetown University Law Center

Affinity Sections

Minority Groups

Chair, Mariela Olivares, Howard University School of Law
Chair-Elect, Christian Brook Sundquist, Albany Law School

New Law Professors

Chair, Mary Leto Pareja, University of New Mexico School of Law
Chair-Elect, Maybell Romero, Northern Illinois University College of Law

Women in Legal Education

Chair, Rona K. Kitchen, Duquesne University School of Law
Chair-Elect, Tamara F. Lawson, St. Thomas University School of Law

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 Darby Dickerson will soon begin to choose her committee appointments for 2020, 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 2020; some will be three-year terms and others will be one-year. We invite recommendations for members of any of the committees with openings, which are listed at www.aals.org/about/committees.

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

Recommendations should be sent to Judith Areen, AALS Executive Director, at 2020committees@aals.org by May 31, 2019.

Nominations Sought for AALS President-Elect, Executive Committee Positions

The Nominating Committee for 2020 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 2020 Annual Meeting in Washington, DC.

Please send suggestions for persons to be considered, along with supporting comments, to AALS Executive Director Judy Areen at 2020ECNominations@aals.org by May 31, 2019. You may also mail recommendations to AALS, 1614 20th Street, NW, Washington, DC 20009.

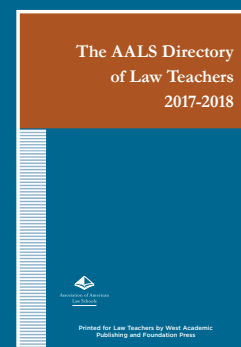
AALS President Vicki Jackson has appointed the following individuals to the Nominating Committee for 2020 Officers and Members of the Executive Committee:

- ANNETTE E. CLARK, Seattle University School of Law
- GARRY W. JENKINS, University of Minnesota Law School
- PAUL MARCUS, William & Mary Law School, chair
- TREVOR W. MORRISON, New York University School of Law
- LAUREN K. ROBEL, Indiana University

UPDATE YOUR BIO NOW FOR THE *DIRECTORY OF LAW TEACHERS*

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

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



Latest *Journal of Legal Education* Issue Focuses on International and Comparative Law

Issue 67-4 of the *Journal of Legal Education* responds to the relationship between American legal education and globalization and internationalism, through an examination of international and comparative law.

The issue includes the following articles:

- “Globalizing the Law Curriculum for Twenty-First-Century Lawyering,” by Rosa Kim
- “Preparing Students for Global Practice: Developing Competencies and Providing Guidance,” by Theresa Kaiser-Jarvis
- “The Law Library of Congress: A Global Resource for Legal Education,” by Andrew Winston, Peter Roudik, Barbara Bavis, and Donna Sokol
- “Comparative Research in Contemporary African Legal Studies,” by Charles Manga Fombad
- “A Profile of Russian Law Students: A Comparison of Full-Time Versus Correspondence Students,” by Kathryn Hendley
- “J.D.s and Jobs: The Case for an ABA Accreditation Standard on Employment Outcomes,” by Scott F. Norberg

The book review included in this issue is “*The Global Evolution of Clinical Legal Education: More Than a Method*” by Richard J. Wilson,” by Richard A. Boswell.

American Academy of Arts & Sciences Journal, *Dædalus*, Dedicates Issue to Access to Justice

“Access to Justice,” the Winter 2019 issue of *Dædalus*, the Journal of the American Academy of Arts and Sciences, is a multidisciplinary examination of this crisis, from the challenges of providing quality legal assistance to more people, to the social and economic costs of an often unresponsive legal system, to the opportunities for improvement offered by new technologies, professional innovations, and fresh ways of thinking.

Guest editors Lincoln Caplan (Yale Law School), Lance Liebman (Columbia Law School), and Rebecca L. Sandefur (University of Illinois at Urbana-Champaign) have assembled a diverse group of authors including scholars, lawyers, judges, and business and nonprofit leaders, to discuss efforts needed to address the fundamental problems of restricted and unequal access to justice.

This issue is available for free access at <https://www.amacad.org/daedalus/access-to-justice>.



Submit a Program Proposal for the 2020 AALS Annual Meeting

Want to be a speaker at the AALS Annual Meeting? The Arc of Career and Program Committees have requested program proposals for Arc of Career professional development sessions and a variety of session types categorized under “open source” programs. These proposals are your opportunity to participate in the Annual Meeting without sponsorship from an AALS Section.

The theme for the 2020 Annual Meeting, selected by AALS President Vicki Jackson, is “Pillars of Democracy: Law, Representation, and Knowledge.” Program organizers are encouraged to consider the theme in framing their proposals, but it is not a requirement for submission or selection.

Please note that programs must be proposed by full-time faculty members or administrators at AALS Member or Fee-Paid law schools. International faculty, visiting faculty (who do not retain a permanent affiliation at another law school), graduate students, and non-law school faculty are not eligible to submit proposals but may serve as presenters.

Visit <http://am.aals.org/proposals> to learn more about specific guidelines for each type of program, as well as examples of successful past proposals. All proposals should be submitted using the website’s online form.

- **Arc of Career** programs address a broad range of matters related to the professional development, moving beyond presentations on substantive legal topics to include all aspects of the professional careers of law faculty and administrations. Proposals are due **April 12, 2019**.
- **Open Source** programs are traditional scholarly programs other than those sponsored by one of the AALS Sections. Proposals are due **April 12, 2019**.
- **Discussion Groups** provide a setting for discussions among a small group of invited participants. Proposals are due **April 12, 2019**.
- **Symposia** are extended sessions (half a day or longer) that focus on in-depth scholarly exploration of a topic of academic interest. Proposals are due **May 10, 2019**.
- **Hot Topic** programs focus on topics that emerged too late in the year to be included in other types of programs. Proposals are due **October 18, 2019**.

Program organizers should take the AALS core value of diversity (including diversity of gender, race, and years of experience) into account when developing their proposal and speakers list. Organizers are encouraged to include both senior and junior faculty and participants who provide viewpoint diversity appropriate to the program, as well as representation from different law schools.



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

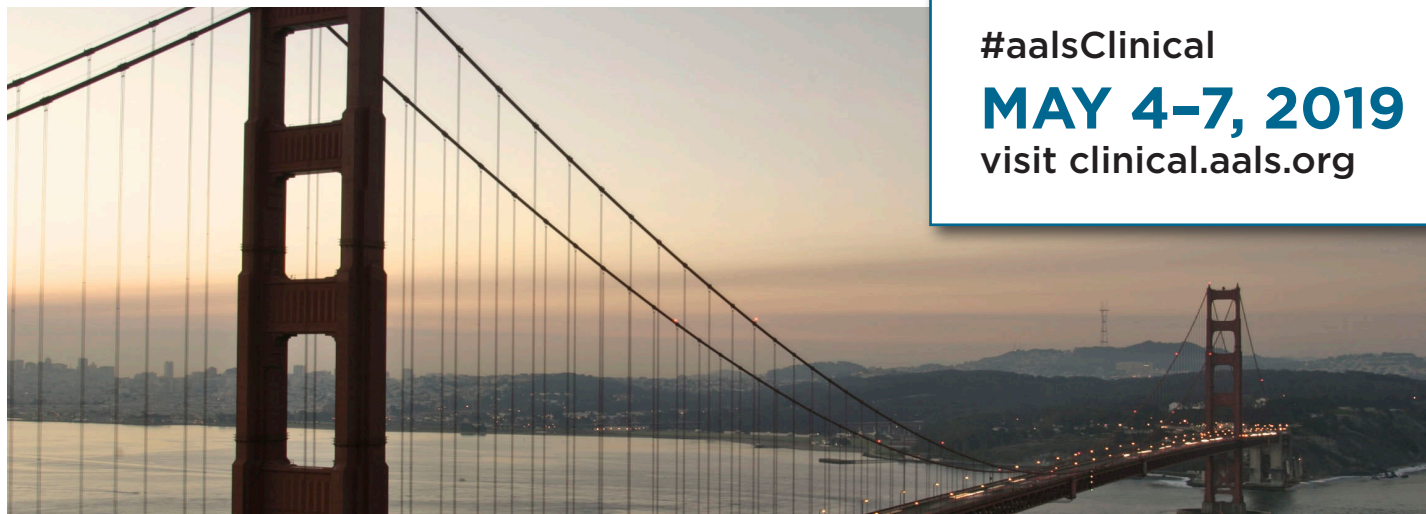
Thurs., Oct. 3 – Sat., Oct. 5, 2019, Washington, DC

Workshop for New Law School Teachers

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

Conference on Clinical Legal Education

Fri., May 3 – Tues., May 7, 2019, San Francisco, CA



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MAY 4-7, 2019
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