



Chapman and Roger Williams Join AALS

On January 4, 2006 the AALS House of Representatives unanimously voted to admit Chapman University School of Law and the Roger Williams University Ralph R. Papitto School of Law into membership of the Association.

The Executive Committee found both schools had fulfilled and were capable in the future of fulfilling the obligations of membership in the Association as stated in the Bylaws and Executive Committee Regulations. The Committee therefore recommended that they be admitted to membership.

The Chapman University School of Law is the descendant of Hesperian College, an institution that began operation in 1861; in 1934 it was renamed Chapman College. Chapman College moved to Orange County, California, in 1954 and became Chapman University in 1991. The School of Law admitted its first class in

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Expanding Knowledge and Serving Our Communities: Academic, Civil and International

(Editor's Note: The following is the Presidential Address of Judith Areen before the House of Representatives at the 2006 Annual Meeting in January.)



Sam Kitzner

*Professor Judith C. Areen, Georgetown University
2006 AALS President*

Members of the House of Representatives, colleagues, friends and family: it is a great privilege to serve as President of the AALS, which for more than a century has worked to improve the legal profession through legal education.

Leadership of the Association is very much a shared enterprise, and I am fortunate to have the guidance of a superb Executive Committee and AALS staff. I extend my deepest thanks to each of you, particularly to Carl Monk, Elizabeth Patterson and Jane La Barbera.

I also want to thank the four Association presidents I have been honored to serve under for your leadership and friendship – Deborah Rhode, Greg Williams, Elliott Milstein and

Bill Hines – and to extend a warm welcome to the incoming members of the Executive Committee: Reese Hansen, Robert Post and Nancy Rogers.

This is an Association that depends on the dedicated service of many volunteers. To all of our committee members, chairs, section leaders, speakers and the members of this House, I extend my personal thanks for your many contributions. The Association would not function without your good service.

For three years now, presidents of the AALS have focused on our scholarly mission. Mark Tushnet began the new emphasis in 2003 when he highlighted the role of the AALS as the learned society of the legal profession. In 2004, Gerald Torres celebrated engaged scholarship and the unique opportunity we have as legal scholars to engage the humanities generally as well as the social and natural sciences in the study of law, legal institutions and their role in creating and understanding the world we live in. For this past year, Bill Hines has encouraged empirical research, by reminding us that it is essential to inquire whether the law is based on correct assumptions about how the world works and people behave.

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Expanding Knowledge and Serving Our Communities

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For 2006, I want to continue this important turn in the focus of the Association by emphasizing two themes—expansion of knowledge and serving our communities. First, expansion of knowledge. The phrase is meant to highlight the need for innovative scholarship that sets forth new ways of understanding legal issues, or develops new solutions to important problems. The call to expand knowledge is also intended to support faculty whose universities or legislatures do not value scholarship sufficiently. The problem may be more widespread than is generally recognized. Only last month, the Department of Education reported that faculty at doctoral-granting institutions in the United States spend on average just over one quarter of their working time on research. Faculty at other colleges and universities spend even less time—roughly 15%—on research.¹

Because scholarship is generally such an individual activity, it is not obvious how the AALS can best support you in expanding knowledge. One thing we can and should do is improve the quality of the sessions at the Annual Meeting by encouraging more substantive presentations. With this in mind, the Executive Committee in November adopted a new policy of giving priority in scheduling to sections that select speakers for their program at the Annual Meeting using peer review of their abstracts or papers. The goal of the change is to make the Meeting a more effective showcase for innovative research.

To the same end, I am pleased to announce that for the first time open slots will be made available at the 2007 Annual Meeting to interested groups of faculty who propose innovative programs. The goal is to encourage a more “bottoms up” process in which scholars collaborate to develop fresh ideas for a program at the Annual Meeting. I invite the members of our various subject matter discussion groups to take advantage of this new opportunity.

Some sections already have been using the Annual Meeting not only to present a program, but as a way to link promising junior scholars—identified through some sort of peer review process of their scholarship—to senior people in the field who are at other schools. I urge you to consider adoption of similar programs by the sections of which you are a member.

To further strengthen our support of research, the Executive Committee this year divided the former AALS Standing Committee on Curriculum and Research into two separate committees, in recognition of the importance of both functions. The new Committee on Curriculum is working to identify innovative reform efforts underway at member schools, and to provide information about them to all members of the Association. The new Committee on Research is focusing on ways to encourage more and stronger scholarship on legal education and on the profession. Again, suggestions for topics on which you think more

research is needed would be appreciated by the Committee.

But today I want to discuss more than our work as scholars. This past year, a year in which Hurricane Katrina decimated two law schools as part of the much larger devastation in the Gulf Coast, brought home as never before that a learned society cannot be an ivory tower. It is for this reason that I selected two related themes for 2006: expanding knowledge and serving our communities.

I was never more proud of the work of the Association and our member schools than in the post-Katrina period when, within three days, a web site hosted by the AALS was up and providing information to law students in the affected areas about schools they might visit for the fall, thanks in large part to extraordinary work by the AALS staff, under the leadership of Deputy Director Elizabeth Hayes Patterson.

In September alone, there were more than 38,000 hits on the web site. More than 162 member schools agreed to open places for law students displaced by the Hurricane to visit. All told, more than 987 students were placed at 136 different law schools this past semester.

I also want to extend our appreciation to both the ABA Section on Legal Education and the Law School Admission Council for all they did in support of this effort and of the affected schools.

Special appreciation goes to two schools that did even more. The University of Houston Law Center hosted the Loyola University New

Orleans School of Law for the entire fall semester, permitting them to run a parallel program using their facilities on Fridays, Saturdays, and Sundays. This was particularly important for the 1Ls who were not generally able to visit other law schools. Houston faculty and students also hosted students and faculty from Loyola in their own homes and apartments.

Second, the Hebert Law Center of Louisiana State University enrolled an extraordinary 168 2Ls and 3Ls from Tulane and Loyola as visiting students for the fall semester on a tuition free basis.

As admirable as these efforts were, I hope that we will draw inspiration from them to do even more, and on a regular basis. Service is too important to be reserved for times when there is a natural disaster. It is for this reason the Bylaws provide that the Association values, and expects its member schools to value, a faculty that not only is involved in the creation and dissemination of knowledge, but one that is "devoted to fostering justice and public service in the legal community."²

It has been eight years since former-President Deborah Rhode focused the AALS on pro bono and public service, and six since former-President Elliott Milstein focused on equal justice. The members of the Commission on Pro Bono and Public Service Opportunities in Law Schools appointed by President Rhode issued a major report and took steps to establish a new AALS Section on Pro Bono and Public Service Opportunities. The Equal Justice

Project established by President Milstein held 19 colloquia at law schools across the nation to increase the involvement of law schools and law professors in improving the quality and quantity of legal services available to underserved people and groups.

I am pleased to report on more of the fruits of the work they launched. First, the AALS Section on Pro Bono and Public Service Opportunities is not merely established; it is flourishing. It

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serves now as an important gathering point for faculty and administrators committed to expanding pro bono work in law schools.

The Pro Bono Commission in its report Learning to Serve recommended that AALS member schools work with other organizations to encourage service by their students and graduates and featured the Public Service Law Network Worldwide (PSLawNet), the National Association for Law Placement (NALP), the National Association for Public Interest Law and the ABA Standing Committee on Pro Bono and

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Expanding Knowledge and Serving Our Communities

Public Service. I join their recommendation, but want to take a moment to update you on some of the work of these organizations.

PSLawNet has become a part of NALP. Together, they now link 160 law schools (up from 120 when the Commission reported) and more than 12,000 law-related public service organizations to foster law student pro bono and community service.

Equal Justice Works (EJW), formerly the National Association for Public Interest Law, annually provides two-year fellowships to 50 recent law school graduates to work for traditionally underserved populations and causes, so that each year 100 fellows are in the field. This past year, EJW also established a Disaster Relief Program that will send up to nine experienced public interest lawyers to the Gulf Coast for two years, to work in the areas hardest hit by hurricanes Katrina and Rita.

The ABA has also acted. This past year it amended its standards for accreditation to provide for the first time that "A law school shall offer substantial opportunities for student participation in pro bono activities."³

The Pro Bono Commission in its Report devoted a section to the need to encourage pro bono work by faculty as well as by students. It celebrated the fact that in the 1930s it was Howard Law School faculty and students, including Thurgood Marshall, who helped to launch the civil rights movement.⁴ Although some law faculty content themselves with the thought that law teaching is

a form of public service, more is expected. I also think this is a subject best taught by example. I therefore join the members of the Pro Bono Commission in recommending that AALS member schools each adopt a policy designed to encourage faculty pro bono work. To highlight this effort, I will ask the Section this year to collect and distribute model policies to all member schools.

In too many schools, more students enter with an interest in service than will follow through on graduation. We need to examine whether there is something in the current structure of legal education that is sapping their idealism.

We also need to do a better job of encouraging service by our students. In too many schools, more students enter with an interest in service than will follow through on graduation. We need to examine whether there is something in the current structure of legal education that is sapping their idealism. Support for the importance of pro bono work should be a more prominent part of what we teach. Esther Lardent leads the Pro Bono Institute, which has recruited scores of major law firms to join the pro bono challenge by committing to contribute annually to pro bono work at least three percent of the firm's total billable hours, or 60 hours per attorney. She recommends that faculty can expand

knowledge of the importance of pro bono activities in the classroom by pointing out to students when a case being studied was handled on a pro bono basis. Schools also need to do more to offset the burden of high loan debt that limits the career choices of many of our graduates.

There are, fortunately, innovative examples of law school support for pro bono activities that need to be studied and replicated. To mention only a few: the Law School Consortium Project has expanded from four to 16 members schools. Each has a network to provide resources and assistance to solo and small-firm lawyers who serve low and moderate-income individuals and communities. The Access to Justice Institute at the University of Seattle, the Minnesota Justice Foundation, and the Center for Social Justice and Public Service at Santa Clara are also inspiring more students to work on behalf of the poor.

In deciding where to volunteer our time and energy, it is important to remember that legal academics are members of many communities. For this year, I have singled out three for special mention:

Serving the Academic Community.

Frank Rhodes, the distinguished former president of Cornell University, has explained the importance of community in a university in this way:

Universities came into existence as communities designed to counteract the isolation of the solitary scholar. They

reflected the conviction that growth of knowledge was only in part the result of individual insight and of personal discovery. Its testing, its refinement, its implications, and its applicability were largely the result of communal challenge, debate, and disputation. ... It would be both naïve and unproductive to pine for a vanished, homogeneous community that can never return. But a new community, based on engagement, openness, and candor, can emerge without sacrificing any of the strengths the university now enjoys and without encouraging a superficial uniformity that has been outgrown.⁵

One very important service we can provide is to find ways to strengthen the academic community at our own schools and universities. This work should include redoubling our efforts to encourage diversity in our community, both diversity of viewpoint and inclusion of traditionally underrepresented minorities. Unfortunately, although many schools claim to want a diverse faculty—too often their efforts end once an offered appointment has been accepted. I commend to you the Report of this year's Committee on the Recruitment and Retention of Minority Law Teachers, which is available on the AALS web site. Among other things, the Report underscores the need for more effective mentoring of minority faculty, and a reduc-

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tion of actions that contribute to a racially hostile environment.

During the past year there has also been an increased discussion of the ways in which the tenure system is hard on women, especially if they have children. We need to work with our schools and universities to improve the internal climate for all faculty.

We need diverse student bodies as well. In addition to race and gender, we need to pay attention to socioeconomic status. American has long prided itself on being a place where talent and hard work can overcome barriers to success, and education has been a key engine of that social mobility. Recent studies show, however, that our educational system is significantly stratified by class.⁶ Although we do not have enough data on legal education, the information obtained to date by the After the J.D. study confirms that there is a problem. For example, although in the general population about eight percent of men have some postgraduate work or a graduate or professional degree, 44 percent of the fathers of new lawyers entering the bar in 2000 did.

We also need to work on the relationship between faculty and administrators. Although adminis-

trators often perform such crucial functions as admissions, student counseling, and fundraising, they are nonetheless treated as second class citizens by some faculty members. In other schools, administrators view faculty as problems to be managed rather than colleagues in providing the best possible education to students.

I also encourage you to find ways to be good citizens not only in your own law schools and universities, but in the legal academy generally. The AALS needs you to serve as committee members and chairs, section leaders, speakers and in this House.

Serving the Civil Community

We share an obligation with all citizens to work to improve our civil community, whether at the local, state or national level. But we have an additional obligation to pursue justice, as explained in the AALS Statement of Good Practices:

The fact that a law professor's income does not depend on serving the interests of private clients permits a law professor to take positions on issues as to which practicing lawyers may be more inhibited. With that freedom from economic pressure goes an enhanced obligation to pursue individual and social justice.⁷

Winston Churchill characteristically put it more bluntly: We make a living by what we get, we make a life by what we give.

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One of the best changes in the legal academy in my lifetime has

...the quality of legal education in any society is improved when students learn about other cultures and legal systems...

been the growth of clinical legal education. Clinics offer an ideal way to link theory and practice for our students while contributing much needed legal services to our communities. Today, most law schools have come to appreciate the great value in enabling law students to work with actual clients on real legal problems.

One risk produced by the very success of clinical legal education, however, is that faculty are sometimes tempted to let clinical colleagues bear the entire burden of pursuing justice. But service is an obligation we all bear.

I was delighted to see that the Section on New Law Professors selected for its program this morning "Getting Involved: The Law Professor and Service to the Community and the Professions."

The AALS Statement of Good Practices by Law Professors provides a good initial list of the variety of activities that can be undertaken to meet this obligation, including direct client contact, participating in the legal work of public inter-

est organizations, lecturing in continuing education programs, educating public school pupils or other groups about the legal system, advising local, state and national government officials on legal issues, engaging in legislative drafting, and other law reform activities.

I encourage you to use this year to develop better ways of expanding the service work provided by all law faculty.

Serving the International Community

One of the most significant trends in the law and legal education in recent decades has been the dramatic growth in transnational law. Indeed President Hines, in his most recent AALS Newsletter column on the most important changes in legal edu-

cation, selected globalization as the leading change in legal education of the past 25 years.

This past year, efforts that have been underway for more than five years bore fruit. Thanks largely to visionary leadership by Carol Monk, a new International Association of Law Schools (IALS) has been incorporated. The members of the new Association are being recruited from around the world. They have committed to the proposition that the quality of legal education in any society is improved when students learn about other cultures and legal systems and the diverse approaches to solving legal problems employed in those legal systems.

Certainly, the need for strengthening the rule of law to serve as

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New Members

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August 1995, and received full approval from the American Bar Association in August 2002. The Executive Committee noted that the school has an outstanding physical facility and has developed a faculty with a strong commitment to teaching and scholarship.

The campus of the Roger Williams University School of Law is on Mount Hope Bay in Bristol, Rhode Island. In 1992, Roger Williams College became Roger

Williams University to reflect the addition of the School of Law, which matriculated its first class in 1993. The School of Law received full approval from the American Bar Association in February 1997. The Executive Committee noted the strengths of the law school including a culture of scholarship that has yielded significant scholarly productivity, a commitment to excellence in teaching, and a capacious modern facility.

Call for 2006 Scholarly Papers

Eligibility Requirements Change

To encourage and recognize excellent legal scholarship and to broaden participation by new law teachers in the Annual Meeting program, the Association is sponsoring its twenty-second annual Call for Scholarly Papers.

Those who will have been full-time law teachers at an AALS member or fee-paid school for **five years or fewer on July 1, 2006** are invited to submit a paper on a topic related to or concerning law. The reduction from seven to five years in teaching emphasizes the goal of recognizing scholarship produced by junior faculty. A committee of established scholars will review the submitted papers with the authors' identities concealed.

N. William Hines, (University of Iowa), the AALS immediate Past President, will serve as chair of the review committee, which includes Mark D. Rosen, Chicago-Kent College of Law, 2006 Winner. Papers that make a substantial contribution to legal literature may be selected for distribution and oral presentation at a special program to be held at the AALS Annual Meeting in January 2007. Authors of the presented papers will also be recognized at the Annual Meeting Luncheon. The selection committee must determine that a paper is of sufficient quality to deserve this special recognition, and the AALS is not obligated to select any paper.

Deadline: Manuscripts must be received at the Association office no later than August 18, 2006, to be considered in the competition. Eight copies of the manuscript

should be sent to: Call for Scholarly Papers, Association of American Law Schools, 1201 Connecticut Avenue, NW, Suite 800, Washington, D.C. 20036-2717.

Anonymity: The manuscript should be accompanied by a cover letter with the author's name and contact information. The manuscript itself, including title page and footnotes, must not contain any references that identify the author or the author's school. The submitting author is responsible for taking any steps necessary to redact self-identifying text or footnotes.

Form and Length: The manuscript must be typed, double-spaced, on 8 1/2" by 11" paper in 12-point (or larger) type with ample (at least 1") margins on all sides. Footnotes should be 10-point or larger, single-spaced, and preferably on the same page as the referenced text. Submissions are limited to articles, essays and book chapters. There is a 75-page limit

on the submitted manuscripts. Manuscripts will not be returned.

Eligibility: Faculty members of AALS member and fee-paid schools are eligible to submit papers. The Call is open to those who have been full-time law teachers for five years or fewer as of July 1, 2006. (For these purposes, one is considered a full-time faculty member while officially "on leave" from the law school.) Co-authored papers are eligible for consideration, but each of the co-authors must meet the eligibility criteria established above. No one who has won the AALS Scholarly Papers Competition is eligible to compete again. Honorable Mention recipients are eligible to enter again. **Professors are also restricted to submitting only one paper in the Scholarly Paper Competition.**

Papers are expected to reflect original research or major devel-

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2005 Teachers of the Year

One of the roles of the AALS is to serve as the learned society for law teachers. To highlight the importance of excellence in teaching, we recognize and honor law faculty who have been selected as “outstanding teachers” at their law schools by listing their names in the Annual Meeting Luncheon program and by hosting a reception for them at the Annual Meeting. The following professors have been honored by their law schools as Teachers of the Year.

Randall S. Abate, Rutgers,
University, Camden

John M. Adler, University
of San Francisco

Antony T. Anghie, University of Utah

Denise E. Antolini, University of Hawaii

Richard B. Atkinson, University of
Arkansas Fayetteville (*Deceased*)

Dorothea A. Beane, Stetson University

Sharon L. Beckman, Boston College

Barbara E. Bergman,
University of New Mexico

Marianna Brown Bettman,
University of Cincinnati

Carl S. Bjerre, University of Oregon

Jacquelyn L. Bridgeman,
University of Wyoming

Richard Broughton, Texas
Wesleyan University

A. Christopher Bryant,
University of Cincinnati

Enrique R. Carrasco, University of Iowa

Linda E. Carter, University of the Pacific

William M. Carter, Jr., Case
Western Reserve University

Danielle Keats Citron,
University of Maryland

Sherry F. Colb, Rutgers, The State
University of New Jersey, Newark

Michael P. Cox, Thomas M.
Cooley Law School

Bridget J. Crawford, Pace University

Gregory S. Crespi, Southern
Methodist University

Andre Douglas Pond Cummings,
West Virginia University

Robert C. Denicola,
University of Nebraska

Michael H. Dessent, California Western

James W. Diehm, Widener University

Thomas Eisele, University of Cincinnati

C. Ronald Ellington,
University of Georgia

Mitchell L. Engler, Yeshiva University

Lyn Entzeroth, The University of Tulsa

Jules Epstein, Widener University

Janet E. Findlater, Wayne State University

Bradley E.S. Fogel, Saint Louis University

R. Wilson Freyermuth,
University of Missouri-Columbia

Jackie A. Gardina, Vermont Law School

Jill R. Gaulding, University of Iowa

Alex Glashausser, Washburn University

Harry J. Gruener,
University of Pittsburgh

James R. Hackney, Jr.,
Northeastern University

Christopher H. Hanna, Southern
Methodist University

Roberta M. Harding,
University of Kentucky

Joan Macleod Heminway,
University of Tennessee

Donald T. Hornstein, University
of North Carolina

Wilson Ray Huhn, University of Akron

Jeffrey Jackson, Mississippi College

Mark Gregory Kelman,
Stanford Law School

Douglas W. Kmiec,
Pepperdine University

Michael H. Koby, Washington University

Susan S. Kuo, Northern Illinois
University

Andrew D. Leipold, University of Illinois

Lawrence C. Levine,
University of the Pacific

Jo Ellen Lind, Valparaiso University

Joseph Wallace Little,
University of Florida

Anthony J. Luppino, University
of Missouri-Kansas City

Thomas J. Mack, University of
the District of Columbia

Gregory E. Maggs, The George
Washington University

Bruce H. Mann, University
of Pennsylvania

Michael M. Martin, Fordham University

Mable Martin-Scott, Thomas
M. Cooley Law School

Alexander M. Meiklejohn,
Quinnipiac University

Martha L. Minow, Harvard Law School

John B. Mitchell, Seattle University

John Mixon, University of Houston

David Andrew Moran,
Wayne State University

Robert P. Mosteller, Duke University

Stephen R. Munzer, University
of California at Los Angeles

Ann Marie Murphy, Gonzaga University

Douglas K. Newell, Lewis
and Clark Law School

Dale Arthur Oesterle, The
Ohio State University

Robert Oliphant, William
Mitchell College of Law

Aviva Orenstein, Indiana
University, Bloomington

Robert Joseph Peroni, The
University of Texas

Philip J. Prygoski, Thomas
M. Cooley Law School

Vickie Newman Rainwater,
Texas Wesleyan University

Susan Lyons Randall, The
University of Alabama

Willy E. Rice, St. Mary's
University of San Antonio

Allen Rostron, University of
Missouri-Kansas City

Frederick D. Royal, Western
New England College

Robert J. Rubinson,
University of Baltimore

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Scholarly Papers

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opments in previously reported research. Papers are not eligible for consideration if they will have been published before February 2007. Submitted papers, whether or not selected for recognition, may be subsequently published as arranged by the authors. Submitted papers may have been revised on the basis of review by colleagues.

Statement of Compliance: The cover letter accompanying each submission must include a statement verifying: 1) the author holds a faculty appointment at a member or fee-paid school; 2) the author has been engaged in full-time teaching for five years or fewer as of July 1, 2006; 3) all information identifying the author or author's school has been removed from the manuscript; and 4) the paper

has not been previously published and is not committed for publication prior to February 2007.

Presentation at the Annual Meeting: The author of any selected paper will present an oral summary of the paper at a special program to be held at the 2007 Annual Meeting. Copies of the paper will be made available for distribution to those attending the presentation.

Inquiries: Questions should be directed to AALS Deputy Director Elizabeth Hayes Patterson at the AALS national office in Washington, D.C. (telephone, 202-296-5184, or e-mail, epatterson@aals.org).

Teachers of the Year

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Peter Bowman Rutledge, The Catholic University of America

Jack Lee Sammons, Mercer University

Jane S. Schacter, University of Wisconsin

Gus Schill, University of Houston

Robert Schwartz, University of New Mexico

Richard Henry Seamon, University of Idaho

Aric K. Short, Texas Wesleyan University

Franklin Jay Slagle, University of South Dakota

Neil L. Sobol, Texas Wesleyan University

James B. Speta, Northwestern University

Logan Scott Stafford, University of Arkansas at Little Rock

Daniel J. Steinbock, University of Toledo

Stewart E. Sterk, Yeshiva University

Ronald S. Sullivan, Jr., Yale Law School

Susan E. Sutler, University of the District of Columbia

Jay Tidmarsh, Notre Dame Law School

Rhonda S. Wasserman, University of Pittsburgh

Mark I. Weinstein, California Western

Vickie J. Williams, Gonzaga University

John Witte, Jr., Emory University

Donald H. Zeigler, New York Law School

Open Source Slot Programming

The AALS Executive Committee is introducing "open slots" for the 2007 AALS Annual Meeting. This is a new opportunity for interested groups of faculty to propose innovative programs. The goal is to encourage a "bottoms up" process in which scholars collaborate to develop fresh ideas for a program at the annual meeting. It is not a section, law school, organization, or institution-sponsored program. It is envisioned as a program being developed by faculty in various subject matters, who, for example, might have an electronic discussion group where they could start discussing an innovative topic that they would like to present at the Annual Meeting.

Individual or groups of individuals would submit their idea for a program with an explanation of the topic along with possible speakers by the **March 19, 2006** preliminary program deadline and submit the final program on April 28, 2006, the same as AALS sections. The submissions will be reviewed and a selection made of these open slot submissions. These open slots would receive a \$900 budget to support audio-visual equipment and non-law teacher speaker reimbursement, if needed.

Call for 2007-2008 Professional Development Proposals

The AALS Professional Development Committee is soliciting proposals for the Association's professional development calendar for 2007-2008. The Committee would like to receive proposals by April 28, 2006 so that Committee members will have an opportunity to review those proposals thoroughly and, if necessary, to request additional information before the Committee meets in the fall. The Professional Development Committee makes its recommendations for professional development programs to the Executive Committee for its consideration at its November meeting.

The Association's professional development programming consists primarily of one-day workshops at the Annual Meeting, two-day workshops, and three to four-day conferences. Faculty are urged to contact the leadership of the sec-

tions in which they are involved to suggest proposals for professional development programs. Proposals from individual faculty members also are welcome. The proposers of a professional development program will be acknowledged in newsletter articles, brochures, and at the program itself. Section leaders are encouraged to consult widely within their sections to develop topics of greater interest to members and to ensure a broad range of potential speakers. The Professional Development Committee particularly encourages proposals for programs that are sufficiently broad that they will interest more than just the membership of a single AALS section. Proposals should be as specific as possible, including a description of the areas or topics that might be covered in as much detail as possible, with an explanation of why it

would be important and timely to undertake such a program in 2007-2008. Suggestions for members of the planning committee and for potential speakers also are welcome. You are encouraged especially to recommend women and persons of color as planning committee members and as speakers, including those who may not have participated in past AALS programs.

While proposals are solicited from sections and those proposals are extremely valuable as a starting point for the planning committee, the Association's professional development programs are not section programs. Rather, they are Association-sponsored programs recommended by the Professional Development Committee and approved by the Executive Committee.

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Programs need not fit any particular format, but many past conferences and workshops have fallen into one of the following categories:

(1) subject matter programs aimed at faculty who teach particular subjects or types of courses such as the 2006 Workshop on Criminal Law or 2005 Conference on Contracts;

(2) programs for groups with similar interests other than subject matter such as the 2004 Workshop on Racial Justice in a New Millennium: From *Brown to Grutter*: Methods to Achieve Non-Discrimination and Comparable Racial Equality and the 2003 Joint AALS & ABA Workshop on Taking

Stock: Women of All Colors in Law School;

(3) programs that cut across subject matter lines or integrate traditional subject matter. The 1998 Annual Meeting Workshop on Staging the Law School of the Future: A Curricular Drama in Three Acts is an example; or the 2005 Annual Meeting Workshop on Evaluating Students and Evaluating Outputs: Vision, Revision, Envision: Critical Perspectives in Assessment;

(4) programs that focus upon a type of skill or discipline as in the 2006 Conference on New Ideas for Experienced Teachers and the 2004 Annual Meeting Workshop on Technology and Pedagogy;

(5) programs dealing with matters

of law school administration or legal education generally. The fall 1997 Joint Conference on Disability Issues and the 1998 Workshop for Deans on Managing Change and Conflict are examples; and

(6) programs exploring the ramifications of significant developments in or affecting the law such as the workshops at the 1999 Annual Meeting on "Work, Workers and Law in the 21st Century" and "Property, Wealth and Inequality" at the 2001 Annual Meeting.

A sample of a well-developed professional development proposal can be found on the AALS website, at <http://www.aals.org/profdev/proposal.html>.

Conference on Clinical Legal Education: Collaborating in Teaching, Learning, and Lawyering Skills

The 2006 AALS Conference on Clinical Legal Education will be held April 30-May 3 in New York, New York. Sessions will be held at the Sheraton New York Hotel and Towers. The fee for AALS Member and Fee-Paid School Faculty is \$365. For detailed information visit www.aals.org/clinical2006/.

Clinical law teachers, their students, and their clients exist in a variety of collaborative arrangements that serve to enrich their teaching, lawyering, and commitment to social justice. In this conference, we will explore the many ways in which collaboration can enrich, as well as challenge, clinical educators. Through a range of plenary sessions, focused concurrent sessions, and small working group meetings, clinicians will examine the theme of collaboration in teaching (e.g., co-teaching, teaching with non-clinicians, interdisciplinary teaching, teaching with international colleagues), learning (e.g., the value of law students working in teams, or with non-law students, and law students collaborating with faculty), and lawyering settings (e.g., clinicians working with client-based community organizations, non-governmental organizations, public interest and legal services offices). We will address collaboration in the classic clinical settings of the in-house clinic, externships, and simulation courses, as well as in hybrid combinations of these clinical forms. The emphasis, as in all clinical conferences, will be on the interaction among participants and between participants and presenters. At this conference, you will do more than hear about collabora-

tion—you will see it in action, and be inspired to think critically about the ways in which collaboration can enhance your clinical career.

Speakers

The speakers include: Muneer I. Ahmad (American); Annette Appell (Nevada, Las Vegas); Maria Arias (CUNY); Sameer Ashar (CUNY); Wendy A. Bach (CUNY); James H. Backman (Brigham Young); Margaret Martin Barry (Catholic); Cynthia Batt (Temple); Debra Bechtel (Brooklyn); Mary Berkheiser (Nevada, Las Vegas); Melissa L. Breger (Albany); Susan J. Bryant (CUNY); Cheryl Buchert (Loyola, New Orleans); Gina M. Calabrese (St. John's); Tom Cobb (University of Washington); Patrick M. Connors (Albany); Scott L. Cummings (UCLA); Ina Dorman (Nevada, Las Vegas); Justine Dunlap (Southern New England); Matthew Fraidin (District of Columbia); Martha L. Garcia (Clinic Social Work Supervisor, CUNY); Brian Glick (Fordham); Ann Leslie Goldweber (St. John's); Daniel L. Greenberg (Special Counsel, Schulte Roth & Zabel LLP, New York, New York); Jill Gross (Pace); Steven Joseph Gunn (Washington University); Jennifer Heggeman (Social Worker, Legal Services of Eastern Missouri, St. Louis, Missouri); Katherine Mary Hessler (Case Western); Leah Aileen Hill (Fordham); Conrad Johnson (Columbia); Chad Johnson (Plaintiff); Eric Johnson, Ph.D. (Associate Professor of Education and Director, Urban Education Program, Drake University, Des

Moines, Iowa); Margaret E. Johnson (American); Harriet N. Katz (Rutgers, Camden); Ana Laura Magaloni Kerpel (CIDE Legal Studies Department Teaching and Economic Research Center, Mexico); Catherine F. Klein (Catholic); Eve Biskind Klothen (Rutgers, Camden); Donna Hae Kyun Lee (CUNY); Suzanne J. Levitt (Drake); James Link (Psychology Ph.D. Candidate, University of St. Thomas, St. Paul, Minnesota); Beth Lyon (Villanova); Barbara Lyszczyk (Jagiellonian University and Kozminski School of Business); Margaret Maisel (Florida International); Rashida Manjoo (Clinical Advocacy Fellow, Human Rights Program, Harvard Law School); Deborah A. Maranville (University of Washington); Nancy M. Maurer (Albany); Angela McCaffrey (Hamline); Susan Woods McGraugh (Saint Louis); Jacqueline McMurtrie (University of Washington); Natasha Merz (Clinical Law Fellow, University of St. Thomas); Pamela A. Mohr (Nevada, Las Vegas); Luz M. Molina (Loyola, New Orleans); Deborah A. Morgan (JD Candidate, American); Jennifer Musolf (Clinical Law Fellow, University of St. Thomas); Alizabeth Newman (Director Immigrant Initiatives, CUNY School of Law); Catherine G. O'Grady (Arizona State); Sarah Hiles Paoletti (American); Jayne Park (Executive Director, Asian Pacific American Legal Resource Center, Washington, DC); Jeffrey Jude Pokorak (Suffolk); Terrill Pollman (Nevada, Las Vegas); William P. Quigley (Loyola,

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Register Now for 2006 Mid-Year Meeting

The 2006 AALS Mid-Year Meeting will be held from June 10-16 at the Sheraton Vancouver Wall Centre Hotel in Vancouver, British Columbia. The Mid-Year Meeting offers registrants the opportunity to participate in up to three professional development programs. You can choose to register for the two workshops and/or conference. The 2006 programs to be offered are the Conference on New Ideas for Law School Teachers, the Workshop on Criminal Law and Procedure, and the Workshop on Intellectual Property.

The AALS Member & Fee-Paid School faculty registration fee for attending the two Workshops is \$520 (\$470 if received prior to May 8, 2006). The Conference fee is \$595 (\$535 if received prior to May 8, 2006). The registration for the entire Mid-Year Meeting is \$855 (\$770 if received prior to May 8, 2006). The Workshops' registration fee is discounted 50% when signing up for the entire Mid-Year meeting. The room



rate at the Sheraton Vancouver Wall Centre is \$209.00 CAD (\$178

US at the time of printing) for single or double occupancy, plus 7% Goods and Service Tax and 10% Provincial Sales Tax.

Mid Year: Conference on New Ideas for Law School Teachers: Teaching Intentionally



The Conference on New Ideas for Law School Teachers will take place June 10-14, 2006 in Vancouver, British Columbia, Canada. The registration fee for the Conference is \$535 for AALS Member and Fee-Paid School Faculty if received prior to May 8, 2006 (\$595 after May 8).

Experienced teachers face challenges that new teachers do not. After years of deepening our expertise, creating materials and lectures, and working with students, we may find that we have stopped taking risks in our teaching – indeed, that we have stopped teaching intentionally, and now teach by habit. This conference is designed to help us reexamine all aspects of our teaching and to provide many opportunities to look with fresh eyes at familiar classes.

The scholarship of teaching and learning has blossomed in recent years, and we begin by asking what it can tell us about how learning actually occurs. We then work through the steps involved in identifying learning goals; in creating a classroom where deep learning occurs; and in assessing our students' learning. We will examine some of the barriers to deep learning, as well as talk about using technology effectively; how to get useful feedback from students;

and perhaps most importantly, how to bring the information from the conference back to your home institution effectively.

The goal is to provide all participants with not only new ideas, but also new knowledge, and to do so in a supportive and collegial environment.

The Planning Committee for this Conference received over 75 proposals in response to their request for submissions of the Conference's theme on the relationship of learning theory to law school teaching. Those selected are included in our list of speakers' and topics. For details on the Conference including registration and housing visit www.aals.org/midyear/.

Speakers

The speakers include: Patti Alleva (North Dakota); Sydney Beckman (Charleston School of Law); Derrick A. Bell, Jr. (NYU); Tom W. Bell (Chapman); Charles R. Calleros (Arizona State); Michelle Arnopecil Cecil (Missouri-Columbia); David F. Chavkin (American); Roberto L. Corrada (Denver); Clark D. Cunningham (Georgia State); Kenneth G. Dauschmidt (Indiana-Bloomington); Kirsten A. Dauphinais (North Dakota); Dr. James R. Davis (Dean, University College, Professor, Higher Education and Adult Studies, Denver, Colorado); R. Lawrence Dessem (Missouri-

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Conference on New Ideas

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Columbia); Randy J. Diamond (Missouri-Columbia); David Dominguez (Brigham Young); Nancy Elizabeth Dowd (Florida); Steven I. Friedland (Nova Southeastern); Jose M. Gabilondo (Florida International); Kevin R. Johnson (California at Davis); Angela Mae Kupenda (Mississippi College); Raleigh Hannah Levine (William Mitchell); Sally Evans Lockwood (Executive Director, State Bar of Georgia, Georgia Chief Justice's Commission on Professionalism, Atlanta, Georgia); Patrick E. Longan (Mercer); Nancy S. Marder (Chicago-Kent); Andrea Loretta Mc Ardle (CUNY); Carol C. McCrory (Stetson); Rachel Moran (California, Berkeley); Kimberly M. Mutcherson (Rutgers, Camden); Penelope J. Pether (Villanova); Jennifer Lorraine Rosato (Brooklyn); Laura L. Rovner (Denver); Michael Hunter Schwartz (Charleston School of Law); Steven David Schwinn (Maryland); Sophie M. Sparrow (Franklin Pierce); Celia R. Taylor (Denver); Robert M. Wilcox (South Carolina); Deborah Zalesne (CUNY)

Topics

The Planning Committee has selected the following topics: A Century of Learning about Learning; Lessons for Law School Teaching; What Are the Questions We Need to Ask Before We Teach; Creating a Classroom Where Deep Learning Occurs: Participatory Learning; Assessment and Feedback During the Course; How to Assess if Goals Have Been Met: Test What You Teach; Student Evaluations; Peer Evaluations; Faculty Development Data and Principles; Encouraging Colleagues to Implement New Teaching Ideas. Concurrent Sessions: Collaborative Exercises; Talking About Controversial Topics; Enhancing Teaching with PowerPoint; Tailoring Teaching to Class Size; Theory and Models of Actual Legal Work in the First Year; Valuing and Nurturing Law Students through Multiple Intelligence Pedagogy; Developing a Teaching Philosophy; Opportunities for Active and Engaged Learning; Legal Skills and Substance in Family Law; The Straight Mind in the Law; Drafting Exercises in Civil Procedure;

Teaching Abortion; The Theory and Practice of Pedagogical Fun; Innovative Methods for Teaching Ethics and Professionalism; Teaching Practitioner Research; Dispelling Misconceptions; Strategies for Teaching Law Students with Auditory and Visual Processing Disorders; Race Cases and Their Stories; Handling Sensitive Situations; Effective Use of Technology; Health Lawyer's Survival Test; Beyond Cultural Diversity to Cultural Justice in the 1st Year Curriculum; Maximizing Learning: Creating Classroom Environments that Respond to Different Learning Styles; The Clock is Ticking: Maximizing Your Limited Instructional Time with Students; Integrating Non-Litigation Oriented Writing and Research in the Curriculum

The Planning Committee for the Conference on New Ideas includes: Arthur Best (Denver); Dorothy Andrea Brown (Washington and Lee); Marjorie L. Girth (Georgia State); Gerald F. Hess (Gonzaga); and Lauren K. Robel (Indiana-Bloomington), **Chair**.

Professional Development Proposals

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Planning the actual program, including the choice of specific topics and speakers, is the responsibility of the planning committee which is appointed by the AALS President. The planning committees normally include one or more individuals

who are in leadership positions in the relevant section or sections, but also will include others who are knowledgeable about the program topic or have general experience with AALS professional development programs. Proposals should be submitted to AALS Deputy

Director Elizabeth Hayes Patterson by April 28, 2006. Professor Patterson would also be pleased to discuss proposal ideas with you and to answer any questions you have about the Association's professional development programs.

Mid-Year: Workshop on Intellectual Property

The Mid-Year Meeting Workshop on Intellectual Property will be held June 14-16, 2006 in Vancouver, British Columbia, Canada. The registration fee for the Workshop is \$470 for AALS Member and Fee-Paid School Faculty if received prior to May 8, 2006 (\$520 after May 8). Visit the Web site www.aals.org/midyear/ for details on housing and registration information.

Intellectual property has expanded greatly over the last 10 years. During the last century, relatively few scholars worked regularly in the field, and many law schools offered only a single course in the area. By contrast, intellectual property now commands the attention of many scholars who write some of the most vibrant scholarship in the legal academy, and law schools struggle to meet student demand for intellectual property courses.

The rapid growth of intellectual property gives scholars the challenge of staying current in the field. New ideas and new thinkers continually emerge, and it is important for scholars to gather to meet each other and exchange ideas. Those who teach in the area must also keep up with new intellectual property courses, the integration of intellectual property into law school curricula, and the growth of intellectual property programs and clinics.

This conference offers those who teach and study intellectual property an opportunity to reflect on where the field has been and where it will go. First, the conference will address a number of broad perspectives important to intellectual property, including the influence of constitutional law on intellectual property, the

challenge of regulating and encouraging competition, and the politics of intellectual property. Conferees will have the opportunity to discuss these themes in plenary sessions, small group discussions, and individual paper presentations. These sessions will also raise important connections to related fields and disciplines such as economics, torts, contracts, antitrust, property, and international law. Second, the conference will explore these themes in the context of specific disciplines within intellectual property. Third, the conference will introduce new ideas and speakers to the academic community through a call for papers and open sessions proposed by conference attendees. Fourth, the conference will devote substantial time to the teaching of intellectual property.

Speakers

The speakers for the Workshop include: Olufunmilayo B. Arewa (Case Western); Margo Andrea Bagley (Emory); Ann Bartow (South Carolina); Dan L. Burk (Minnesota); D. Andrew Chin (North Carolina); Margaret Chon (Seattle); Rosemary J. Coombe (York University); Thomas F. Cotter (University of Florida); Graeme Dinwoodie (Chicago-Kent); Shubha Ghosh (SUNY-Buffalo); Wendy Jane Gordon (Boston University); K. J. Greene (Thomas Jefferson); Sheldon W. Halpern (Ohio State); Paul J. Heald (Georgia); Cynthia M. Ho (Loyola); Herbert Hovenkamp (Iowa); Justin Hughes (Yeshiva); Peter A. Jaszi (American); Craig Joyce (Houston); Jay Kesan (Illinois); Alex Kozinski (Judge,

U.S. Court of Appeals, 9th Circuit); Ilhyung Lee, (Missouri-Columbia); Mark Lemley (Stanford); Jessica Litman (Wayne); Joseph P. Liu (Boston College); Glynn S. Lunney, Jr. (Tulane); Michael J. Madison (Pittsburgh); Michael J. Meurer (Boston University); Craig Allen Nard (Case Western); Dawn C. Nunziato (GWU); Maureen Anne O'Rourke (Boston University); Rudolph J.R. Peritz (New York Law); Jerome H. Reichman (Duke); Pamela Samuelson (California, Berkeley); Katherine J. Strandburg (DePaul); Madhavi Sunder (California at Davis); Toshiko Takenaka (University of Washington); John R. Thomas (Georgetown); Hannibal Travis (Florida International); William Michael Treanor (Fordham); and Diane Leenheer Zimmerman (NYU).

Topics

The topics include: Constitutional Law; Politics of Intellectual Property; Article I; First Amendment; Article IV: Privacy; Article V; Competition: International, Antitrust, Philosophical, Open Source; Teaching Students to Practice Intellectual Property. Concurrent Sessions include: Science, and Economics; The Politics of Race/Class/Gender; The Politics of Patent Reform; The Politics of Global Intellectual Property; and The Politics Concerning Moral Rights.

Planning Committee members are: Keith Aoki (Oregon); Mark D. Janis (Iowa); Roberta Rosenthal Kwall (DePaul); and Alfred Chueh-Chin Yen (Boston College), **Chair**.

Mid-Year: Workshop on Criminal Law and Procedure: Lessons from Other Disciplines and New Realities

The Mid-Year Meeting Workshop on Criminal Law and Procedure: Lessons from other Disciplines and New Realities will be held June 14-16, 2006 in Vancouver, British Columbia, Canada. The registration fee for the Workshop is \$470 for AALS Member and Fee-Paid School Faculty if received prior to May 8, 2006 (\$520 after May 8). Visit the Web site www.aals.org/midyear/ for details on housing and registration information.

Stability is not a hallmark of the law of criminal justice. World events have highlighted new threats and birthed new fears. Courts and lawmakers have responded to these events, creating in turn a panoply of questions about the procedural rights of the criminally accused and the proper use of the criminal sanction. Every year the United States Supreme Court accepts and decides cases in the criminal justice area in ways that sometimes affirm, but more often clarify, modify, or even abandon established criminal justice doctrines.

This fluid state of world events and the evolving nature of law in the criminal justice area is matched by a growing number of important bodies of work outside of the legal academy, and deepening theoretical understandings inside of it. The quest to keep current in the face of theoretical refinements occurring within the discipline often seems challenge enough, leading us to neglect to consider the lessons of other disciplines and how that work might also contribute to the ques-

tions that continue to engage us.

This multi-day Workshop will provide an opportunity for criminal law and procedure teachers and scholars to enjoy some time together reflecting upon recent developments in the criminal justice field in a quickly changing world. Our discussions will reach beyond the boundaries that often cabin our courses and our scholarship. They will incorporate the insights of an assortment of disciplines, and consider not only the intersections that exist among us, but the way in which those intersections can inform and even influence the work that lays ahead.

Six distinguished panels will lead our discussions about those developments and intersections. Together we will explore the role of history in criminal jurisprudence, and the ways in which criminal law and procedure intersect with and can learn from evolving understandings of economics, politics, culture and society. Another panel will consider how our teaching might change to incorporate some of those lessons and changing realities as well. Small groups will explore the specific topics raised by the panels, and plenary discussions will enable us to explore them collectively.

Although the Workshop will surely benefit criminal law and procedure scholars and teachers at all levels of experience, in light of its interdisciplinary focus, it will also be of interest to teachers of civil rights, constitutional law, evidence,



international human rights, law and economics, law and the humanities, law and interpretation, minority groups, and law and social science.

Speakers

The confirmed speakers for the Workshop include: Richard Berk (Department of Statistics, University of California, Los Angeles); Kate E. Bloch (California, Hastings); Donna K. Coker (Miami); Frank Rudy Cooper (Suffolk); Shari Seidman Diamond (Northwestern); Jeffrey Fagan (Columbia); Kim Forde-Mazrui (Virginia); David A. Harris (Toledo); Cynthia Lee (George Washington); Tracey Maclin (Boston University); Tracey Louise Meares (Chicago); Austin Sarat (Department of Law, Jurisprudence, and Social Thought and Department of Political Science, Amherst College, Amherst, Massachusetts); Dan Simon (Southern California); Jonathan Steven Simon (California, Berkeley); David Alan Sklansky (California at Los Angeles); Christopher Slobogin (Florida); Carol S. Steiker (Harvard); and Michael E. Tigar (American).

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Workshop for New Law Teachers

The twenty-fourth annual Workshop for New Law Teachers will take place June 22-24, 2006 in Washington, DC. The Workshop for New Clinical Teachers will be held June 24-25. For details regarding hotel and registration, visit www.aals.org/nlt2006/.

The Workshop for New Law Teachers is designed to offer new law teachers ideas about teaching techniques and scholarly development and to enable them to share excitement, experiences and concerns about entering the academic world. The workshop provides an opportunity to discuss the expectations that students and colleagues may have about new teachers, and the most effective means for achieving profes-

sional success in the first few years of teaching. It will focus on issues of teaching and scholarship, as well as institutional and individual concerns of new law teachers.

Speakers

The speakers include Alison Grey Anderson (UCLA); Dorothy Andrea Brown (Washington and Lee); Okianer Christian Dark (Howard); Graeme B. Dinwoodie (Chicago-Kent); Steven I. Friedland (Nova Southeastern); Heather K. Gerken (Harvard); Gerald F. Hess (Gonzaga); Ann L. Iijima (William Mitchell); Kimberly Jeneece Jenkins (Emory); Martha L. Minow (Harvard); Erin E. Murphy (California, Berkeley); Suellyn Scarnecchia (New Mexico);

Daniel P. Tokaji (Ohio State) and Ronald F. Wright (Wake Forest).

Topics

The topics for the Workshop for New Law Teachers include: Nuts and Bolts; Learning Theory; Demonstrations of Teaching Techniques; Assessment; Scholarship; and Junior Faculty Feedback.

Workshop for New Clinical Teachers

The Workshop for New Clinical Teachers is designed to offer new law faculty an introduction to the teaching of clinical courses. The workshop will address the basic

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Clinical Conference

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New Orleans); Sarah E. Ricks (Rutgers, Camden); Laura L. Rovner (Denver); Stephen Ryals (General Counsel, American Civil Liberties Union of Eastern Missouri, St. Louis, Missouri); Leticia Saucedo (UNLV); Barbara A. Schatz (Columbia); Alexander Scherr (Georgia); Dina L. Schlossberg (Pennsylvania); Beth Schwartz (Fordham); Laura Sesana (Spanish Internship Program, Villanova University, Villanova, Pennsylvania); Stephen Singer (Loyola, New Orleans); Lyn Kennedy Slater (Fordham); James Stolz (University of St. Thomas); Eileen Sullivan-Marx (University of Pennsylvania School of Nursing); Carol Suzuki (New Mexico); Douglas Sylvester (Arizona State); Evelyn Mae Tenenbaum

(Albany); Paul Uyehara (Language Access Project, Community Legal Services, Philadelphia, Pennsylvania); Susan C. Wawrose (Dayton); Deborah M. Weissman (North Carolina); Carwina Weng (Boston College); Virgil O. Wiebe (University of St. Thomas); Paulette J. Williams (Tennessee); Dianne Woodburn (Legal Services for the Elderly in Queens, Rego Park, New York); Leah Wortham (Catholic); Jennifer L. Wright (University of St. Thomas); and Fryderyk Zoll (Jagiellonian University and Kozminski School of Business, Krakow, Poland).

Topics

The topics planned include the following plenary sessions and concurrent sessions:

Plenary Session I – Collaboration in Teaching: Refocusing the Interdisciplinary: Toward Elder-Friendly Urban Environments; Making International Cooperation a Two-Way Exchange: Learning With Our Partners;

Plenary Session II – Collaboration in Learning: Real World Student Collaborations in Law, Science, and Technology – The Technology Ventures Clinic at Arizona State University College of Law; Holistic Approaches to Children's Rights: The Intersection of Education and Law;

Plenary Session III – Collaboration in Lawyering/ Practice: Teaching Community

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2006 Section Chairs Elected

We are pleased to announce the election of the following Chairs for AALS Sections for 2006.

Many AALS Sections are undertaking a variety of activities in addition to newsletters and Annual Meeting programs, including mentoring programs, calls for papers, listservs, websites, exam pools, teaching materials, and membership directories. If you are interested in becoming involved in an AALS Section, contact the Section Chair or the AALS office.

Academic Support

Martha Peters, Iowa

Administrative Law

Alfred Charles Aman, Jr., New York Law School

Admiralty and Maritime Law

Donna R. Christie, Florida State

Africa

Valorie K. Vojdik, West Virginia

Agency, Partnership, LLC's & Unincorporated Associations

Barbara Bucholtz, Tulsa

Aging and the Law

Susan N. Gary, Oregon

Agricultural Law

Susan Schneider, Arkansas, Fayetteville

Alternative Dispute Resolution

Michael L. Moffitt, Oregon

Antitrust and Economic Regulation

Mark A. Lemley, Stanford

Art Law

Rebecca L. Tushnet, Georgetown

Business Associations

Deborah A. De Mott, Duke

Civil Procedure

Margaret Y.K. Woo, Northeastern

Civil Rights

Michele Alexandre, Memphis

Clinical Legal Education

Susan R. Jones, George Washington

Commercial and Related

Consumer Law

No Submission

Comparative Law

Teemu Ruskola, American

Conflict of Law

No Submission

Constitutional Law

Stephen M. Griffin, Tulane

Continuing Legal Education

Jennifer Dabson, American

Contracts

Jean Braucher, Arizona

Creditors' and Debtors' Rights

Nathalie D. Martin, New Mexico

Criminal Justice

Wayne A. Logan, William Mitchell

Law School Dean

Kenneth W. Starr, Pepperdine

Defamation and Privacy

Daniel Justin Solove, George Washington

Donative Transfers, Fiduciaries and Estate Planning

E. Gary Spitko, Santa Clara

Education Law

Maurice R. Dyson, Southern Methodist

Employment Discrimination Law

Michelle A. Travis, San Francisco

Environmental Law

Clifford L. Rechtschaffen, Golden Gate

Evidence

Aviva Orenstein, Indiana, Bloomington

Family and Juvenile Law

Margaret Friedlander Brinig, Iowa

Federal Courts

Janet Cooper Alexander, Stanford

Financial Institutions and Consumer Financial Services

Cassandra Jones Havard, Baltimore

Graduation Programs for Foreign Lawyers

Adi Altshuler, Northwestern

Immigration Law

Peter J. Spiro, Georgia

Indian Nations and Indigenous Peoples

Steven Joseph Gunn, Washington University

Institutional Advancement

John Baldwin, Santa Clara

Insurance Law

Seth J. Chandler, Houston

Intellectual Property Law

Wendy Jane Gordon, Boston University

International Human Rights Law

John Peter Cerone, New England

International Law

Joseph W. Dellapenna, Villanova

International Legal Exchange

Adelaide Ferguson, Temple

Jewish Law

Daniel J.H. Greenwood, Utah

Jurisprudence

Lawrence B. Solum, Illinois

Labor Relations and Employment Law

Cynthia L. Estlund, New York University

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Clinical Conference

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Lawyering Through Collaboration with Grass-roots Organizations: The CUNY School of Law, Battered Immigrant Women's Project (BIWP); Whose Case is it Anyway?: Collaborative Efforts Among Law Schools, Public Interest/Legal Services Lawyers and Clients to Fight Illegal Treatment of Homeless People; Plenary Session IV - Clinical Education in the Aftermath of Hurricane Katrina, A Multi-Focused Collaboration.

The concurrent sessions include: Collaboration Between Students

and Supervisors: Learning from Externship, Educational Theory, Apprenticeship, and Clinical Experience; Collaboration with Communities and Community Organizations; Collaboration with Non-Clinic Law Faculty; Interprofessionalism Meets Interclincity: Two Case Studies in Multidisciplinary and Multidoctrinal Collaboration; Collaboration with Other Providers of Legal Services; Does Collaboration Work for Students?; Collaboration Across Borders; Collaboration Across Law

School Programs; Collaborating on Language Access Issues; Ethical and Practice Issues in Legal Collaborations; Teaching Collaboration to Students; and Using Technology to Collaborate.

The Planning Committee for the Conference on Clinical Legal Education consists of: Susan L. Brooks (Vanderbilt); Robert D. Dinerstein (American), **Chair**; Carole E. Goldberg (UCLA); Robert R. Kuehn (Alabama); and Michael Pinard (Maryland).

Expanding Knowledge and Serving Our Communities

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an alternative to violence and war has never been more apparent. All AALS member schools have been invited to become charter members of the IALS, and more than 35 have already done so. That turns out to be more charter members than the AALS itself had when it was formed in 1900. I expect the number to grow considerably, moreover, before the opportunity to be a charter member ends in June of this year.

The Executive Committee of the AALS has also established a new Committee on International Cooperation. Its mission is to encourage global programs and curricular innovations at AALS member schools around the nation.

In retrospect, we can see that there was a major shift during the 20th century in which law schools moved from being primarily local or regional to being national in scope. The present moment holds

out the opportunity of a second major transformation in legal education, one in which law schools adopt a more global perspective.

But moments of great change present risks as well as opportunities. Will there be adequate protection for human rights now that, according to Thomas Friedman, the world is flat? How can we as law faculty and our students and graduates contribute to greater human dignity in this changing environment? People depend on nation states for social justice and social

welfare. Will nation states continue to provide these public goods in a world characterized by global competition? Law faculty and lawyers will help to shape the answers to these important questions.

Let me close by saying again what a great privilege it is to serve as President of this Association. With your continuing good service, 2006 should be a very good year for the AALS and for all our member schools.

Thank you.

¹ National Center for Education Statistics, U.S. Department of Education, 2004 National Study of Postsecondary Faculty (NSOPF:04), Background Characteristics, Work Activities and Compensation of Instructional Faculty and Staff, Table 19 (December 2005).

² Bylaw of the Association of American Law Schools Sec. 6-1(b)(i).

³ ABA Standard 302 (b)(2).

⁴ AALS Commission on Pro Bono and Public Service Opportunities, *Learning to Serve II* (1999).

⁵ Frank H.T. Rhodes, *The Creation of the Future: The Role of the American University* 45, 47, (2001).

⁶ See generally William G. Bowen, Martin A. Kurzwil & Eugene M. Tobin, *Equity and Excellence in American Higher Education* (2005).

⁷ Statement of Good Practices by Law Professors in the Discharge of their Ethical and Professional Responsibilities, 2005 AALS *Handbook* 97.

Section Chairs

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Law and Anthropology

Naomi Mezey, Georgetown

Law and Communitarian Studies

Catherine J. Ross, George Washington

Law and Computers

Xuan-Thao Nguyen, Southern Methodist

Law and Economics

Ronen Avraham, Northwestern

Law and the Humanities

Kristin Kalsem Brandser, Cincinnati

Law and Interpretation

Paul Schiff Berman, Connecticut

Law Libraries

Filippa Marullo Anzalone, Boston College

Law, Medicine and Health Care

Judith F. Daar, Whittier Law School

Law and Mental Disability

Elyn R. Saks, Southern California

Law and Religion

Lisa Shaw Roy, Mississippi, Co-Chair

Mark S. Scarberry, Pepperdine, Co-Chair

Law and the Social Sciences

Tracey E. George, Vanderbilt

Law and Sports

Joseph Gordon Hylton, Marquette

Legal History

Polly J. Price, Emory

Legal Writing, Reasoning and Research

Suzanne E. Rowe, Oregon

Legislation

Richard L. Hasen, Loyola Law School

Litigation

Novella L. Nedeff, Indiana, Indianapolis

Mass Communication Law

Alan E. Garfield, Widener

Minority Groups

David Alexander Brennen, Mercer

National Security Law

Kathleen Clark, Washington

Natural Resources Law

Michael C. Blumm, Lewis and Clark, Co-Chair

Judith V. Royster, Tulsa, Co-Chair

New Law Professors

Robert M. Chesney, Wake Forest

North American Cooperation

Mary Anne Bobinski, University of British Columbia Faculty of Law

Part Time Division Programs

Brenda Saunders Hampden, Seton Hall

Post-Graduate Legal Education

No Submission

Poverty Law

Deborah A. Maranville, University of Washington

Prelegal Education and Admission to Law School

No Submission

Pro-Bono & Public Service Opportunities

No Submission

Professional Responsibility

Carol A. Needham, Saint Louis

Real Estate Transactions

Robin Paul Malloy, Syracuse

Remedies

James M. Fischer, Southwestern

Scholarship

Kimberly Kessler Ferzan, Rutgers, Camden

Securities Regulation

Stephen J. Choi, New York University

Sexual Orientation and Gender Identity Issues

Martha M. Ertman, Utah

Socio-Economics

Philip L. Harvey, Rutgers University, Camden

State and Local Government Law

Janice C. Griffith, Georgia State

Student Services

David H. Baum, Michigan

Taxation

Julie Roin, Chicago

Teaching Methods

Victor Byers Flatt, Houston

Torts and Compensation Systems

Richard Lee Cupp, Jr., Pepperdine

Women in Legal Education

Pat K. Chew, Pittsburgh

Criminal Law

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Topics

The topics being planned include: Learning from History; Integrating the Lessons of Race and Gender Theory; Learning from Economics: New Evidence: Does the Death Penalty Deter?; Learning from Psychology; Learning from Sociology and Political Science; and Teaching What We Have Learned.

Planning Committee members are: Angela J. Davis (American); Sharon L. Davies (Ohio State), **Chair**; Don L. Doernberg (Pace); and Tamara R. Piety (Tulsa).

New Law Teachers

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tasks of the clinical teacher: setting goals for clinical courses, teaching in seminars, supervising students, conducting rounds, and evaluating students. The workshop will also address the special challenges facing new clinical faculty in such areas as scholarship and status.

Speakers

The speakers for the Workshop for New Clinical Teachers are: Bryan L. Adamson (Seattle); Jane H. Aiken (Washington University); Kim Diana Connolly (South Carolina); Jon C. Dubin (Rutgers, Newark); Deborah Epstein (Georgetown); Susan R. Jones (George Washington); Catherine F. Klein (Catholic); Elliott S. Milstein (American); J. L. Pottenger, Jr. (Yale) and Barbara A. Schatz (Columbia).

The Workshop for New Clinical Teachers topics are: Goals of Clinical Legal Education: Why Do We Teach?; Skills and Values of Clinical Legal Education: What Do We Teach?; History of Clinical Legal Education; Pedagogy of Clinical Legal Education: How Do We Teach?; and Evaluation of Students in Clinical Legal Education.

The Planning Committee for the Workshop for New Law Teachers and the Workshop for New Clinical Teachers: Alice Gresham (Howard); David A. Koplow (Georgetown); Lawrence C. Levine (Pacific); Todd D. Rakoff (Harvard), **Chair**; Jennifer Lorraine Rosato (Brooklyn); and Hillary A. Sale (Iowa).

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Upcoming Meetings and Events

April 30 – May 3, 2006

- Conference on Clinical Legal Education, New York, New York

June 10 – 16, 2006

Mid Year Meeting
Vancouver, British Columbia, Canada

- Conference on New Ideas for Law School Teachers: Teaching Intentionally
June 10 – 14
- Workshop on Criminal Law and Procedure: Lessons from Other Disciplines and New Realities
June 14 – 16
- Workshop on Intellectual Property
June 14 – 16

www.aals/midyear

June 22 – 24, 2006

- Workshop for New Law Teachers, Washington, DC
June 22 – 24
- Workshop for New Clinical Teachers, Washington, DC
June 24 – 25

www.aals.org/nlt

November 2 – 4, 2006

- Faculty Recruitment Conference, Washington, DC

January 2 – 6, 2007

- Annual Meeting, San Francisco

Future Annual Meeting Dates and Locations

- January 2 – 6, 2008, New York
- January 7 – 10, 2009, San Diego



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