



## Ten Major Changes in Legal Education Over the Past 25 Years

by N. William Hines

*This article is continued from the August Newsletter where Professor Hines outlines what he sees as the top ten changes in legal education. Below are the top five changes.*

### 5. Growth in Interdisciplinary Teaching and Research.

In 1980 only a handful of law schools were consciously interdisciplinary in their teaching and research. Recruiting to law faculties academics with advanced training in other disciplines was simply not a common practice 25 years ago. Today virtually every law school boasts faculty members with both J.D.s and advanced degrees in law-related disciplines. In 2004 there were over 800 full time law faculty members in law schools around the country who held PhDs along with their law degrees, and there are a growing number of academics without J.D.s who hold full or joint appointments on law faculties.

There are several explanations for this growth in interdisciplinary activity in law schools. One likely cause was pressure from the universities in which law schools were imbedded to participate more actively in university-wide initiatives promoting interdisciplinary collaboration. Besides making law schools more open to the added value scholars trained in a law-related discipline brought to law teaching and scholarship,

this development attracted to law schools talented students wishing to complete combined degrees in law and another discipline, some of whom ended up in law teaching. A related factor was the glut on the general academic market of newly minted PhDs in the social sciences and humanities in the 1980s and 1990s. Facing the prospect of unemployment in their specialty, a good number of these elegantly trained young academics went to law school, performed extraordinarily well, obtained some professional experience, and entered the academy as law teachers. Also, the expansion of many law schools' curricula through the addition of courses dealing with complex social issues such as the environment, health care, intellectual property, immigration, national security, international affairs, etc., where exploring the intersection between law and other disciplines is pivotal, naturally generated a demand for law teachers with multi-disciplinary backgrounds. In addition, interest in undertaking empirical studies led some number of law professors either to become self-taught social science researchers or to associate themselves with researchers from other disciplines who possessed the requisite skills. My sense is that all of these factors contributed to the

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## Washington-Area Law Schools Hold Annual Meeting Receptions

The 2006 AALS Annual Meeting will be held in Washington D.C. at the Marriott Wardman Park Hotel. There will be three receptions for all Annual Meeting participants.

**The Catholic University of America Columbus School of Law** will host a reception on January 4 from 6:30-8:30 p.m. Buses will take attendees to the Law School. On January 5 from 6:30-8:30 p.m., **The Georgetown University Law Center** and **The George Washington Law School** will host a reception. Buses will be provided to the Georgetown Law Center campus. Annual Meeting participants are also invited to join the **American University Washington College of Law, Loyola University, New Orleans, School of Law** and **Tulane University Law School** for "A Night in Celebration of New Orleans' Vitality in Support of Our Colleagues" on January 6 from 6:30-9:00 p.m. Buses will take attendees to the Washington College of Law.

For details of the receptions and the full Annual Meeting program go to [www.aals.org/am2006](http://www.aals.org/am2006).

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## aalsnews

rates \$32/year (four issues)

back issues & single copies \$8/copy  
subscription inquiries (202) 296-8851

Published in February, April,  
August and November by

Association of  
American Law Schools  
1201 Connecticut Avenue, N.W.  
Suite 800  
Washington, D.C. 20036-2717

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of West and Foundation Press

## Major Changes in Legal Education

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substantial increase in law faculty members professionally prepared to undertake interdisciplinary teaching and research, and personally committed to doing so. The great outpouring of interest and support I have received in implementing my 2005 AALS theme of Empirical Scholarship has made me keenly aware of the tremendous amount of interdisciplinary work currently underway in law schools around the country.

### 4. Increased Attention to Professional Skills Training.

Law schools' commitment to formal training in a wide range of practice skills was still taking shape in 1980. Many schools had already developed successful legal clinics in house or outside the school in the local community. The feasibility of teaching certain lawyer skills through simulated practice settings was being explored and debated. Throughout the decade of the 1980s, however, the practicing bar continued to pressure law schools to do even more to prepare graduates to enter practice with higher levels of practical skills. This pressure gained focus and momentum with the publication of the McCrate Report in 1992, which conceptualized law training as an educational continuum involving specific responsibilities on the part of both law schools and the practicing profession. The McCrate Report identified ten basic lawyer skills and four fundamental values it recommended legal education should be primarily responsible for teaching, leaving it

to mentors in the bar to hone these skills and reinforce these values during the early years of practice.

Initially much of the law school world resisted or ignored most of the recommendations of the McCrate Report, but after a decade of considering them and confronting continued pressure from the bar on the accreditation process to implement them, there are few law schools today whose curricula do not strongly reflect their influence. The recent ABA report on curriculum changes between 1992 and 2002 notes that one pronounced trend has been the growth in opportunities for students to gain practical experiences in representing clients within supervised clinical settings and the proliferation of courses emphasizing discrete professional skills, such as factual investigation, interviewing, counseling, negotiation, mediation, and litigation -- the core agenda of the McCrate Report.

The Clinical Section of the AALS has long been one of the Association's largest and most active sections. The Section maintains a valuable listserv focused on teaching techniques, and it is the only AALS section to offer a professional development conference for its members annually.

One other notable curricular development in this area since 1980 is the enormous growth in the availability of externships that allow students to perform legal work for credit in public interest firms or government offices. This

type of opportunity for students to gain practical professional experience outside law school became so popular in the 1990s that an elaborate set of new accreditation standards became necessary to assure the academic integrity of the enterprise. While some schools still bristle under these additional regulations, the new standards generally succeed in balancing the benefits from an enriching professional experience with the need for qualified supervision and a substantial educational component.

### 3. The Revolution in Digital Technology.

Because Robert Stevens' comprehensive history of U.S. law schools was published in the early 1980s, it contains hardly any mention about the digital technology that was just starting to emerge as a major force for change in law and legal education. Equipped as most of us now are with our sleek notebook computers, scanners, laser printers, blackberries, cell phones, web sites, listservs, e-mail addresses, electronic classrooms and all of the other accoutrements of the digital revolution, it is hard to imagine how legal academics got work done 25 years ago. Yet as I recall, we did pretty well with legal pads and #2 pencils, Dictaphones, electric typewriters, primitive Xerox machines, and land-line telephones, while doing hands-on library research and unassisted classroom teaching. In the typical law school today, however, virtually everyone in the enterprise has their own personal computer, all the essential peripherals, and access to a plethora of marvelous software programs,

giving them instantaneous access to a staggering amount and variety of information and ideas from all around the world, not to mention the extraordinary communications power these modern tools bestow.

In his new book, "The World Is Flat," New York Times columnist Tom Friedman argues that the electronic revolution has "flattened the earth," leveling the economic playing field in ways that empower individuals and small firms to compete globally. There is certainly strong evidence to support Friedman's thesis when you look at the dramatic changes that have occurred in law practice and legal education in the past quarter century. The substantive content of the law for which lawyers are responsible has expanded rapidly, to be sure, but at nothing like the rate the capacity to find, process, analyze and apply legal information has increased. Traditional law firm libraries have largely been replaced by virtual libraries supported by gigantic and ever evolving digital data bases. Classroom teaching of law has been augmented by numerous electronic innovations, instruction in research methods has changed dramatically, and the ease of communication between students and teachers has created a new type of 24/7 learning partnership outside the classroom. Faculty scholarship has also been altered in significant ways, the most obvious being the global stage on which scholarly exchanges about legal issues now routinely occur, the implications of vast databases for conventional and empirical research, the ease with which manuscripts can be prepared and edited, and electronic publica-

tion modes that makes it possible to share early drafts of papers with colleagues around the globe and receive rapid feedback from them. In this vein I am pleased to report that the AALS Office plans to make a substantial investment to upgrade its electronic technology this year to increase internal efficiency, allowing the Association to support listservs for all Sections and publish Section newsletters electronically. Looking forward from this vantage point in 2005, it staggers the imagination to contemplate where we will be in 2030, if this revolution in digital technology continues at the current pace.

### 2. Continued Diversification of the Law School Community.

The diversification of American laws schools' students and faculty members was well under way by 1980 as a result of the surge in women's enrollments in the 1970s and increasing affirmative action efforts on behalf of minorities. The aspiration to have the participants in the legal education process more or less mirror the demographics of the larger society was, however, still very far from realization. Statistics from the Fall of 1980 show that 66% of law students were men, 34% were female. Racial or ethnic minorities combined made up 8% of law students in 1980. Over the next 25 years, the percentage of women in law school rose steadily until it leveled off at 49% in 2000, where it has remained, with small annual variations. The most recent national law school statistics for the Fall of 2004 show the male/female numbers at 52% v. 48%.

## Major Changes in Legal Education

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Notwithstanding an aggressive public commitment by the ABA in 1980 to assure “full opportunities” for minorities in the legal profession, the percentage of minority law students rose slowly, but quite steadily, over the next fifteen years, hitting a high point of 20% in 1995. Minority enrollments then settled back a little for several years when court cases ruling racial preferences unconstitutional and state referendums restricting affirmative action reduced minority enrollments in several large states. Total minority enrollments have now rebounded to their highest level in history, nearly 22% in 2004-2005, but neither African-American enrollments nor Native-American enrollments have recovered to the peaks they reached in the mid 1990s.

Perhaps the most notable change in the minority population of U.S. law schools since 1980, besides its sheer growth, is in its internal composition. In 1980 African-Americans made up 52% of minority law students, Latinos comprised roughly 30%, Asian-Americans around 10%, and Native-Americans less than 4%. By the 2004-2005 academic year, Asian-American applicants to law schools had surged nearly 50% higher than their numbers in the mid 1990s, and Asian-American enrollments had climbed to 37% of the total minority population. By contrast, the volume of African-American applications remained flat over the past decade and African-Americans dropped to 32% of the total minority population in 2004-2005,

while Latinos and Native Americans remained close to the same proportions as they represented 25 years ago. It will be interesting to see whether the U.S. Supreme Court’s 2003 Grutter decision, approving some degree of racial preference in law school admissions, will lead to a substantial increase in the enrollment of members of the least well represented minority groups, whose presence at many law schools falls far below the “critical mass” rationale embraced by the majority opinion.

Faculty diversity necessarily trails student diversity during an era of rapidly changing demographics within the student body because nearly all law teachers are law graduates, and they typically do not enter law teaching until five or more years after completing law school. Therefore it is not surprising to discover that the Fall 1980 national statistics show men still holding 85% of full-time law faculty positions, while women held only 15%. Minority law teachers were also proportionately fewer in 1980, representing just 5% of all full-time law teachers. The numbers of both women and minority full-time law teachers increased steadily over the last 25 years, but there are still significant gaps between the numbers of men and women full-time law teachers, and between full-time majority and minority teachers. Women and minority law teachers trail the percentages of women and minority students currently in law school by about the same one-third margin.

Statistics for Fall 2004 show men now holding 66% of full-time law teaching positions and women holding 34%. Minority law teachers now hold 16% of full-time teaching positions nationwide. These distributions are not likely to change rapidly. A quick look at the 2004-2005 AALS Faculty Appointments Registry reveals that 34% of the over 900 registrants who reported their gender were female, and 22% of the registrants who reported their race or ethnicity were minorities. I note in passing that, in another change since 1980, the AALS Faculty Appointments Registry, which is now searchable on line, has emerged as the dominant channel through which prospective law teachers are identified for recruitment by law schools seeking to add faculty.

In summary, there has been substantial progress since 1980 in diversifying the nation’s law schools, in both students and teachers, but most law schools still have some way to go for their law school communities to “look like the face of America.” The current AALS membership requirement urging law schools to “seek to have a faculty, staff and student body which are diverse with respect to race, color and sex” still appears necessary if the Association is to advance its core value of increasing diversity in the legal profession.

### 1. Globalization of Law and Legal Practice.

In 1980 only a small number of law schools had staked out inter-

national law or comparative law as the niche in which they wished to develop their reputations. I am not certain whether these schools were prescient or just lucky, but they certainly gained a leg up on the rest of the law school world by being at the forefront of globalization and the remarkable sea change it is working in the way law is practiced, studied and taught. The shrinking of the world through trade, travel and instant communications means that lawyers from county seats to regional cities to Wall Street have a common interest in the legal elements of international economic developments, whether the U.S./Australia Free Trade Agreement, the latest round of the GATT negotiations or the continuing ABA debate about multi-jurisdictional practice. U.S. law firms have offices overseas and a substantial number of lawyers represent both domestic and foreign clients in a variety of transnational transactions and in multiple other legal settings. Last year the U.S. imported \$1.5 billion in legal services from overseas, while exporting \$1.25 billion worth of legal services. It is the rare lawyers' gathering or academic conference today at which one segment of the program is not devoted to the pervasiveness of transnational legal issues, the implications of the continued globalization of law practice, or some current issue in international law.

Law schools find themselves racing to keep up with the rapid pace of the changes wrought by advancing globalization. There are few law schools today that have not lifted their vision to the world legal scene through enriched curricular offerings in international, transnational

and comparative law, recruitment of foreign faculty and students, overseas semester or summer programs, exchanges of students and teachers with foreign law schools, creation of graduate programs for foreign-trained lawyers, visiting teachers and speakers from foreign legal cultures, etc.

Twice during the past ten years AALS Presidents have designated the implications of globalization for the future of legal education as the theme of their presidential year, and I'm sure the theme will be recycled again in the next few years. An International Law Schools Association is currently being formed with the assistance of AALS. The initial charter for this embryonic organization was preliminarily approved this Spring at a meeting in Turkey, and very soon law schools around the globe will be invited to become charter members. My crystal ball is not up to the task of predicting the specifics, but I would wager that over the next 25 years the changes in the professional lives of U.S. lawyers and law teachers wrought by continuing globalization will more than eclipse those we have seen since 1980.

So there you have it, my Top Ten list of major changes over the past quarter century. Others creating their own lists will likely select different changes to emphasize. There are numerous worthy candidates I thought of including, but did not. A 2nd Ten list might include such changes as the broadening and deepening of upper-level curricula, improvements in the range and quality of law library services, growing reliance on standardized tests as gatekeepers to law school

and the bar, emergence of distant education as a respectable learning option, importance of financial aid in recruitment and retention of meritorious and diverse students, increasing differentiation of the roles of participants in the legal education process (traditional classroom teachers, clinicians, skills teachers, librarians, LRWs, etc), increased mobility of faculty, limited successes in efforts to deregulate or reduce regulation by accrediting agencies, proliferation in student co-curricular and extra-curricular activities, assertion of more active governance roles by faculty and students, improvements in the economic rewards for deans and faculty, substantial growth in numbers of law schools' administrative personnel and student services staff, the widening gulf between the legal academy and the practicing profession, and substantial growth in the size of the legal education enterprise generally (numbers of accredited law schools, students, faculty, support staff, and infrastructure).

One thing this listing of over twenty observable changes in legal education since 1980 should make abundantly clear is that we law teachers live and work in a highly dynamic professional environment. I would love to know what else readers of this column think has been going on in legal education the past 25 years. What other major changes have I left out? Are some of what I identify as major changes really only trivial in impact? Have I overstated or understated the case for any of the changes I chose to highlight? Please e-mail your thoughts to [n-hines@uiowa.edu](mailto:n-hines@uiowa.edu).

## Nancy Rogers Nominated as President-Elect; Hansen and Post for EC

On Friday, January 6, 2006, three nominees will be presented before the House of Representatives during the Annual Meeting in Washington, DC. Nancy Rogers (Ohio State) will be nominated for the position of President-Elect; H. Reese Hansen (Brigham Young) and Robert C. Post (Yale) will be nominated for three-year terms on the Executive Committee.

If elected by the House, the three new members will join the following continuing members of the Executive Committee: Judith C. Areen (Georgetown), President; H. William Hines (Iowa), Immediate Past President; John H. Garvey (Boston College); Beverly I. Moran (Vanderbilt); Michael A. Olivas (Houston); and Stephanie M. Wildman (Santa Clara).

At the conclusion of the House of Representatives meeting on January 6, three members of the Executive Committee will have completed their terms. Gerald Torres (Texas) will have completed his term as Immediate Past President; Alison Grey Anderson (UCLA) and Allen K. Easley (William Mitchell) will have completed their three-year terms.

Following are brief biographical sketches of those to be nominated.

### NANCY ROGERS

Nancy Rogers received her B.A. from the University of Kansas in 1969 and her J.D. from Yale in 1972. From 1972–74 she clerked for U.S. District Judge Thomas D. Lambros in Cleveland. She began her career in legal education in 1976 as Assistant Professor at Ohio State University, where she became Associate Professor in 1989, Professor and Associate Dean in 1992, Vice Provost in

1999, and Dean in 2001. She was named the Joseph S. Platt-Porter, Wright, Morris & Arthur Professor since 1995 and the Michael E. Moritz Chair in Alternative Dispute Resolution in 2001.

She served as chair of the AALS Section on Alternative Dispute Resolution. She has also served on planning committees and the AALS Resource Corps. Professor Rogers served on the AALS Executive Committee from 2002–04.

Professor Rogers recent books include *Dispute Resolution: Negotiation, Mediation and Other Processes*, Fourth Edition, Aspen Publishing Co. (2003) (with Frank E.A. Sander, Stephen B. Goldberg and Sarah R. Cole). She has also written numerous books and law review articles on dispute resolution and mediation.

### H. REESE HANSEN

H. Reese Hansen received his B.S. from Utah State University in 1964 and his J.D. from the University of Utah in 1972. He practiced law in Salt Lake City from 1972 until 1974 when he joined the faculty at Brigham Young University Law School as an assistant professor. He became an associate professor in 1976 and professor of law in 1979. He served as Associate Dean from 1974 until 1989 when he became acting dean of the law school. He was appointed dean of the law school in 1990 and served as dean until 2004.

Professor Hansen served as Chair of the AALS Law School Deans Section in 1997. He has served as a member of the AALS Membership Review Committee and the Committee on Library and Technology. He has also served

on planning and special committees, site evaluation teams and as Commissioner of the Commission on Uniform State Laws.

His publications include *Utah Probate System*, 2005, "Some Thoughts on Stepping down after a Long Term of Deaning," *The University of Toledo Law Review*, 2004, and *Cases and Text on the Law of Trusts*, 2001.

### ROBERT POST

Robert Post received his B.A. from Harvard College in 1969, his J.D. from Yale in 1977 and his Ph.D. from Harvard University in 1980. In 1977–78 he clerked for U.S. Court of Appeals for the District of Columbia Circuit Chief Judge David L. Bazelon. From 1978–79 he clerked for U.S. Supreme Court Justice William J. Brennan. He became an Associate at Williams & Connolly in 1980. He began his career in legal education in 1983 as Acting Professor at University of California, Berkeley, where he became Alexander F. and May T. Morrison Professor of Law in 1994. He has been the David Boies Professor of Law at Yale since 2003.

In 1994 he served as Chair of the AALS Constitutional Law Section. Professor Post's recent books include *Prejudicial Appearances: The Logic of American Antidiscrimination Law* (with K. Appiah, J. Butler, T. Grey, and R. Siegel), published by Duke University Press 2001; *Human Rights in Political Transitions* (with C. Hesse), 1999, and *Race and Representation* (ed. with M. Rogin), 1998. In 2001 he became a Councilor of the American Academy of Arts and Sciences.

## 2006 Annual Meeting Plenary Sessions

This year's Annual Meeting is planned to carry forward recent efforts to enhance the Association's role as the learned society of the legal academy. The theme for this Annual Meeting is Empirical Scholarship. There is a long tradition of empirical scholarship in law and there has recently been a burgeoning of interest in conducting empirical research in America's law schools. In developing the program for these plenary sessions, it is the foundational assumption that there is no "orthodoxy" in so far as what counts as empirical scholarship, beyond the understanding that the objective of all empirical research is to discover the salient facts that are critically important to a reasoned assessment of the fairness and efficacy of legal rules and the enlightened administration of justice. How these facts are uncovered, how they are analyzed, and what conclusions are drawn from them will depend on the skills of the empirical researcher in applying the methodology appropriate to the specific inquiry. It is the aspiration of these plenary sessions to present a wide range of ideas, methodologies and projects involving different types of empirical research in the hope that attendees will not only become better informed about empirical work currently underway at the nation's law schools, but will perhaps be inspired to consider adding an empirical component to their own scholarly agendas.

This program on Empirical Scholarship will be presented in

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## Annual Meeting At-A-Glance

### Wednesday, January 3, 2006

Registration .....	6:00–9:00 PM
Exhibit Hall Grand Opening .....	6:00–9:00 PM
The Catholic University of America Columbus .....	6:30–8:30 PM
School of Law Reception for All Annual Meeting Participants	

### Thursday, January 4, 2006

Registration .....	7:00 AM–8:00 PM
Exhibit Hall .....	8:00 AM–5:00 PM
Section Extended Programs .....	9:00 AM–5:00 PM
AALS Workshops on .....	8:45 AM–5:00 PM
Integrating Transnational Perspectives into the First Year Curriculum	
A Search for Balance in the Whirlwind of Law School	
Section Luncheons .....	12:15–1:30 PM
House of Representatives, First Meeting .....	5:15–6:30 PM
Section Business Meetings .....	6:30 PM
Georgetown University Law Center and .....	6:30–8:30 PM
George Washington University Law School Reception for All Annual Meeting Participants	

### Friday, January 5, 2006

Registration .....	8:00 AM–7:00 PM
Exhibit Hall .....	8:00 AM–5:00 PM
Section Breakfasts .....	7:00–8:30 AM
Section Programs .....	8:30–10:15 AM
Section Programs .....	10:30 AM–12:15 PM
AALS Luncheon .....	12:30–2:00 PM
AALS Plenary Session .....	2:15–4:00 PM
Section Programs .....	4:00–5:45 PM
Section Business Meetings .....	8:00 PM
American University Washington .....	6:30–9:00 PM
College of Law, Loyola University, New Orleans, School of Law and Tulane University Law School Reception "A Night in Celebration of New Orleans' Vitality in Support of Our Colleagues" for All Annual Meeting Participants	

### Saturday, January 6, 2006

Registration .....	8:00 AM–5:00 PM
Exhibit Hall .....	8:00 AM–1:00 PM
Section Breakfasts .....	7:00 AM–8:30 AM
Section Programs .....	8:30 AM–10:15 AM
Section Programs .....	10:30 AM–12:15 PM
Section Luncheons .....	12:15–1:30 PM
Section Programs .....	1:30–3:15 PM
Section Programs .....	3:30–5:15 PM
House of Representatives, Second Meeting .....	5:15–6:30 PM

### Sunday, January 7, 2006

Registration .....	8:00 AM–12:00 PM
Breakfast for AALS Section Officers .....	7:00–8:45 AM
Section Programs .....	9:00–10:45 AM
Section Programs .....	9:00 AM–12:00 PM

## Annual Meeting Features AALS-Sponsored Events

The AALS Executive Committee and other Association committees are sponsoring several programs during the 2006 Annual Meeting. Scheduled programs and events include the following:

On Wednesday, January 4 the First Meeting of the AALS House of Representatives will be held from 5:15-6:30 p.m. Emeriti faculty and those who have been chosen by their school as Teacher of the Year will be honored at the Reception for Law Schools' Teachers of the Year and Emeriti Faculty Members from 6:30-7:30 p.m.

On Thursday, January 5, AALS will host a Special Meeting and Continental Breakfast for Beginning Law Teachers from

7:15-8:30 a.m. From 8:30-10:15 a.m. the Committee on Sections and Annual Meeting will sponsor the program "Fostering Collaboration in the Academy: The Role of Sections." The Committee on Curriculum and Research will sponsor "Using New Empirical Studies to Improve Legal Education" from 10:30 a.m.-12:15 p.m.

The Honorable Guido Calabresi, U.S. Circuit Judge, United States Court of Appeals, Second Circuit, New Haven, Connecticut, will be the speaker at the Association's Luncheon held from 12:30-2:00 p.m. Immediately following the luncheon will be the Annual Meeting

concurrent Plenary Sessions which will begin at 2:15 p.m.

Also on Thursday, the Committee on Recruitment and Retention of Minority Law Teachers will sponsor the program, *Surviving and Thriving Tenure: Concrete Steps for People of Color and their Law Schools to Take to Successfully Complete the Tenure Process*. The AALS Scholarly Paper Presentation is from 4:00 until 5:45 p.m.

On Friday, January 6, the Site Evaluators Workshop will be held from 8:30 to 10:15 a.m. At 10:30 a.m. the AALS Executive Committee will present "Empirical Research on Law

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## Plenary Sessions

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three concurrent plenary sessions. The first session, *Conducting Empirical Research in a Law School Setting*, will take up institutional issues that arise when empirical research is conducted in a law school setting. The five topics selected were chosen from a dozen or more that could have been discussed, but are believed to be representative of issues that commonly arise. President N. William Hines (Iowa) will serve as the moderator and the speakers will be John J. Donohue, III (Yale); Marc S. Galanter (Wisconsin); Tracey E. George (Vanderbilt); and Elizabeth Ellen Mertz (Wisconsin).

*Methodological Challenges Facing Today's Empirical Scholars*

is the title of the second session and it will focus on empirical research methodology, primarily contemporary social science methodology adaptable to empirical research in law. The speakers will be Ian Ayres (Yale); Lee Epstein (Washington University); Michael Heise (Cornell); Keith Norman Hylton (Boston University); and Shari Seidman Diamond (Northwestern) who will also serve as the moderator. Again, the topics presented only scratch the surface of the rich methodological lode that could be mined by legal researchers.

The third session, *Showcase for Exemplary Empirical Projects*, is the AALS version of "Show

and Tell." Five active empirical researchers will present the projects on which they are working, explain the questions they seek to answer, describe the methodologies employed, report their findings, and answer audience inquiries. Speakers include: Jane E. Larson (Wisconsin); Thomas W. Mitchell (DePaul); Catherine M. Sharkey (Columbia); and Franklin E. Zimring (California, Berkeley). Theodore Eisenberg (Cornell) will serve as the session's moderator as well as a speaker.

Time has been allocated in all three plenary sessions for audience participation.



## Annual Meeting Workshop on A Search for Balance in the Whirlwind of Law School

AALS Annual Meeting Workshop on A Search for Balance in the Whirlwind of Law School will be held during the AALS Annual Meeting at the Marriott Wardman Park in Washington, DC, beginning at 8:45 a.m. on Wednesday, January 4, 2006. It will conclude at 5:30 p.m.

The registration fee for law teachers at AALS Member and Fee-Paid Schools to attend this workshop is included in the Annual Meeting registration fee of \$335 if received by November 11, 2005 or \$385 if received after November 11. Attendance will be on a first come, first served basis. Registration materials were sent to your Dean in June. Registration and housing forms can also be found at [www.aals.org/am2006/](http://www.aals.org/am2006/). For further information contact [registration@aals.org](mailto:registration@aals.org).

The challenging and intellectually rigorous law school experience often takes a toll on the physical, mental and emotional well-being of law students. Recent data indicates that students leaving law school are more depressed, less service-oriented, and more inclined toward undesirable, superficial goals and values. This workshop uses these facts as a departure point for examining what we are doing in legal education that may contribute to the decline in student well-being. To what extent, if any, are these problems due to the way we teach, the kind of classes we offer, inadequate student support, or law

schools' dogged insistence that the affective and spiritual lives of our students are irrelevant to the job of preparing competent practitioners? This day-long workshop will explore such issues and examine claims of lack of balance in law student's lives, possible explanations for the lack of balance, and creative ways in which balance might be achieved through different teaching methods or goals, new courses and student support.

Speakers include: Mary Garvey Algero (Loyola, New Orleans); Jeanne Anselmo (Certified Holistic Nurse, Pumpkin Hollow Farm - The Northeast Theosophical Retreat Center, Craryville, New York); Richard A. Boswell (California-Hastings); Susan J.

Bryant (CUNY); Deborah Ann Calloway (Connecticut); Robert F. Cochran, Jr. (Pepperdine); Winston Boyd Crisp (North Carolina); Susan Swaim Daicoff (Florida Coastal); Sharon Dolovich (UCLA); Barbara A. Glesner Fines (Missouri- Kansas City); Daisy Hurst Floyd (Mercer); Clark J. Freshman (Santa Clara); Victor M. Goode (CUNY); David Hall (Northeastern); Charles Halpern (Chair, Center for Contemplative Mind in Society, Berkeley, California); Gerald F. Hess (Gonzaga); Lawrence S. Krieger (Florida State); Samuel J. Levine (Pepperdine); Paula Lustbader (Seattle); Odeana R. Neal (Baltimore); Jerome M.

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## Annual Meeting AALS-Sponsored Events

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Student Engagement" and the Committee on Bar Admission and Lawyer Performance will present "Reconceiving Lawyer Licensing: Alternative Models of Assessing Lawyer Competence."

The Association will jointly sponsor two programs with the Association of American Geographers. The first program, "Law and Geography: Geographic Technologies and Locational Privacy" will be held on Friday from 1:30-3:15 p.m. The second joint program, "Law and Geography: Race, Ethnicity, and

Place" will follow at 3:30 p.m. Also at 3:30 p.m. is the AALS Executive Committee program "K-20 Educational Pipeline Initiatives." The Second Meeting of the House of Representatives will be from 5:15-6:30 p.m. and from 6:30-7:30 p.m. the AALS will host a Reception for Foreign Law Teachers.

On Saturday morning, January 7, the AALS Workshop and Continental Breakfast for 2005 and 2006 Section Officers will be held from 7:00 until 9:00 a.m.

## Annual Meeting Workshop on Integrating Transnational Legal Perspectives Into the First Year Curriculum

The AALS Annual Meeting Workshop on Integrating Transnational Legal Perspectives Into the First Year Curriculum will be held during the AALS Annual Meeting at the Marriott Wardman Park in Washington, DC, beginning at 8:45 A.M. on Wednesday, January 4, 2006. It will conclude at 5:00 P.M.

The registration fee for law teachers at AALS Member and Fee-Paid Schools to attend this workshop is included in the Annual Meeting registration fee of \$335.00 if payment is received by November 11, 2005 or \$385.00 if received after November 11, 2005. Attendance will be on a first come, first served basis. Registration materials were sent to your Dean in June. Registration and housing forms can be found at [www.aals.org/am2006/transnational](http://www.aals.org/am2006/transnational). For further information contact [registration@aals.org](mailto:registration@aals.org).

### Why Attend?

U.S. law schools and faculties have been increasingly concerned with ensuring that their graduates have sufficient knowledge of "transnational" law. As globalization runs its course, students will inevitably confront transnational issues and challenges in legal practice; students also must achieve greater comfort with "transnational" law to practice effectively in the legal environments they will confront over the next decade and to participate in an informed way in national discussions of important policy questions. And, increasingly, it has come to seem important to ensure that students begin to assimilate transnational perspectives early in their education – in the first year rather than in specialized upper-class courses, -- so that students, faculties, and law schools will collectively understand transnational law as

an integral, rather than peripheral, part of their legal education.

What, though, is "transnational" law, and how can it be incorporated into the first-year curriculum? This Workshop includes a range of perspectives within the category transnational law: public international law, private international law, comparative law, and domestic law, especially as it incorporates international and foreign law. The Workshop begins with a discussion of why transnational perspectives are valuable in a contemporary legal education. The presenters will address the new roles U.S. lawyers play in a multinational legal world, the way in which non-U.S. law routinely affects the practice of law today, and the importance of knowing about non-U.S. legal systems to enable graduates so as to be able to deal effectively with lawyers trained in those systems.

"Transnational law" does not, of course, float free of connections to the substantive legal fields typically taught in first year courses. The Workshop will therefore include presentations on incorporating transnational law in the standard first-year courses, including torts, contracts, property, civil procedure, criminal law and procedure, and constitutional law. Each presentation will have two parts. The first will deal with the substance of the relevant transnational law – the comparative law of tort liability, for example, or

### Hot Topics at the Annual Meeting

Once again, time is being reserved in the Annual Meeting schedule for programs devoted to late-breaking legal issues or topic. Faculty members who are interested in organizing a panel on such an issue or topic will have the opportunity to submit proposals until November 21, 2005 for the 2006 Annual Meeting. The purpose of this special "hot topics" slot is to provide a forum for a panel presentation on a timely and important issue of general interest that arises after the deadline for section and other programs.

Proposals will be evaluated by the immediate Past President of the AALS in consultation with the Executive Committee. If no program proposals are chosen for any particular year, the reserved slot will not otherwise be filled.

Proposals may be sent to AALS Deputy Director Elizabeth Hayes Patterson, Association of American Law Schools, 1201 Connecticut Ave. N.W., Suite 800; Washington, D.C. 20036-2717 or by e-mail to [epatterson@aals.org](mailto:epatterson@aals.org).

the private international law that applies to cross-border commercial contracts for the sale of goods. The second will consider the way in which that new substance can be incorporated into existing courses, by means of “modules” on specific topics, supplementary readings, problems that require students to address transnational legal issues in addition to domestic ones, and the like. Those who attend these sessions should leave them with new ideas for teaching their classes, and with some materials that they can use or build upon in incorporating transnational legal perspectives into their classes.

The Workshop concludes with a plenary discussion addressing the broader, macro-curricular questions of how to incorporate transnational perspectives in the first year. One presenter will provide an example of a curriculum comprehensively reorganized around the idea that contemporary legal education must be transnational. Others will discuss the forms of institutional support that might be needed to develop new courses or materials, and the various ways in which law schools can build transnational law into the first year through elective courses, “bridge” periods, cooperative programs with on-U.S. law schools, and more.

### Speakers

Confirmed speakers include: Diane Marie Amann (California at Davis); Martin H. Belsky (Tulsa); Anita Bernstein (Emory); Andrea K. Bjorklund (California at Davis); Hannah L. Buxbaum (Indiana-Bloomington); Kevin M. Clermont (Cornell); William S. Dodge

(California, Hastings); Markus D. Dubber (SUNY); Antonio Gidi (Houston); Ruth E. Gordon (Villanova); Helen Hershkoff (NYU); Duncan Baker Hollis (Temple); Keith Norman Hylton (Boston Univ); Rosalie Jukier (McGill University, Montreal, Quebec, Canada); Harold Hongju Koh (Yale); M. Stuart Madden (Pace); Thomas Orin Main (McGeorge); Matthew C. Mirow (Florida International); Elizabeth Rindskopf Parker (McGeorge); Ellen S. Podgor (Georgia State); Michael D. Ramsey (San Diego); Lauren K. Robel (Indiana-Bloomington); Jacqueline E. Ross (Illinois); Joel H. Samuels (South Carolina); Anthony J. Sebok (Brooklyn); Edward F. Sherman (Tulane); Neil S. Siegel (Duke); Christopher Slobogin (Florida); David V. Snyder (Tulane); Peter L. Strauss (Columbia); Kellye Y. Testy (Seattle); Stephen C. Thaman (Saint Louis); Laura S. Underkuffler (Duke); Carlos Manuel Vazquez (Georgetown); Melissa A. Waters (Washington and Lee); Lorraine Weinrib (University of Toronto); Jack M. Weiss, Esq. (Gibson, Dunn & Crutcher, LLP, New York, New York); Margaret Y.K. Woo (Northeastern); Patrick Woolley (Texas); and Joachim Zekoll (Tulane).

### Topics

The planned sessions are: What is Transnational Law and Why Does It Matter?; Institutional Support and Approaches to Integration. The concurrent sessions are: Civil Procedure, Constitutional Law, Contracts, Criminal Law & Procedure, Property, and Torts.

### Planning Committee

Members of the Workshop Planning Committee are Janet Levit (Tulsa); Sadiq Reza (New York Law); Thomas D. Rowe (Duke); Mark V. Tushnet (Georgetown), **Chair**; and David A Wirth (Boston College).

### Balance in the Whirlwind

*continued from page 9*

Organ (St. Thomas); Calvin Pang (Hawaii); Jean Koh Peters (Yale); Martha Peters (Iowa); Ellen S. Pryor (Southern Methodist); Reginald Leamon Robinson (Howard); Joshua David Rosenberg (San Francisco); Robert P. Schuwerk (Houston); Thomas L. Shaffer (Notre Dame); Marjorie A. Silver (Touro); James Justesen White (Michigan); Stephanie M. Wildman (Santa Clara); Arlene Wiltz (Chaplain, University Ministry, Loyola University, New Orleans, Louisiana); and Bruce J. Winick (Miami).

Workshop topics include: Losing Balance: Impact of Law School on Student’s Well-Being; Choosing Balance: Alternate Approaches; Using Balance: Moving Forward; and Concurrent Sessions: Affective, Contemplative Practices, Connection to Purpose, Religion in Law School, Spirituality, Student Services/Counseling, and Teaching Methods and Grading

The members of the Planning Committee are Jane H. Aiken (Washington University), **Chair**; Steven H. Hobbs (Alabama); Ann L. Iijima (William Mitchell); and Leonard L. Riskin (Missouri-Columbia).

## 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 (\$585 after May 8). Visit the Web site [www.aals.org/midyear/](http://www.aals.org/midyear/) for details on housing and registration information.

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

## 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 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.

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 list of distinguished speakers which includes: Judith C. Areen (Georgetown); Derrick A. Bell, Jr. (NYU); Dorothy Andrea Brown (Washington and Lee); Charles R. Calleros (Arizona State); Roberto L. Corrada (Denver); Kenneth G. Dau-Schmidt (Indiana University-Bloomington); Dr. James R. Davis (Dean, University College, Professor, Higher Education and Adult Studies, Denver, Colorado); Steven I. Friedland (Nova Southeastern); Kevin R. Johnson (California at Davis); Raleigh Hannah Levine (William Mitchell); Penelope J. Pether (Villanova); Jennifer Lorraine Rosato (Brooklyn); and Sophie M. Sparrow (Franklin Pierce).

Topics include: Replacing Hunches about Learning with Empirical Data; 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 Evaluation; Operationalize This; Institutionalize This. Concurrent Sessions: Enhancing Teaching with PowerPoint; Opportunities for Active and Engaged Learning; Stereotype Threat; Integrating Legal Writing and Research into Your Class; Talking About Controversial Topics; Collaborative Exercises and Class Size.

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**.

## 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/](http://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 questions 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 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); Joanna Shepherd (Emory); 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).

The Planning Committee for the Workshop on Criminal Justice consists of Angela J. Davis (American); Sharon L. Davies (Ohio State), **Chair**; Don L. Doernberg (Pace); and Tamara R. Piety (Tulsa).

## 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/](http://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.

Confirmed speakers include: Margo Andrea Bagley (Emory); Ann Bartow (South Carolina); Dan L. Burk (Minnesota); 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); Mark D. Janis (Iowa); 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); Craig Allen Nard (Case Western); Dawn C. Nunziato (GWU); 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); William Michael Treanor (Fordham); and Diane Leenheer Zimmerman (NYU).

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; Economics. Concurrent Sessions include: The Politics of Race/Class/Gender; The Politics of Patent Reform; The Politics of Global Intellectual Property; and The Politics Concerning Moral Rights.

The Planning Committee for the Workshop on Intellectual Property consists of: Keith Aoki (Oregon); Mark D. Janis (Iowa); Roberta Rosenthal Kwall (DePaul); and Alfred Chueh-Chin Yen (Boston College), **Chair**.

## Conference on Clinical Legal Education Looks to Enrich and Challenge Clinical Educators

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/clinical/](http://www.aals.org/clinical/).

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

The Planning Committee for 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).

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## Workshop for New Clinical Teachers to Follow Twenty-Fourth Annual 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/nlt/](http://www.aals.org/nlt/).

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 professional 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.

The speakers include Alison Grey Anderson (UCLA); Dorothy Andrea Brown (Washington and Lee); Okianer Christian Dark (Howard); the Honorable Harry Edwards (U.S. Court of Appeals for the District of Columbia Circuit, Washington, D.C.); Steven I. Friedland (Nova Southeastern); Heather K. Gerken (Harvard);

Gerald F. Hess (Gonzaga); Ann L. Iijima (William Mitchell); Kimberly Jenece 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).

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.

## New Law Teachers Workshop

*continued from page 15*

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 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.

The speakers for the Workshop for New Clinical Teachers are: Bryan L. Adamson (Seattle); Susan J. Bryant (CUNY); Kim Diana Connolly (South Carolina); Deborah Epstein (Georgetown); Susan R. Jones (George Washington); Peter Joy (Washington University); Elliott S. Milstein (American); and J. L. Pottenger, Jr. (Yale).

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).

## aalscalendar

### January 4 – 8

#### Annual Meeting Washington, DC

- The Catholic University of America Columbus School of Law Reception for All Annual Meeting Participants  
*January 4, 2006 6:30-8:30 p.m.*
- Workshop on Integrating Transnational Legal Perspectives Into the First Year Curriculum  
*January 5, 2006*
- Workshop on A Search for Balance in the Whirlwind of Law School  
*January 5, 2006*
- Georgetown University Law Center and George Washington Law School Reception for All Annual Meeting Participants  
*January 5, 2006 6:30-8:30 p.m.*
- American University Washington College of Law, Loyola University, New Orleans, School of Law and Tulane University Law School Reception for All Annual Meeting Participants  
*January 6, 2006 6:30-9:00 p.m.*

[www.aals.org/am2006](http://www.aals.org/am2006)

### April 30 – May 3

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

[www.aals.org/clinical](http://www.aals.org/clinical)

### June 10 – 16

#### 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.org/midyear](http://www.aals.org/midyear)

### June 22 – 24

- Workshop for New Law Teachers, Washington, DC
- Workshop for New Clinical Teachers, Washington, DC

[www.aals.org/nlt](http://www.aals.org/nlt)

## Future Annual Meeting Dates and Locations

- January 3 – 6, 2007, San Francisco
- January 2 – 6, 2008, New York
- January 7 – 10, 2009, San Diego



Association of American  
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### AALS

1201 Connecticut Avenue, N.W.  
Suite 800  
Washington, D.C. 20036-2717  
PHONE 202.296.8851  
FAX 202.296.8869

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