



the president's message

Principles to Guide Us

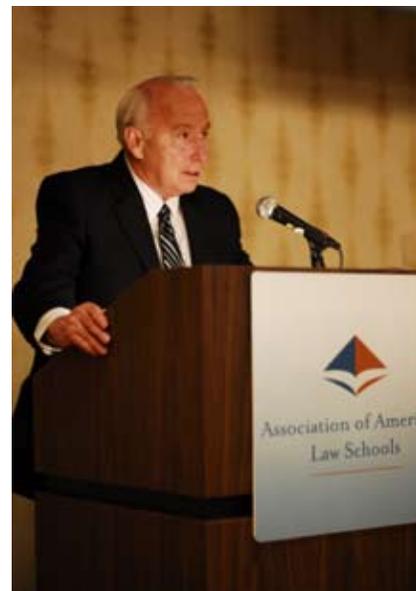
H. Reese Hansen, Brigham Young University J. Reuben Clark Law School

The following is the Presidential Address of H. Reese Hansen before the House of Representatives at the AALS Annual Meeting on January 9, 2010.

I want to begin my comments tonight by expressing my deep gratitude for the honor and privilege of serving this year as president of the Association of American Law Schools. My first experience with AALS was in the 1970's at an annual meeting held in New Orleans. I enjoyed New Orleans then, and I am glad to be back this year, particularly to see the city's recovery, so far, from the devastation of Hurricane Katrina.

Over my now rather long professional life as a law professor and dean, I have had many opportunities to work with and come to know scores, even hundreds, of people in legal education. I am very proud to say that I am a law professor. I really believe I have the best job in the world, both because I am con-

vinced the work of training lawyers is very important and because I love the people and ideas that fill my work days. My work with the professionals and volunteers in the Association has enriched my life and been the basis of many cherished friendships. I am profoundly grateful for the Association and for the people who do its work so well. It has been my privilege to serve on the Executive Committee of the Association under the leadership of four outstanding presidents: Judith Areen, Nancy Rogers, John Garvey, and Rachel Moran. Each of them has provided remarkable and distinguished guidance to the work of the Association. Particularly tonight, I want to express special gratitude to Rachel Moran for her wonderful leadership during her presidential year which concludes at the close of this annual meeting. I want also to acknowledge the important contributions of Joe Knight and Lauren Robel whose terms on the Executive Committee also conclude with this annual meeting, along with John Garvey who retires from the Executive Committee as past-president of the Association. I extend a warm welcome to Professors Dorothy Brown, from Emory, and Ann Shalleck, from American University, who tonight become new members of



H. Reese Hansen addresses the AALS House of Representatives

the Executive Committee. And congratulations to Michael Olivas, from the University of Houston Law Center, our new president-elect.

It is important to publicly acknowledge the indispensable work of the remarkable professional staff of the Association. I was privileged to be on the search committee that recommended Susan Prager to the Executive Committee to become our Executive Director, succeeding Carl Monk who had served legal education so well for so many years. I thought then that Susan would be an extraordinary leader. She has exceeded my very high expectations. I testify that we are in good hands with Susan. We are blessed to have the benefit of her steady guidance, thoughtful advice, remarkable judgment, hard work, and gracious personal touch in her duties as Executive Director.

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President's Message

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I also wish to acknowledge Professor Elizabeth Patterson of Georgetown who returned to AALS for a second time as Deputy Director this year at the conclusion of David Brennen's service. Ginger has given, once again, distinguished service of the very highest order to the Association.

Meanwhile, of course, Jane La Barbera, our Managing Director, has been the glue that has kept it all together, especially in the past year and a half of transition. Jane is, simply put, irreplaceable. It is impossible to overstate the value of her contributions to the Association.

Beyond those I have named who provide such strong leadership, I am deeply grateful for the extraordinary staff who work amazingly hard and effectively in getting everything done so very well. One clear piece of evidence of their wonderful work is this conference which has been such a great experience for all of us.

2009 has been a year of significant transition in the Association and very large challenges to our member law schools. Under the pressures of change and especially difficult challenges it is sometimes difficult to step away from the press of the immediate demands of day to day work to take a longer view and to maintain focus on the things that matter most. During 2010, with

the special economic and other challenges legal education is facing I will be stressing the importance of maintaining focus on the things that have made U.S. legal education the model and envy of the world. And so tonight I will speak of principles to guide us.

The Association Bylaws articulate the core values of the Association and provide guidance in the Association's activities and to our member schools.¹ The core values of AALS emphasize excellent class room teaching across a rigorous academic curriculum. They focus on the importance of faculty scholarship, academic freedom, and diversity of viewpoints. The core values also establish an expectation that member schools will value faculty governance and instill in our students commitments to justice and to public service in the legal community. All of these objectives are to be supported in an environment free of discrimination and rich in diversity among faculty, staff, and student body. These core values combine to provide an environment where students have opportunity to study law in an intellectually vibrant institution capable of preparing them for professional lives as lawyers instilled with a sense of justice and an obligation of public service. In this environment our students are exposed to the best kinds thinking in a culture of learning from a talented and engaged faculty and from fellow students who enrich the learning environment in and out of the classroom.

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¹ Bylaws of the Association of American Law Schools 6-1 in Association of American Law Schools 2009 Handbook 36 (2009) (core values).

President's Message

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President Rachel Moran, in addressing the Council of the ABA Section on Legal Education in Chicago last July, made the point in this way: "Without question, leadership in the field of law inherently depends on responding to changing conditions. That said, in evaluating proposed reforms, we must always keep in sharp focus the core values that guide us. These core values are commitments that define us as a discipline and as a profession. They lend coherence to our vision for the future, while they respect institutional pluralism and encourage innovation."²

No one can doubt that the financial challenges to our member schools, resulting from the financial melt-down in the U.S. economy, are large indeed. The length of time it will take for the U.S. economy to fully recover is impossible to accurately predict. But however long it takes, additional time will be required for law schools to recover the financial base which has, until rather recently, underpinned legal education. There are some signs that for many law schools there will not be a complete return to the financial base of the past.

Meanwhile, reductions in financial support from state legislatures and shrinking endowments have already put unprecedented financial pressure on law schools in meeting their obligations to students and the profession. Almost all law schools are dealing with budget cuts which have produced a variety of cost saving strategies including hiring freezes, travel restrictions, program and course offering reductions, and even salary reductions and layoffs. Revenue shortfalls are being offset, in part, by larger than usual tuition increases at many schools, especially state supported law schools. These super-sized tuition increases will certainly put additional burdens on our students because many of them will have to undertake even more borrowing to finance law school. The just published Law School Survey of Student Engagement reports that nearly one third (29%) of our students expect to leave law school owing more than \$120,000 in law school debt.³

Simultaneously, the shrinking job market in the profession and shrinking salaries for our graduates place increased pressures on our students, many of whom wonder

if they will be able to find employment in the profession - which is in the middle of an industrial restructuring of its own. Students and graduates worry about their ability to repay loans they have undertaken to finance their legal educations. This heightened anxiety in our student bodies and difficulties in obtaining professional employment are certain to demand even more from law schools in providing student support services.

Many voices now warn prospective law students that going to law school is an unwise investment in time and money.⁴ While there seems to be little evidence yet that potential law school applicants are heeding such warnings, the longer we are in the trough of the recession, the more likely it becomes that the decline in professional employment opportunities and high law school tuitions will reduce the demand for legal education. It seems likely that law schools are going to have to find ways to reduce costs in order to check the rate of increase in tuitions.

At the same time financial conditions in our economy have changed the kind of legal services clients are seeking and the ways those services are being delivered to them. Law schools are going to have to adapt to the changing face of the legal profession in order to prepare our students to enter the profession. These are challenging times, indeed. Many feel the worst days are not yet behind us.

Other events raise additional potential challenging issues for the legal academy. I will mention just two such matters in these remarks.

1) The Standards Review Committee of the ABA's Section on Legal Education and Admissions to the Bar is in the process of revising existing ABA Accreditation Standards in some important ways. Some of these changes will be more than merely cosmetic, as you may have gathered from yesterday's Executive Committee Forum with the ABA Section on Legal Education and Admission to the Bar where some of these proposed changes were discussed. The work of the Student Learning Outcomes Subcommittee of the Standards Review Committee is

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² Rachel F. Moran, President, Ass'n of Am Law Sch., Remarks Made to the Council of the ABA Section on Legal Education, Chicago, Illinois (July 31, 2009)(on file with author).

³ LSEE Law School Survey of Student Engagement, 2009 Annual Survey Results, Student Engagement in Law School: Enhancing Student Learning 14 (2009), http://lsee.iub.edu/pdf/LSEE_Annual_Report_2009_forWeb.pdf.

⁴ See Law.com Legal Blog Watch, <http://legalblogwatch.typepad.com/> (last visited Jan. 27, 2010).

2010 Annual Meeting Sightings

The 2010 Annual Meeting took place in New Orleans, Louisiana, January 6-10, 2010 at the Hilton New Orleans Riverside. The AALS Annual Meeting is the largest annual gathering of legal educators in the world. In addition to the networking opportunities, the "Meeting Place" in the exhibit hall, and the various organization receptions and breakfasts, AALS provided conference attendees the opportunity to organize an informal gathering with colleagues that share similar interests.



The Secretary General of the Organization of American States, José Miguel Insulza, speaker at the AALS Committee on International Cooperation Luncheon, with Dean Claudio Grossman (right), American University Washington College of Law



American Bar Association President Carolyn Lamm at the First Meeting of the AALS House of Representatives



The AALS Exhibit Hall provides meeting attendees the opportunity to view and discuss products and services which could enhance or support their teaching goals.



2008 AALS President John Garvey presents an award to Scholarly Paper Winner Christopher Bruner, Washington and Lee School of Law



Some of the Current and Past Women and Minority Law Deans



It's never too early to foster their appreciation of poster presentations!



2010 AALS President-elect Michael A. Olivas, President H. Reese Hansen, and Immediate Past President Rachel F. Moran



New 2010 AALS Executive Committee Members: Dorothy Andrea Brown (Emory), 2010 President-Elect Michael A. Olivas (Houston) and Ann C. Shalleck (American)



Back row: Katherine Hansen, wife of 2010 AALS President; Elizabeth Hayes Patterson, AALS Deputy Director; Reem Bahdi, University of Windsor (IALS Board); Mónica Pinto, University of Buenos Aires (IALS President); Front Row: Fatou Kiné Camara, University Cheikh Anta Diop of Dakar Faculty of Legal and Political Science (IALS Board); Chuma C. Himonga, University of Cape Town Faculty of Law (IALS Board); Noor Aziah Haji Mohd Awal, National University of Malaysia Faculty of Law (IALS Board); Jane La Barbera, AALS Managing Director.



Posters are intended to provide authors an opportunity to present in clear and succinct fashion the thesis and conclusion of their research or to describe teaching innovations outside formal program presentations.

2010 Annual Meeting Luncheon

The Honorable Guido Calabresi delivered an inspiring and thoughtful keynote address at the 2010 Annual Meeting Luncheon. His address will be featured in the April/May issue of the AALS Newsletter.



"You are my colleagues, you are my friends, my mentors and my students. You have been my life. And though this is a lifetime achievement award, I hope that you will continue to be my life and that in time some may say that the award was premature."



Susan Westerberg Prager, AALS Executive Director, Chief Executive Officer, introduces distinguished guests at the AALS Luncheon.



The 2010 Annual Meeting Luncheon was a success. Please join us for the 2011 Annual Meeting Luncheon in San Francisco, California.



*Order of the Coif Committee Chair Patricia Cain presents the Order of the Coif Book Award to Risa Goluboff, University of Virginia, for her book, *The Lost Promise of Civil Rights* (Harvard University Press, 2007.)*



2009 AALS President Rachel F. Moran presents Judge Calabresi with the AALS Award for Lifetime Service to Legal Education and to the Law

2010 Mid-Year Meeting

June 8-12, 2010

New York, New York

The Mid-Year Meeting consists of the following professional development programs:

- The Workshop on “Post Racial” Civil Rights will be held June 8-10, 2010
- The Workshop on Civil Procedure and the Workshop on Property, will be held concurrently from June 10-12, 2010

You can register for just the Workshop on “Post Racial” Civil Rights, or the simultaneous Workshops on Civil Procedure and Property, or register for the entire Mid-Year Meeting which includes access to all programs (“Post Racial” Civil Rights and the concurrent Civil Procedure and Property Workshops) held from June 8-12. Registering for the entire Mid-Year Meeting results in approximately a 50% discount off of the first workshop registration fee.

Type of Registration	Received by May 21	Received After May 21
Workshop on “Post Racial” Civil Rights		
June 8-10, 2010		
Faculty of Member and Fee-Paid Schools	\$495	\$545
Faculty of Non Fee-Paid Law Schools	\$585	\$645
Workshops on Civil Procedure AND/OR Workshop on Property		
June 10-12, 2010		
Faculty of Member and Fee-Paid Schools	\$495	\$545
Faculty of Non Fee-Paid Law Schools	\$585	\$645
All Three Workshops		
June 8-12, 2010		
Faculty of Member and Fee-Paid Schools	\$750	\$835
Faculty of Non Fee-Paid Law Schools	\$835	\$930

2010 Mid-Year Meeting Workshop on “Post Racial” Civil Rights Law, Politics and Legal Education: New and Old Color Lines in the Age of Obama

June 8 – 10, 2010

New York, New York

When Du Bois wrote in 1903 that “the problem of the Twentieth Century is the problem of the color line,” he was reflecting on momentous changes over the previous decades. For Du Bois, the turn of the century offered an opportunity to take stock of race, to gauge its recent past and predict its immediate future. The turn of the millennium offers us a similar backward- and forward-looking opportunity. Thus this AALS workshop on race and the law.

Entitled ““Post Racial” Civil Rights law, Politics and Legal Education: New and Old Color Lines in the Age of Obama” (hereafter ““Post Racial” Civil Rights”), the aim of this workshop, broadly framed, is to mark three significant post civil rights changes to the American racial landscape and to explore the implications of those changes for the future of racial justice advocacy, organization, litigation and legal education. As will become clear, while the three developments we have in mind are not exhaustive of the shifts in U.S. racial dynamics post *Brown v. Board of Education* and the passage of the Civil Rights Act of 1964, each raises profound questions about the direction and substantive content of civil rights reform in the decades to come.

Planning Committee for 2010 Mid-Year Meeting Workshop on “Post Racial” Civil Rights Law, Politics and Legal Education

Devon Wayne Carbado, University of California, Los Angeles, **Chair**

Ian F. Haney Lopez, University of California, Berkeley

Audrey McFarlane, University of Baltimore

Reva B. Siegel, Yale Law School

Stephanie M. Wildman, Santa Clara University

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2010 Mid-Year Meeting Workshop on “Post Racial” Civil Rights

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Change I: The installation of colorblindness as both the normative backdrop against which race is publicly discussed and a formal legal technique to adjudicate civil rights cases. This installation produces racial denials (of racism), racial prohibitions (of racial consciousness) and racial elisions (of existing racial inequalities). Colorblindness has simultaneously undermined the emancipatory potential of civil rights law and made conversations about racial justice in civic and political arenas virtually impossible. At the same time, colorblindness has enabled and legitimized a discourse of cultural difference and social responsibility that now serves as the principal explanation of and justification for existing racial hierarchies.

Change II: The shift in America’s racial demographics from a majority white nation to a majority-minority nation. There are two significant features of this shift. First, no single racially-defined group represents a majority of the population; and, second, Latinos constitute the new majority-minority. By the year 2000, these patterns were firmly established in California; they now exist in numerous other states, and many of the nation’s major cities, as well.

Change III: The momentous election of Barack Obama as the first Black President of the United States. When Obama announced his decision to run for the United States presidency, few people thought he would win the democratic nomination, let alone the White House. But win the White House is precisely what he did, changing the face of American politics in the process and facilitating the introduction of a new term in our ever-shifting racial vocabulary: post racialism. Exactly what this term will come to mean is anybody’s guess. What is clear is that post racialism has already begun to operate as “replacement labor” for the ideological work that colorblindness has traditionally performed.

Organized over three days, the “Post Racial” Civil Rights Workshop will examine what the foregoing developments portend for civil rights legal practice, education and political reform. An informal reception opens the workshop on the evening of Tuesday, June 8. The

substantive sessions will begin on Wednesday, June 9, with a plenary focused the role law plays in reproducing inequality, even and perhaps especially when no formal “racial classifications” are involved. Entitled “The Legal (Re)production of Inequality,” the plenary will demonstrate some of the distinctive mechanisms through which law reproduces racial inequality in areas including: criminal justice, healthcare, housing, education, employment, immigration, and constitutional law. Small group informal breakout sessions will follow the plenary, but remain in the plenary room, forming small groups based on where they are seated and engaging the members of their group for 30 minutes around the themes the plenary presented. Group participants will then have the opportunity to draw on their group discussions to direct questions at the plenary speakers.

Lunch then follows and will feature a keynote presentation. A second plenary will launch the afternoon sessions, this one devoted to “New Paradigms of Racialization.” As mentioned above, the United States has shifted from a majority white nation to a nation within which (1) no single racial group constitutes a racial majority, (2) people of color outnumber whites, and (3) Latinos are the new minority majority. This plenary panel will explore whether these demographic changes—and social response to them—reflect new paradigms of racialization. How should we now count race? What are the frames in which we now talk about race? And what are the intersectional implications of these shifts in demographics and discourse? How do they affect our conception of whiteness? Do they have implications for relations of intimacy—shaping perceptions about childbearing and child care, or the social expression of sexuality? How do these new forms of racialization shape claims about citizenship and security, immigration and sovereignty? Staying with this theme, the second afternoon session will feature a choice among several concurrent sessions, including sessions on the census, immigration and profiling, sovereignty, race and dependency and race, family and sexuality.

2010 Mid-Year Meeting Workshop on “Post Racial” Civil Rights

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The second day of the workshop, Thursday, June 9, will open with the plenary, “Race Across the Curriculum and Law School: Race Law 101 and Beyond.” This plenary will focus on race, legal education and law school environment. Senior, mid-level and junior professors will discuss not only the substantive content on the basic race law course, but also how if, at all, that course does or should differ from a course in critical race theory. The panelists will also consider whether identity specific courses, such as Latinos and the Law and Asian American Jurisprudence, enhance or diminish a multiracial approach to civil rights reform. Finally, because race is endogenous (and not just exogenous) to legal environments, the plenary will consider some of the ways in which—outside of the classroom—race shapes and is itself shaped by the institutional culture and life of law schools. To permit further discussion of these issues, the plenary will be followed by small group breakout sessions that, in addition to continuing the discussion of the law school environment and race-specific courses, will examine how to incorporate race into non-traditional race law classes, such as tax and the basic first year curriculum.

Lunch then follows with a keynote presentation on the Obama Administration and Civil Rights. The afternoon sessions will turn to solutions. The discussion will begin with the plenary, “Interventions: The Possibilities and Limitations of Law.” As the title suggests, this plenary will examine whether law remains a

productive vehicle with which to achieve racial reform. From anti-discrimination law to immigration law to human rights to housing and criminal justice reforms, the panelists will explore the possibilities and limitations of law—working alongside large and small scale political organizing—to effectuate progressive racial change.

The day ends with another plenary, this one structured in the form of a roundtable to maximize audience participation. Entitled, “The Future of Race, Law and Civil Rights: Asking and Answering the Hard Questions,” this plenary will press the panelists to consider some of the most difficult and controversial questions about the future of race, law and civil rights. Some of the questions will explicitly draw from, though they will not be exhausted by, the themes around which the preceding plenaries are organized. Is Obama’s presidency likely to be more symbolic than substantive? Are there progressive terms upon which assimilationist projects can be articulated? Should whiteness be more explicitly engaged in our public and political discourses about race? How should we theorize the notion of a black/white binary? Has civil rights advocacy failed meaningfully to engage class? How, if at all, should arguments based on hierarchies of oppression figure in civil rights advocacy? To what extent should our racial engagements be more globally-centered? What is the role of international law in domestic civil rights reform? These are some of the questions this plenary will take up.

Who Should Attend?

This workshop has been planned for (1) anyone interested in post civil rights changes to the American racial landscape and the implications of those changes for the future of racial justice advocacy, organization, litigation and legal education, (2) scholars and teachers in the field of race and the law and anti-discrimination law, including but not limited to those who write about or teach courses in constitutional law, employment discrimination, women and the law, sexual orientation and the law and feminist jurisprudence, and (3) law professors who teach courses that are not explicitly marked in terms of race and are interested in developing new and exciting ways to incorporate race into their courses.

When is this Workshop?

The workshop will be held at the Sheraton New York Hotel and Towers located at 811 7th Avenue at 53rd Street in New York. The workshop will begin on Tuesday, June 8, with an opening reception from 6:00 to 8:00 p.m., followed by two days (June 9 and 10) of plenary and concurrent sessions. Both June 9 and 10 will feature luncheons with keynote speakers.

Registration information will be sent and will also be posted online at www.aals.org/midyear/.

See page 9 for a list of topics and speakers.

Topics and Speakers at the 2010 Mid-Year Meeting Workshop on “Post Racial” Civil Rights

Topics:

- The Legal (Re)production of Inequality
- Racial Inequality Without Racists
- New Paradigms of Racialization?
- Race Across the Curriculum & Law School: Race Law 101 and Beyond
- Holding the President Accountable: What the Obama Administration is Doing
- Interventions: The Possibilities of Law
- The Future of Race, Law and Civil Rights: Asking the Hard Questions
- Concurrent Sessions
 - Whiteness and “Post Racial”ism
 - Race, Sovereignty & Political Identity
 - Immigration & Profiling
 - Race & Sexuality
 - Colorism
- Small Group Discussions: Race Across the Curriculum
 - Race and First-Year Courses: Contracts, Torts & Civil Procedure
 - Race and the Corporate Curriculum
 - Race and the Law: The Course
 - Race & First Year Courses: Criminal Law, Criminal Procedure and Property
 - Race Law Curricula, Programs and Centers
 - Race and Law School Climate

Speakers:

Bryan L. Adamson, Seattle University; Muneer I. Ahmad, Yale Law School; Raquel E. Aldana, University of the Pacific; Anthony V. Alfieri, University of Miami; Elvia R. Arriola, Northern Illinois University; Margalynne J. Armstrong, Santa Clara University; Sameer M. Ashar, City University of New York; R. Richard Banks, Stanford Law School; Taunya Lovell Banks, University of Maryland; Bethany Berger, University of Connecticut; Eduardo Bonilla-Silva, Professor of Sociology, Center for Latin American and Caribbean Studies, Duke University; Deirdre Bowen, Seattle University; Dorothy Andrea Brown, Emory University; Paul Butler, The George Washington University; Bennett Capers, Hofstra University; Robert S. Chang, Seattle University; Guy-Uriel E. Charles, Duke University; Sumi K. Cho, DePaul University; Brietta R. Clark, Loyola Law School; Frank Rudy Cooper, Suffolk University; Kim Crenshaw, Columbia University and University of California, Los Angeles; Gilda Daniels, University of Baltimore; Angela j. Davis, American University; Peggy Cooper Davis, New York University; Kim Forde-Mazrui, University of Virginia; Sheila R. Foster, Fordham University; Katherine E. Franke, Columbia University; Laura E. Gomez, University of New Mexico; Neil Gotanda, Western State University; Wendy Greene, Samford University; Lani Guinier, Harvard Law School; Pratheepan Gulasekaram, Santa Clara University; Angela P. Harris, University of California, Berkeley; Cheryl I. Harris, University of California, Los Angeles; Tanya Hernandez, Fordham University; Bill O. Hing, University of California, Davis; Emily M.S. Houh, University of Cincinnati; Darren Lenard Hutchinson, American University; Lisa C. Ikemoto, University of California, Davis; Osamudia R. James, University of Miami; Creola Johnson, The Ohio State University; Kevin R. Johnson, University of California, Davis; Trina Jones, Duke University and University of California, Irvine; Linda H. Krieger, University of Hawaii; Sylvia Lazos, University of Nevada, Las Vegas; Brant L. Lee, University of Akron; Audrey G. McFarlane, University of Baltimore; Rachel Moran, University of California, Berkeley; Melissa E. Murray, University of California, Berkeley; Camille A. Nelson, Hofstra University; Nancy K. Ota, Albany Law School; Brandon Paradise, Rutgers University, Newark; Juan F. Perea, University of Florida; john a. powell, The Ohio State University; Carla Pratt, Pennsylvania State University; Angela R. Riley, Southwestern Law School; Dorothy E. Roberts, Northwestern University; Florence Wagman Roisman, Indiana University, Indianapolis; Daria Roithmayr, University of Southern California; Addie Rolnick, University of California, Los Angeles; Ediberto Roman, Florida International University; Tom I. Romero II, Hamline University; Saul Sarabia, University of California, Los Angeles; Leticia Saucedo, University of Nevada Las Vegas; Reva B. Siegel, Yale Law School; Terry Smith, DePaul University; Dean Spade, Seattle University; Julie Su, Director of Litigation, Asian Pacific American Legal Center; Gerald Torres, The University of Texas; David D. Troutt, Rutgers University-Newark; Francisco X. Valdes, University of Miami; Rose Cuison Villazor, Hofstra University; Cheryl L. Wade, St. John's University; Deleso A. Alford Washington, Florida A&M University; Kimberle C. West-Faulcon, Loyola Law School; Robert S. Westley, Tulane University; Jennifer Wriggins, University of Maine

2010 Mid-Year Meeting Workshop on Civil Procedure: *Charting Your Course in a Shifting Field*

New York, New York

June 10-12, 2009

Civil Procedure is a shifting field, requiring mastery of a rapidly changing subject. A new approach to pleading, elaborate litigation financing mechanisms, expanding frontiers in preclusion law, and an increasingly detailed awareness of the landscape of civil litigation all present difficult challenges to teacher and scholar alike.

This workshop will address these important issues. It will also focus on three central pedagogical challenges: teaching the hardest cases, incorporating innovative and varied classroom methodologies, and constructing a successful course in fewer credit hours.

Our speakers will include established scholars and newer voices. The program is designed to benefit Civil Procedure teachers and scholars at all levels of experience.

Registration information will be sent shortly and will also be posted online at: www.aals.org/midyear/.

Topics:

The Return of Pleading: *Twombly* and *Iqbal* in Federal and State Courts; Teaching the Three Hardest Cases; Emerging Methods: Three Ideas; The Demography of Civil Litigation: What We Know; Big Topics, Shrinking Credits; Recognition and Enforcement of Foreign-Country Judgments: Domestic and Comparative Perspectives; Brave New World of Litigation Finance

Speakers:

Tom Baker, University of Pennsylvania; Marilyn J. Berger, Seattle University; Robert G. Bone, Boston University; Hannah L. Buxbaum, Indiana University, Bloomington; Paul D. Carrington, Duke University; Joe S. Cecil, Ph.D., Project Director in the Division of Research, Federal Judicial Center, Washington, D.C.; Kevin M. Clermont, Cornell Law School; Edward H. Cooper, The University of Michigan; Theodore Eisenberg, Cornell Law School; Howard M. Erichson, Fordham University; Christopher Fairman, The Ohio State University; Martha A. Field, Harvard Law School; Susan M. Gilles, Capital University; Alex Glashauser, Washburn University; Samuel Issacharoff, New York University; John P. Lenich, University of Nebraska; Ashley S. Lipson, University of La Verne; Benjamin V. Madison, III, Regent University; David W. Marcus, The University of Arizona; Arthur R. Miller, New York University School of Law; Linda S. Mullenix, University of Texas; Michael B. Mushlin, Pace University; John Schwartz, National Legal Correspondent, New York Times, New York, New York; Timothy D. Scrantom, President, Juridica Capital Management (US), Inc., New York, New York; Anthony Sebok, Yeshiva University; Linda J. Silberman, New York University; Lisa Margaret Smith, United States Magistrate, Judge, Southern District of New York, New York, New York; Angela Upchurch, Capital University; Howard M. Wasserman, Florida International University

Planning Committee for 2010 Mid-Year Meeting Workshop on Civil Procedure

Frederic M. Bloom, Brooklyn Law School
Laura Hines, University of Kansas
Richard A. Nagareda, Vanderbilt University
Patrick Woolley, University of Texas at Austin, Chair
Stephen C. Yeazell, University of California, Los Angeles

2010 Mid-Year Meeting Workshop on Property

June 10-12, 2010

New York, New York

Two major crises in the last few years have exposed deep tensions and pressures on our understanding of Property Law. The foreclosure of more than 2 million homes, and the anticipated default of another 6 million mortgages have shaken common notions about the ability of consumers to understand real estate transactions and the terms of their mortgage contracts, posed stark questions about the failure of the law to limit the ability of the market to produce property transactions that created significant principal/agent costs, moral hazards, and externalities, and presented challenging questions about racial disparities in access to prime credit and in the underwriting of troublesome new mortgage products. Similarly, vigorous debates over the responsibility of industrialized countries to control global warming, the need to protect future generations from the effects of global warming, and the fair allocation of the burdens of reducing greenhouse gases similarly have posed challenging questions about the regulation of risk from activities on private property, the nature of property owners' obligations to future generations, and the failure

of regulation to control externalities from the use of property. Both crises raise serious theoretical and practical challenges to traditional notions about the comparative advantages of the free market, our ability to craft property laws that limit systematic risk without unduly discouraging innovation, and the continuing inability of the law to prevent racial discrimination, exclusion and exploitation.

The crises also have shown that property conundrums are hardest when they fall at the intersections of state and federal law; constitutional, statutory, regulatory and common law; and substantive environmental, international, financial instruments and risk regulation fields. Property law professors increasingly must come to terms with these intersections as they struggle to distinguish property from other subjects. At the same time, property law professors must master and incorporate into their scholarship and teaching the considerable insights normative theory, theories about race, gender and inequality, and scholarship on law and economics (especially behavioral law and economics) and political economy provide about property.

To address these issues, the workshop will begin substantively on Friday, June 11 with an opening plenary focused on identifying the core of property that must be taught in the introductory property course. As the credits allotted to introductory property courses shrink in schools across the country, but as the crises of the last few years show just how fundamental property law is to our legal and financial systems, senior, mid-level, and junior professors will debate what is critical to include in the basic property course. A second plenary will launch sessions on the mortgage and housing crises, focusing first on "Property in Dangerous Packages: Subprime and Skin in the Game." The luncheon keynote will feature a discussion of federal efforts to address the need for reform in the regulation of the financial and mortgage sectors.

The afternoon sessions will then feature breakout sessions on what behavioral law and economics tells us about the mortgage crisis; what norms underpin the mortgage crisis; what the crisis tells us about the regulation of risk; and what we can learn about and from the political economy of homeownership. We will then reconvene in a third plenary session to talk about inequality and the subprime market.

Planning Committee for 2010 Mid-Year Meeting Workshop on Property

Vicki L. Been, New York University, **Chair**
 Carol N. Brown, University of North Carolina
 Eduardo Moises M. Penalver, Cornell Law School
 Joseph W. Singer, Harvard Law School
 Alfred Chueh-Chin Yen, Boston College

2010 Mid-Year Meeting Workshop on Property

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The morning of Saturday, June 12th will feature breakout sessions organized around works-in-progress selected through a request for proposals. A fourth plenary session will then focus on what the global warming crisis tells us about property law. Breakout sessions will follow, again to allow examination of the global warming crisis through the perspective of various normative theories and theories of equality and fairness, as well as from a political economy and risk regulation vantage point. The day will end with very early works-in-progress roundtables, at which scholars with very preliminary ideas will be given just ten minutes to outline their ideas and receive feedback on the viability of the topic.

Registration information will be sent and will also be posted online at www.aals.org/midyear/.

Topics:

Plenary Sessions:

- The Core of Property: What is Essential in the First Year
- Property in Dangerous Packages: Subprime and Skin in the Game
- Inequality and the Subprime Mortgage Crisis
- The Global Warming Crisis: Property Law

Breakouts:

- What Does Behavioral Law and Economics Tell Us About the Mortgage Crisis
- What Are the Norms Underlying the Mortgage Crisis
- What Does the Mortgage Crisis Teach Us About Regulating Risk
- What Does the Mortgage Crisis Teach Us About the Political Economy of Home Ownership
- Global Warming
- Subprime Crisis
- Global Warming Crisis: Thinking Holistically
- The Global Warming Crisis: Fairness
- The Global Warming Crisis: Regulating Risk
- The Global Warming Crisis: Political Economy

Works-in-Progress

Confirmed Speakers Include:

Jonathan H. Adler, Case Western Reserve University; Adam Ashcraft, Assistant Vice President Financial Intermediation Function, Federal Reserve Bank of New York, New York; D. Benjamin Barros, Widener University; Ray Bescia, Albany Law School; Sara Bronin, University of Connecticut; Alfred L. Brophy, University of North Carolina; Ann E. Carlson, University of California, Los Angeles; Joseph W. Dellapenna, Villanova University; Vincent Di Lorenzo, St. John's University; Daniel A. Farber, University of California, Berkeley; Lee Anne Fennell, The University of Chicago; William A. Fischel, Professor of Economics, Dartmouth College Department of Economics, Hanover, New Hampshire; Sheila R. Foster, Fordham University; Eric T. Freyfogle, University of Illinois; Michael B. Gerrard, Columbia University; Keith H. Hirokawa, Albany Law School; Robert C. Hockett, Cornell Law School; Tim Iglesias, University of San Francisco; Alex M. Johnson, Jr., University of Virginia; Emma C. Jordan, Georgetown University Law Center; Alexandra B. Klass, University of Minnesota; Douglas A. Kysar, Yale Law School; John A. Lovett, Loyola University New Orleans; Martha Mahoney, University of Miami; Patricia A. McCoy, University of Connecticut; Audrey G. McFarlane, University of Baltimore; Jonathan R. Nash, Emory University; Hari Michele Osofsky, Washington and Lee University; Jedediah S. Purdy, Duke University; Annelise Riles, Cornell Law School; Florence Wagman Roisman, Indiana University, Indianapolis; Gerald Rosenfeld, Clinical Professor, Leonard N. Stern School of Business, New York University; J.B. Ruhl, Florida State University; Erin Ryan, College of William and Mary; Mark Sagoff, Senior Research Scholar, University of Maryland School of Public Policy; Maria Savasta-Kennedy, University of North Carolina; Paige Skiba, Vanderbilt University; Henry E. Smith, Harvard Law School; Stewart E. Sterk, Yeshiva University; Stephanie M. Stern, Loyola University, Chicago; Laura S. Underkuffler, Cornell Law School; Molly Van Houwelling, University of California, Berkeley; Brent White, University of Arizona; Joshua Wright, George Mason University.

President's Message

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guided by the ABA's *Report of the Outcome Measures Committee*⁵ and has as its objective the examination of the existing Standards for the purpose of requiring greater emphasis on the development of meaningful outcome measures and assessment of student learning in those outcomes. Work is also being done on the Standards dealing with law school governance⁶ and academic freedom and security of position⁷ as well as others.

Because the work of the Standards Review Committee will potentially have important impacts on law schools, I will be establishing a special work group to advise the Executive Committee on the impacts law schools might expect from the proposed revisions of the accreditation standards and on recommendations the Association can make to the ABA in connection with its work in revising the standards.

2) Because of the rapidly growing importance of international law and of better understanding and cooperation in legal education across national borders, last August the Executive Committee authorized the formation of a special work group for the purpose of examining what roles our Association ought to be playing in the international arena. I am pleased to announce tonight that Judith Areen, former president of the Association and just named acting

dean at Georgetown University Law Center, will chair this work group. That Judy is willing to undertake this work in her current, otherwise very demanding schedule, is a testament of the importance of the task. The work group will have the benefit of the good work done by the Special Committee on International Cooperation which concluded its work in December and which helped build an important foundation and vision for our thinking. Moving forward, it is important that the work of AALS in the international area addresses the needs of our member law schools and more clearly focuses the international objectives of the Association. We will, of course, have in mind our cooperative and important relationship with the International Association of Law Schools. I look forward to working with Judy in appointing the membership of the work group and receiving their recommendations.

In the face of the multitude of challenges law schools are facing, I believe it is more important than perhaps it has ever been that our collective thinking and planning be guided by sure principles that keep us focused on the things that matter most. The Association's core values have provided that kind of certain guidance for law schools in providing the optimum opportunity for the establishment of an

environment where teacher/scholars can best mentor students to understand the important role law plays in our complex society and to prepare our students to enter the legal profession.

Furthermore, the core values establish the climate where faculty can make the greatest contributions in our society - make it possible for law faculty members to provide transformative scholarship and transformative teaching as President Rachel Moran described them.⁸ This environment is only possible where faculty are free to experiment with curricula and with teaching methods, have freedom of intellectual exploration and freedom to make critiques on the law and on social policy, and are institutionally completely invested for the long haul.

In these comments, I want to briefly highlight two of our core values that seem to me to be particularly at risk in these challenging times. Others of the core values will be subjects for further discussion in the coming year.

Many have made thoughtful and compelling cases regarding the importance of diversity in the learning environment in our law schools,⁹ and the importance of diversity in the profession and the judiciary

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⁵ American Bar Association, Section of Legal Education and Admissions to the Bar, *Report of the Outcome Measures Committee* (July 27, 2008), <http://www.abanet.org/legaled/committees/subcomm/Outcome%20Measures%20Final%Report.pdf>

⁶ ABA Standards for Approval of Law Schools Standards 201-213 (2009-2010).

⁷ ABA Standards for Approval of Law Schools Standards 401-405 (2009-2010).

⁸ Rachel Moran, *Transformative Teaching: From the Classroom to the Culture*, AALS NewsL., Nov. 2009, at 1.

⁹ See, e.g., *Regents of the Univ. of Cal. v. Bakke*, 438 U.S. 265 (1978); *Grutter v. Bollinger*, 539 U.S. 306 (2003).

President's Message

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to the most effective delivery of justice in our society.¹⁰ Over the past score or so of years we have made noteworthy progress in this critically important area. But we still have a great deal of work to do.

Since the turn of the 21st century, the number of JD students enrolled in our law schools has increased by nearly 18,000,¹¹ but the portion of all law school students who are African American has declined.¹² Similarly, the percentage of our students who are Mexican American is down, as is the percentage of Puerto Rican students in our student bodies.¹³

It is an obvious point that diversity in our student bodies enriches the learning environment for all students because voices from diverse cultures, races, and life experiences, bring different and important perspectives into the discussion. I wish, however, to add an additional point on the importance of access to education, in our case legal education, to all segments of our society.

I believe it is widely accepted as true that education provides a primary pathway out of poverty and into the advantages of self-sufficiency and full participation in our society. In addition, because lawyers and the legal profession have the best access to the levers of influence and power in our society, it is of highest importance that those levers be within the grasp of everyone, without regard to their economic or social status.

In the context of shrinking budgets, tuition increases, and pressure to rise in the US News rankings, it is tempting to devote greater portions of available financial aid resources to attract students with the highest LSAT scores, rather than to provide financial support to qualified students on the basis of need. Funding for this strat-

egy works to the detriment of qualified applicants who are the most financially challenged and who are, most often, members of diverse races and cultures.

Such strategic choices exacerbate the already existing inequality of opportunity for legal education and they increase the distinctions between those who are wealthy enough to go to law school and those who are not.

It is an obvious point that diversity in our student bodies enriches the learning environment for all students because voices from diverse cultures, races, and life experiences, bring different and important perspectives into the discussion.

As stewards at the gateway into the legal profession, I believe it is our duty to do all that we can do to eliminate or minimize the economic barriers to entry into the profession which many persons already face. It is in the best interest of our country and our society to do all we can do to make equality of opportunity a reality for all who are intellectually qualified for law study. The AALS Executive Committee "Statement on Diversity, Equal Opportunity and Affirmative Action" adopted in 1995, states my point in this way:

" . . . [L]egal education still has a long road to travel to produce a truly diverse profession prepared to meet the needs of American society. The challenge is thus to develop an educational community—and ultimately an America—where all of us can work together and learn from each other in a climate of mutual trust. Hard times bring out fears, but they can also call forth from persons of goodwill the best qualities that lie within them. The AALS is confident that the faculty and students of its member schools will meet that challenge with wisdom and understanding."¹⁴

As the needs of our society change, the demands on the profession evolve and change. It is critically important that the legal academy make changes in the things we

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¹⁰ See, *Statement on Diversity, Equal Opportunity and Affirmative Action*, in Association of American Law Schools 2009 Handbook 92 (2009) (adopted by AALS Executive Committee, November 1995).

¹¹ American Bar Association Statistics, <http://www.abanet.org/legaled/stats/stats.html> (last visited Jan. 27, 2010).

¹² *Id.*

¹³ *Id.*

¹⁴ *Statement on Diversity, Equal Opportunity and Affirmative Action*, in Association of American Law Schools 2009 Handbook 93 (2009) (adopted by AALS Executive Committee, Nov. 1995).

President's Message

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teach and the way we teach them and in the focus of our scholarship. Especially in recent years, many law schools have undertaken important curricular and programmatic revisions to address the needs of the profession. In particular, for example, law schools have increased the amount of, and improved the manner in which, professional skills are taught in our law schools. Most schools are formally addressing the challenges of globalization of our economy, international commerce and international cooperation. During the past year President Moran has highlighted some of the important transformative scholarship that has been recently produced.¹⁵

It is clear to me that moving forward, in the face of the headwinds of our economic challenges, and the fundamental changes underway in the profession into which we are graduating our students, and considering the likelihood of changes in accreditation standards, that the most careful strategic planning undertaken in our lifetimes is going to be required in all of our schools. Law school faculties and deans will have to marshal their very best efforts to manage the required changes within the limitations of budgets. Making those changes while also staying focused on institutional goals and our core values increases the difficulty of making the strategic choices that will have to be made.

I think it is safe to say that the need has never been greater than it is now to remain steadfast in preserving the Association's core value of faculty governance. It is

precisely because there are no ready or easy answers on what is best for our students and our profession that we must call upon our collective best thinking to shape the changes we are being called upon to make. The kind of creativity required to find good answers to these, and other, challenges will not come alone from the profession, or from deans' offices, or from faculty work. It will take thoughtful, deliberate, and full collaboration from all of these groups to get to where we need to be. I do not think it will be easy, but working together we can do it. I have a complete confidence that our law schools will effectively address the challenges we face. I am optimistic about our future.

Now, as I conclude my remarks this evening I wish to report that in the past several weeks, it has been my pleasure to ask many faculty members to accept appointment to the many committees of the Association. I have been delighted to sense the enthusiasm with which those who have been asked to give an extra measure of service have been willing to do so. Much of the important work of the Association is done by scores and scores of volunteers who give their time for the advancement of the legal academy. I want, now, to publically thank all who have served so well and who are concluding their committee or section service for now. And I welcome with a sense of tremendous appreciation the new members who have agreed to serve. Thank you for all you have done and will do on behalf of the Association. I am looking forward to the coming year and am grateful for the privilege of working with you on behalf of the legal profession and the legal academy.

¹⁵ Rachel F. Moran, President, Ass'n of Am. Law Sch., Remarks Made to the Council of the ABA Section on Legal Education, Chicago, Illinois, (July 31, 2009) (on file with author). See also AALS Newsl., Aug. 2009.

***The Journal of Legal Education* invites you to help report reforms of the third year curriculum.**

Please submit examples and articles that relate to reform efforts. You may also refer to Web sites or attach publications that provide information.

Please respond to: jle@swlaw.edu

2009 TEACHERS OF THE YEAR

(The following professors have been honored by their law schools as Teachers of the Year.)

- Arthur Acevedo, *The John Marshall Law School*
 Charles W. Adams, *The University of Tulsa College of Law*
 Cynthia F. Adcock, *Charlotte School of Law*
 John M. Adler, *University of San Francisco School of Law*
 Vincent C. Alexander, *St. John's University School of Law*
 Adell L. Amos, *University of Oregon School of Law*
 Robert T. Anderson, *University of Washington School of Law*
 Carol Rice Andrews, *The University of Alabama School of Law*
 Richard C. Ausness, *University of Kentucky College of Law*
 Derek E. Bambauer, *Brooklyn Law School*
 Felice J. Batlan, *Chicago-Kent College of Law*
 Kathleen S. Bean, *University of Louisville Louis D. Brandeis School of Law*
 Mary Beth Beazley, *The Ohio State University Michael E. Moritz College of Law*
 J. R. Beck, *University of Georgia School of Law*
 William Berry, *University of Mississippi School of Law*
 Henry A. Blair, *Hamline University School of Law*
 Robert M. Bloom, *Boston College Law School*
 Ralph Brashier, *The University of Memphis Cecil C. Humphreys School of Law*
 Kenneth S. Broun, *University of North Carolina School of Law*
 Jordan C. Budd, *Franklin Pierce Law Center*
 Wilfredo Caraballo, *Seton Hall University School of Law*
 Jennifer M. Chacon, *University of California, Irvine, School of Law*
 Megan F. Chaney, *University of La Verne College of Law*
 John J. Chung, *Roger Williams University School of Law*
 David S. Cohen, *The Earle Mack School of Law at Drexel University*
 Jason K. Cohen, *Rutgers School of Law - Camden*
 Jennifer Collins, *Wake Forest University School of Law*
 Joseph M. Connors, *Albany Law School*
 Stephen R. Cook, *University of Akron C. Blake McDowell Law Center*
 Geoffrey Corn, *South Texas College of Law*
 Roberto L. Corrada, *University of Denver Sturm College of Law*
 John J. Coughlin, *Notre Dame Law School*
 Marion G. Crain, *Washington University School of Law*
 Don Daucher, *Western State University College of Law*
 Michael H. Dessent, *California Western School of Law*
 Alyssa A. DiRusso, *Samford University Cumberland School of Law*
 Margaret Drew, *University of Cincinnati College of Law*
 Olympia Duhart, *Nova Southeastern University Shepard Broad Law Center*
 Laura Dym Cohen, *Southwestern Law School*
 Thomas Eisele, *University of Cincinnati College of Law*
 Beth A. Eisler, *University of Toledo College of Law*
 Jules Epstein, *Widener University School of Law*
 Bryan Keith Fair, *The University of Alabama School of Law*
 Michelle Falkoff, *University of Iowa College of Law*
 Robert C. Farrell, *Quinnipiac University School of Law*
 John E. Fee, *Brigham Young University J. Reuben Clark*
 Jessica K. Fink, *California Western School of Law*
 Brian Fitzpatrick, *Vanderbilt University Law School*
 James P. Fleissner, *Mercer University Law School*
 Brian J. Foley, *The Earle Mack School of Law at Drexel University*
 Brigham A. Fordham, *Phoenix School of Law*
 John J. Francis, *Washburn University School of Law*
 Mitchell J. Frank, *Bary University Dwayne O. Andreas School of Law*
 David Franklin, *DePaul University College of Law*
 Mitchell M. Gans, *Hofstra University School of Law*
 Michael T. Gibson, *Oklahoma City University School of Law*
 Michele Estrin Gilman, *University of Baltimore School of Law*
 Michael Goldsmith, *Brigham Young University J. Reuben Clark Law School*
 Craig Green, *Temple University James E. Beasley School of Law*
 Sean J. Griffith, *Fordham University School of Law*
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 Thomas J. Hammer, *Marquette University Law School*
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 Oliver A. Houck, *Tulane University School of Law*
 Maureen A. Howard, *University of Washington School of Law*
 Michael J. Hussey, *Widener University School of Law*
 Jeffrey Jackson, *Mississippi College School of Law*
 Robert Jones, *Northern Illinois University College of Law*
 Lily Kahng, *Seattle University School of Law*
 John M. Kang, *St. Thomas University School of Law*
 Orin S. Kerr, *The George Washington University Law School*
 Andrew R. Klein, *Indiana University, Indianapolis School of Law*
 Joerg-Werner R. Knipprath, *Southwestern Law School*
 Donald C. Langevoort, *Georgetown University Law Center*
 David P. Leonard, *Loyola Law School*
 Nancy Levit, *University of Missouri-Kansas City School of Law*
 Thomas J. Mack, *University of the District of Columbia David A. Clarke School of Law*
 Susan F. Mandiberg, *Lewis and Clark Law School*
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 Patricia R. McCubbin, *Southern Illinois University School of Law*
 Darrell A.H. Miller, *University of Cincinnati College of Law*
 John W. Murrey, *Appalachian School of Law*
 Ira S. Nathenson, *St. Thomas University School of Law*
 Kevin F. O'Neill, *Cleveland State University Cleveland-Marshall College of Law*
 Timothy P. O'Neill, *The John Marshall Law School*
 Bruce L. Ottley, *DePaul University College of Law*
 Stephen P. Parsons, *Appalachian School of Law*
 Eric Pearson, *Creighton University School of Law*
 Eve Brensike Primus, *The University of Michigan Law School*
 Ya Qin, *Wayne State University Law School*
 Mae C. Quinn, *Washington University School of Law*
 Patrick T. Quirk, *Ave Maria School of Law*
 Henry Rose, *Loyola University Chicago School of Law*
 Luevonda Ross, *Faulkner University Thomas Goode Jones School of Law*
 Heidi M. Schooner, *The Catholic University of America Columbus School of Law*
 Richard H. Seamon, *University of Idaho College of Law*
 Sudha N. Setty, *Western New England College School of Law*
 Karen R. Smith, *Southwestern Law School*
 Ned Snow, *University of Arkansas, Fayetteville Leflar Law Center*
 Kenneth Stahl, *Chapman University School of Law*
 Kirk J. Stark, *University of California, Los Angeles, School of Law*
 Henry L. Stephens, *Northern Kentucky University Salmon P. Chase College of Law*
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 Ruth C. Vance, *Valparaiso University School of Law*
 Larry D. Ward, *University of Iowa College of Law*
 Elizabeth Warren, *Harvard Law School*
 Blake A. Watson, *University of Dayton School of Law*
 Kathryn Ann A. Watts, *University of Washington School of Law*
 Christina E. Wells, *University of Missouri School of Law*
 Jay D. Wexler, *Boston University School of Law*
 David C. Williams, *Indiana University Maurer School of Law*
 Timothy Wilton, *Suffolk University Law School*
 Candace Zierdt, *Stetson University College of Law*

AALS President-elect Michael A. Olivas on the Role of Faculty in Legal Education

Recently Professor Jack Chin Chester H. Smith Professor at the University of Arizona, James E. Rogers College of Law, asked AALS President-elect Michael A. Olivas to share his personal views on some questions about the direction of legal education. To read the full interview, go to <http://prawfsblawg.blogs.com/>.

Jack Chin: One of the greatest benefits of being a law faculty member is discretion, autonomy, and flexibility. We set our own hours, and choose our projects. But some serious things have happened in the last two years, putting pressure on admissions, development and placement within the law school, as well as the practice of law itself. Some believe that legal education will change rapidly in the next few years, and that some schools may not survive. Given the difficulty in raising tuition substantially in this market, and the unlikelihood of substantial increases in state appropriations or private donations, one of the few available sources of support will be more or different work from the faculty itself.

Michael A. Olivas: These issues ebb and flow, and I think that in the collegiate sector (that is, not the proprietary sector or virtual, online law schools, or unaccredited programs), the challenges will not significantly affect legal education over the long haul. I do believe that we have too many law schools, and that some of the developments are detrimental, but the overall enterprise is solid. The nation-state requires lawyers, and the fundamentals are sound. I hope I am right in my reading of the tea leaves.

Chin: Will the institution of tenure interfere with changes individual schools must make?

Olivas: No more so than any number of other interrelated and moving parts. In order for a law school to attract a high level of faculty for the difficult years ahead, tenure is an essential component; any school that attempts to field a first rate faculty without it will find it very difficult to do so, and will have to spend an extraordinary amount of time evaluating faculty at regular intervals in order to make a go of it. One of the reasons tenure exists is because it is like democracy – the worst of all situations except plausible alternatives, for which there are none. Those few collegiate institutions that do not offer tenure can only field contingent, freeway-flying instructors-of-record, not real faculties. They have great turnover, and must resort to evaluations that are toothless and not meaningful.

Chin: For example, say that a Dean determines that most classes must have a writing component or address the law of the states where students are most likely to practice. Assume here and for the other questions non-discriminatory application of general standards and policies. Can administrations impose these sorts of changes?

Olivas: No real dean can do so in splendid isolation of her faculty. This is a quintessential example of faculty governance, the faculty who must not only determine what shall be taught, but how it shall be taught. Any dean who wishes to implement such curricular direction must lead her faculty to agree to do so, or it will not be done effectively or efficaciously. Only the collective faculty can determine what the overall emphasis should be, or what the individual parts are. If a faculty believes that it must teach more statutory law, or offer more writing across the curriculum, or emphasize better bar passage, only it can plan and more importantly, monitor and oversee such programmatic decisions. And the real work occurs in classes, in writing labs, in libraries, and in moot court rooms.

Chin: Can deans make faculty teach more, or teach different courses?

Olivas: Within reason, yes. More importantly, the only way that an effective faculty workload policy can work is if the faculty, collectively, determines an overall agreement, subject to the individual assignments that each individual must implement. I cede authority to the institution to determine if I teach on MWF or T Th, and at 8:00 am or 6:00 p.m. Only if the group makes the overarching policy will individuals fit into their assigned places within the overall scheme. I have no intrinsic academic freedom privilege of teaching one class on the law of food, to be offered at my favorite Mexican restaurant on Mondays and Wednesdays at noon. At the same time, I think it is wrong to be an independent agent, simply doing whatever I personally feel is good for me. In my personnel decisions, I favor work horses over show horses, and communitarians over freelancers. But by trying to turn faculty into flexible, contingent, pliable workers, deans and presidents may get what they want – uncommitted, disloyal, free agents.

AALS Section Chairs for 2010

Academic Support

Robin A. Boyle, St. John's University
School of Law

Administrative Law

Gillian E. Metzger, Columbia
University School of Law

Admiralty and Maritime Law

Gerard Nicholas Magliocca, Jr.,
Indiana University, Indianapolis
School of Law

Africa

Thomas A. Kelley, University of North
Carolina School of Law

Agency, Partnership, LLC's and Unincorporated Associations

Mark J. Loewenstein, University of
Colorado Law School

Aging and Law

Carolyn L. Dessin, University of Akron
C. Blake McDowell Law Center

Agricultural Law

David A. Myers, Valparaiso University
School of Law

Alternative Dispute Resolution

Art Hinshaw, Arizona State University
Sandra Day O'Connor College of Law

Animal Law

Rebecca J. Huss, Valparaiso University
School of Law

Antitrust and Economic Regulation

Robin C. Feldman, University of
California Hastings College of the
Law

Art Law

Marc H. Greenberg, Golden Gate
University School of Law

Balance in Legal Education

Katherine M. Hessler, Lewis and Clark
Law School

Business Associations

H. Kent Greenfield, Boston College
Law School

Children and the Law

Joan M. Shaughnessy, Washington
and Lee University School of Law

Civil Procedure

Vikram D. Amar, University of
California, Davis School of Law

Civil Rights

Rosalie B. Levinson, Valparaiso
University School of Law

Clinical Legal Education

Amy G. Applegate, Indiana University
Maurer School of Law

Commercial and Related Consumer Law

Gregory E. Maggs, The George
Washington University Law School

Comparative Law

Amalia D. Kessler, Stanford Law
School

Conflict of Laws

Kermit Roosevelt, University of
Pennsylvania Law School

Constitutional Law

Mark A. Graber, University of
Maryland School of Law

Continuing Legal Education

Renee Moore, University of
Mississippi School of Law

Contracts

Lisa E. Bernstein, The University of
Chicago The Law School

Creditors' and Debtors' Rights

Katherine M. Porter, University of
Iowa College of Law

Criminal Justice

Susan D. Rozelle, Stetson University
College of Law

Defamation and Privacy

Ann Bartow, University of South
Carolina School of Law

Disability Law

Mark C. Weber, DePaul University
College of Law

Education Law

Kristi L. Bowman, Michigan State
University College of Law

Employee Benefits and Executive Compensation

Paul M Secunda, Marquette
University Law School

Employment Discrimination Law

Tristin K. Green, Seton Hall University
School of Law

Environmental Law

Denise E. Antolini, University of
Hawaii William S. Richardson School
of Law

Evidence

Edward K. Cheng, Brooklyn Law
School

AALS Section Chairs for 2010

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Family and Juvenile Law

Alicia B. Kelly, Widener University School of Law

Federal Courts

Anthony J. Bellia, Jr., Notre Dame Law School

Financial Institutions and Consumer Financial Services

Adam K. Feibelman, University of North Carolina School of Law

For the Law School Dean

Kellye Y. Testy, University of Washington School of Law

For the Law School Dean

Maureen Anne O'Rourke, Boston University School of Law

Graduate Programs for Foreign Lawyers

William Byrnes, Thomas Jefferson School of Law

Immigration Law

Lenni Beth Benson, New York Law School

Indian Nations and Indigenous Peoples

Aliza G. Organick, Washburn University School of Law

Institutional Advancement

Matt Roberts, University of Oregon School of Law

Insurance Law

Aviva Abramovsky, Syracuse University College of Law

Intellectual Property

Katherine J. Strandburg, New York University School of Law

International Human Rights

Sarah H. Paoletti, University of Pennsylvania Law School

International Law

Mark E. Wojcik, The John Marshall Law School

International Legal Exchange

Diane Penneys Edelman, Villanova University School of Law

Islamic Law

Mark E. Cammack, Southwestern Law School

Jewish Law

Keith B. Sharfman, Marquette University St. John's University School of Law

Jurisprudence

Vera Bergelson, Rutgers School of Law - Newark

Labor Relations and Employment Law

Rachel Arnow-Richman, University of Denver Sturm College of Law

Law and Anthropology

Frank S. Ravitch, Michigan State University College of Law

Law and Computers

Mark F. Schultz, Southern Illinois University School of Law

Law and Economics

Francesco Parisi, University of Minnesota Law School

Law and Interpretation

To be Announced

Law and Mental Disability

Robert D. Dinerstein, American University Washington College of Law

Law and Religion

Christopher C. Lund, Wayne State University Law School

Law and Sports

Edmund P. Edmonds, Notre Dame Law School

Law and the Humanities

Angela I. Onwuachi-Willig, University of Iowa College of Law

Law and the Social Sciences

Andrew D. Martin, Washington University School of Law

Law Libraries

Anne Klinefelter, University of North Carolina School of Law

Law, Medicine and Health Care

Kevin Outterson, Boston University School of Law

Legal History

Neil H. Cogan, Whittier Law School

Legal Writing, Reasoning and Research

Martha Pagliari, DePaul University College of Law

Continued on page 20

AALS Section Chairs for 2010

Continued from page 19

Legislation & Law of the Political Process

Lawrence M. Solan, Brooklyn Law School

Litigation

Michael W. Martin, Fordham University School of Law

Mass Communication Law

Mary-Rose Papandrea, Boston College Law School

Minority Groups

Llewellyn J. Gibbons, University of Toledo College of Law

National Security Law

Stephen I. Vladeck, American University Washington College of Law

Natural Resources Law

Robin K. Craig, Florida State University College of Law

New Law Professors

Linda D. Jellum, Mercer University Law School

Non-Profit Law and Philanthropy

David A. Brennen, University of Kentucky College of Law

North American Cooperation

John W. Reifenberg, Jr., Michigan State University College of Law

Part-Time Division Programs

Christina L. Bennett, Seton Hall University School of Law

Post-Graduate Legal Education

Marshall E. Tracht, New York Law School

Poverty Law

Ezra E.S. Rosser, American University Washington College of Law

PreLegal Education and Admission to Law School

Noe Bernal, Villanova University School of Law

Pro-Bono & Public Service Opportunities

J. P. Ogilvy, The Catholic University of America Columbus School of Law

Professional Responsibility

Susan D. Carle, American University Washington College of Law

Property Law

Kali N. Murray, Marquette University Law School

Real Estate Transactions

R. Wilson Freyermuth, University of Missouri School of Law

Remedies

Rachel Janutis, Capital University Law School

Scholarship

Michael B. Dorff, Southwestern Law School

Securities Regulation

Elizabeth A. Nowicki, Tulane University School of Law

Sexual Orientation and Gender Identity Issues

Taylor Flynn, Western New England College School of Law

Socio-Economics

Richard S. Markovits, The University of Texas School of Law

State and Local Government Law

Patricia Salkin, Albany Law School

Student Services

Catherine Glaze, Stanford Law School

Taxation

Beverly I. Moran, Vanderbilt University Law School

Teaching Methods

Melissa H. Weresh, Drake University Law School

Torts and Compensation Systems

Catherine M. Sharkey, New York University School of Law

Trusts and Estates

Melanie B. Leslie, Benjamin N. Cardozo School of Law

Women in Legal Education

Lisa R. Pruitt, University of California, Davis School of Law

New Law School Teachers Workshops

June 16-20, 2010

Washington, D.C.

Planning Committee for the AALS Workshop for Pretenured Minority Law School Teachers, Workshop for New Law School Teachers; Workshop for New Law School Clinical Teachers:

Randy E. Barnett, Georgetown University Law Center

A. Mechele. Dickerson, The University of Texas

Robert D. Dinerstein, American University

Tanya Kateri Hernandez, Fordham University

Kellye Y. Testy, University of Washington, Chair

Ronald F. Wright, Wake Forest University

Type of Registration	Received by May 19	Received After May 19
Workshop for Pretenured Minority Law School Teachers		
Faculty of Member and Fee-Paid Schools	\$255	\$305
Faculty of Non Fee-paid Law Schools	\$330	\$380
Workshop for New Law School Teachers		
Faculty of Member and Fee-Paid Schools	\$550	\$600
Faculty of Non Fee-paid Law Schools	\$600	\$650
Workshop for New Law School Clinical Teachers		
Faculty of Member and Fee-Paid Schools	\$255	\$305
Faculty of Non Fee-Paid Law Schools	\$330	\$380
Combined Workshops: New Law School Teachers and Pretenured Minority Law School Teachers or New Law School Clinical Teachers (discounted fee)		
Faculty of Member and Fee-Paid Schools	\$660	\$710
Faculty of Non Fee-Paid Law Schools	\$710	\$760
All Three Workshops (discounted fee)		
Faculty of Member and Fee-paid Schools	\$770	\$820
Faculty of Non Fee-Paid Law Schools	\$820	\$870

Workshop for Pretenured Minority Law School Teachers

June 16-17, 2010

Washington, D.C.

A grant from the Law School Admission Council is funding the Workshop's Luncheon and partial support for Speakers' Attendance.

Why Attend?

From their first day of teaching until tenure, minority law teachers face special challenges in the legal academy. At this workshop, diverse panels of experienced and successful law professors will focus on these issues as they arise in the context of scholarship, teaching, service and the tenure process. The workshop dovetails with the AALS Workshop for New Law School Teachers by providing sustained emphasis on the distinctive situations of pretenured minority law school teachers.

Who Should Attend?

The Workshop will be of interest to newly appointed minority law teachers as well as junior professors who are navigating the tenure process.

Plenary Session Topics:

Promotion and Tenure: Getting to Yes; Teaching: Strategies to Success; Service: Strategies to Success; Scholarship: Strategies to Success; You Can Do This

Speakers:

Devon Wayne Carbado, University of California, Los Angeles; Thomas W. Joo, University of California, Davis; Veryl Victoria Miles, The Catholic University of America; Camille A. Nelson, Saint Louis University; Xuan-Thao Nguyen, Southern Methodist University; Michael A. Olivas, University of Houston; Jennifer L. Rosato, Northern Illinois University

Workshop for New Law School Teachers

June 17-19, 2010

Washington, D.C.

Why Attend?

At the 28th annual Workshop for New Law School Teachers, new law teachers will share their excitement, experiences and concerns with each other and with a roster of senior and junior faculty chosen for their track record of success and their diversity of scholarly and teaching approaches. These professors will pass along invaluable advice about teaching and testing techniques and tips for developing, placing and promoting one's scholarship. Speakers will also address how to manage the demands of institutional service, as well as the expectations of students and colleagues, along with special challenges that arise when confronting controversial topics.

Who Should Attend?

The Workshop will benefit newly appointed faculty members, including teachers with up to two years of teaching experience, and those with appointments as visiting assistant professors.

Plenary Sessions Topics:

Scholarship; Preparing for Your First Semester of Teaching; Biggest Triumphs and Mistakes: Junior Faculty Perspectives; Teaching to the Whole Class; Challenging Moments in the Classroom; Exam Preparation, Reading, Grading, Review and Course Evaluation; Institutional Citizenship and Politics

Concurrent Session Topics:

Choosing Subject Matter; Publication Process; Promotion/Readership Techniques

Speakers:

The Honorable Guido Calabresi, U.S. Court of Appeals, New Haven, Connecticut; G. Marcus Cole, Stanford Law School; William Nichol Eskridge, Jr., Yale Law School; Howard Katz, Elon University; Paula Lustbader, Seattle University; Solangel Maldonado, Seton Hall University; Shuyi Oei, Tulane University; Jennifer L. Rosato, Northern Illinois University; Omari S. Simmons, Wake Forest University; Lawrence B. Solum, University of Illinois; Francisco X. Valdes, University of Miami; Laurie B. Zimet, University of California, Hastings

2010 Annual Meeting Podcasts Now Online

Over 100 sessions from the 2010 AALS Annual Meeting have been digitally audio recorded. These recordings, known as 'podcasts,' are available at no charge to faculty and professional staff from AALS member and fee-paid schools.

A username and password is required to access the podcasts. Your username is your primary e-mail address. If you do not have or do not remember your password, click the 'forgot password' link on the bottom of the log-in screen.

You can browse the Annual Meeting podcast program by scrolling down, or search for a specific session by typing 'Ctrl F' and then typing a keyword.

Click the Section name of the session you are interested in and your media player should open and begin playing the recording. Longer sessions have been broken up into multiple recordings—they will have several links (such as 'morning' or 'afternoon') directly beneath the session name.

Workshop for New Law School Clinical Teachers

June 19-20, 2010

Washington, D.C.

Why Attend?

The Workshop for New Law School Clinical Teachers is designed to offer new law faculty an introduction to clinical teaching, and to the challenges of balancing the various roles that clinical teachers are expected to perform. The Workshop will address the basic tasks of the clinical teacher—setting goals for clinical courses, teaching professional skills and values, supervising students and producing scholarship—and will provide the perspective of clinicians who were recently new teachers themselves. Concurrent sessions will focus on important questions of evaluation and collaboration in a clinical context. At lunch, attendees will be able to gather with colleagues teaching in similar subject-matter areas.

Who Should Attend?

The Workshop for New Law School Clinical Teachers should be of interest to new teachers of in-house and externship clinical courses and to all new teachers interested in clinical teaching methodology.

Sessions Topics:

Goals and Future of Clinical Legal Education; Skills and Values; Scholarship; New Clinicians (Things I Wish Someone Had Told Me When I Started); Evaluation; Collaboration

Speakers:

Susan J. Bryant, City University of New York; Deborah Epstein, Georgetown University; Phyllis Goldfarb, The George Washington University; Margaret E. Johnson, The University of Baltimore; Lisa Kelly, University of Washington; Catherine F. Klein, The Catholic University of America; Katherine R. Kruse, University of Nevada, Las Vegas; Ascanio Piomelli, University of California, Hastings; Jayesh Rathod, American University; Ann C. Shalleck, American University

AALS President-elect Michael A. Olivas on the Faculty in Legal Education

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Chin: Can these sorts of changes happen only if the faculty approves?

Olivas: That is my premise — approves and shares in governance. How could it be otherwise? All else is pushing string. And courts will always hold recalcitrant faculty to be invoking matters of private concern, not academic freedom.

Chin: A recent *National Jurist* article accused some law professors of sloth. My experience overall is that we work hard; and let's stipulate that our colleagues are energetic and brilliant. On the other hand, some few in our business do not treat law teaching as a full time job. There are some tenured faculty who do not write, and/or whose teaching is not admirable. Do law schools have recourse against tenured professors who do too little work or don't do it well?

Olivas: In my experience, people who gravitate towards law teaching are self-motivated, and the best deans do no harm to that instinct. In public schools, many states have enacted post-tenure review procedures that address some of these issues, but existing law and practice allows any serious dean who provides due process to act and remove any staff or faculty who do not perform their duties adequately. There are any number of carrots and sticks for academic leaders, provided that they act responsibly and fairly. There may be a small and irreducible number of employees who do not perform, or perform as well as they might, but any organization will have a wide spread of talent and accomplishment; the trick is not to "fire the deadwood," a term I have never liked, but to try and find a meaningful way for faculty to do their work. There are sanctions and rewards available to all academic leaders and to all faculties.

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Call for Proposals for Open Source Programming at 2011 Annual Meeting

Open Source sessions at the Annual Meeting are novel ideas for programs proposed by groups of faculty members and selected by a committee in a competitive process. The programs should be innovative and include interactive and out of the ordinary approaches to presenting the topics. AALS is requesting proposals for Open Source programs for the 2011 AALS Annual Meeting in San Francisco, California.

The goal is to encourage a “bottom up” process in which scholars collaborate to develop fresh and exciting ideas for a program at the Annual Meeting. These are not Section, law school, organization, or institution-sponsored programs. An Open Source Program is one developed by a group of faculty members in various subject matters, who have an original topic that they would like to present at the Annual Meeting.

When developing the proposal you should consider the following:

- Is the format innovative?
- Will the program attract a broad audience?
- Is there a diversity of presenters and multiplicity of planners?
- Is there junior and senior teacher involvement?
- Does the topic cross over common issues and transcend a particular subject area?
- Would there be a publication coming out of the submission?
- Will the program format require expensive audio-visual equipment?

To ensure exceptional topics for the Open Source programs, proposals should not feature a program or subject that could be offered by an AALS Section or conflict with other program topics being presented at the 2011 AALS Annual Meeting.

For your proposal to be considered, you must provide the following submission requirements:

- Program title
- Detailed description and explanation of what the program is trying to accomplish
- Names of the planners of the program and a description of how the program idea was generated
- Names of speakers to be invited including their full names and schools with a link to or copy of their vita
- Presentation format of program
- Program publishing information: Will the program be published? If so, where would it be published?

Please mail your submissions and required information to opensource@aals.org by April 17, 2010.

AALS President-elect Michael A. Olivas on the Faculty in Legal Education

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Chin: What sort of changes do you predict in the next few years?

Olivas: I see more restructuring that will squeeze out the ranks of full time faculty, intended to render the teaching ranks much more contingent and more “flexible.” The various initiatives to restructure are classic Trojan Horses, and are false economies. On a given day, I do any number of things that do not add to my market value or move us up in the rankings: I discuss issues with my students and former students, write letters of recommendation, sponsor them for clerkships and supervise them in various events, advise them in their organizational development, and

facilitate their professional advancement. Which part time faculty will do these things? Who will undertake service, make accreditation decisions, conduct Saturday workshops for pre-law undergraduates, recruit faculty and student talent, carry the organizational water, make all the evaluation decisions and class visitations? Only a fully committed and accomplished faculty member can and will do these thankless chores as a part of one’s work ethic and portfolio. We may not all be Mr. Chips, but neither are we slackers or featherbedders. In my experience, those who can, teach.

Proposals for Professional Development Programs

In preparation for the submission of proposals on professional development programs to the Executive Committee, the Committee on Professional Development will convene at the AALS headquarters this fall. Among other things on the Agenda, the Committee will recommend the Association's professional development calendar for 2011-2012.

If your section believes that it would be an opportune time for the AALS to offer a professional development program in areas of interest to your section during 2011-2012, the Professional Development Committee invites you to submit a proposal for such a program. To ensure a comprehensive review of these proposals and facilitate the request for any additional information, the deadline for submission is **May 29, 2010**. Proposals received by then will receive preference in the selection process.

The Association's professional development programming consists primarily of one-day workshops at the Annual Meeting and two-day workshops and three-day conferences at the Mid-Year meeting. 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 2009 Mid-Year Meeting Conference on Business Associations and 2010 Mid-Year Meeting Workshop on Civil Procedure;

(2) programs for groups with similar interests other than subject matter such as the 2010 Mid-Year Meeting Workshop on "Post Racial" Civil Rights Law, Politics, and Legal Education: New and Old Colorlines in the Age of Obama and 2003 Workshop on Taking Stock: Women of All Colors in Law School;

(3) programs that cut across subject matter lines or integrate traditional subject matter such as the 2008 Annual Meeting Workshop on Local Government at Risk: Immigration, Land Use and National Security and the Battle of Control and the 2006 Mid-Year Meeting Workshop on Integrating Transnational Legal Perspectives;

(4) programs that focus upon a type of skill or discipline as in the 2006 Mid-Year Meeting Conference on New Ideas for Law School Teachers and the 2009 Annual Meeting Workshop: Progress? The Academy, Profession, Race and Gender: Empirical Findings, Research Issues, Potential Projects and Funding Opportunities;

(5) programs dealing with matters of law school administration or legal education generally such as the 2008 Mid-Year Meeting Workshop for Law Librarians and the 2010 Annual Meeting Workshop on Pro Bono Public Service; and

(6) programs exploring the ramifications of significant developments in or affecting the law such as the 2008 Annual Meeting Workshop on Courts: Independence and Accountability.

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, and an explanation of why it would be important and timely to undertake such a program in 2011-2012. The Professional Development Committee particularly encourages proposals for programs that are sufficiently broad that they will interest more than the membership of a single AALS section. The AALS strongly encourages proposals that contemplate different or innovative types of programming or develop interdisciplinary themes. A sample of a well-developed proposal is available for review on the AALS Web site at: <http://www.aals.org/profdev/>

The Association welcomes suggestions for members of the planning committee and potential speakers, along with a brief explanation as to their particular qualifications. It is helpful to the planning committee to have as much information as possible about potential speakers in advance of its meeting. Since planning committees value diversity of all sorts, we encourage recommendations of women, minorities, those with differing viewpoints, and new teachers as speakers. Specific information regarding the potential speaker's scholarship, writings, speaking ability, and teaching methodology is particularly valuable.

Proposals are solicited from sections and those proposals are extremely valuable as a starting point for the planning committee. 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 proposing section, and other teachers in that subject area.

As indicated above, proposals should be submitted to AALS Deputy Director, Elizabeth Patterson, by **May 29, 2009**. Please send an electronic copy of your proposal by e-mail to profdev@aals.org. Deputy Director Patterson also would be pleased to discuss proposal ideas with you and to answer any questions you have about the Association's professional development programs. Please send your questions by e-mail to epatterson@aals.org.

AALS Conference on Clinical Legal Education:

Answering the Call for Reform: Using Outcomes Assessment, Critical Theory and Strategic Thinking to Implement Change

May 4-8, 2010

Baltimore, Maryland

Why Attend?

The Carnegie Report, Educating Lawyers, and Best Practices For Legal Education have stimulated a conversation about change in many law schools, including about how and whether to educate lawyers for practice. As professors who have played a central role in educating graduates for practice and in pushing reform in legal education, clinicians have been and will be an important voice in these conversations. The conference will provide clinical educators with knowledge and skills needed for improving their own programs and participating meaningfully in institutional change. The conference's goal is to empower clinicians and other faculty whether their school is deeply engaged in discussions about Carnegie and Best Practices or whether the conversation has not even begun.

Both Carnegie and Best Practices, as well as the ABA, have called for law schools to identify with greater precision what our students should learn and be able to do after graduation. Thus, the conference will begin with a focus on outcomes and assessment, identifying how to frame outcomes that shape the student's education and how to measure our effectiveness as teachers.

Next, as we think about changing legal education and our own clinical courses, we must ensure that change is not limited to creating greater technical competence but includes educating students about professional values and norms, especially commitments to social justice. Carnegie criticizes an approach to teaching law that eliminates a justice dimension and both reports iden-

tify professional commitments to justice and equality as important professional values to teach. The conference will address these concerns by exploring the contributions that critical race and other critical theories about law, practice and legal education can add to the discussions about what students need to learn and how best to teach them.

Finally we will explore how change occurs by engaging theories of institutional change and applying them to legal education, our law schools and our clinical courses. We will look at a variety of issues such as content, sequencing and design of clinical programs, integration of clinical courses and methodologies within the entire curriculum, and status.

Through a range of plenary and mini-plenary sessions, focused concurrent sessions, and small working group meetings, clinicians will examine these issues by drawing on expertise both within and outside of legal education. The emphasis, as in all clinical conferences, will be on the interaction among participants and between participants and presenters.

Who Should Attend?

This conference will be of interest to both veteran and novice clinicians as well as other faculty who are interested in addressing issues surrounding preparation of students for practice.

A brochure is being sent to all clinical law teachers and can also be found at: www.aals.org/clinical2010/.

Planning Committee for 2010 Conference on Clinical Legal Education

Alicia Alvarez, The University of Michigan
C. Elizabeth Belmont, Washington and Lee
Susan J. Bryant, The City University of New York, **Chair**
Kristin Henning, Georgetown University Law Center
Charles D. Weisselberg, University of California, Berkeley

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2010 Conference on Clinical Legal Education

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Confirmed plenary session speakers:

Muneer Ahmad (Yale); Jane H. Aiken (Georgetown); Sameer Ashar (CUNY); Susan L. Brooks (Drexel); Peter D. Eckel, Director of Programs and Initiatives, Center for Effective Leaders, American Council on Education, Washington, DC; Mary Lynch (Albany); Shauna I. Marshall (California Hastings); Margaret Montoya (New Mexico); Tirien Steinbach (California, Berkeley); Grant Wiggins, President, Authentic Education, Hopewell, NJ

Topics Include

- Posters
- Using Bookword Design to Inform Our Teaching
- Mini-Plenary Sessions:
 - Formative Assessment of Ethical Judgment: Clinical Course Models from The Past, Directions For The Future
 - Nuts & Bolts – What Do We Mean By Outcomes & Assessment?
- Performance isn't Everything: The Importance of Conceptual Competence in Outcome Assessment
- Three Year Arc for Outcomes and Assessments
- Using Critical Perspectives to Inform Change
- Mini-Plenary Sessions
 - Lawyering & Language Minorities: Working with Bilingual/Multilingual Students
 - Assuming Sameness, Finding Difference
 - Cultural and Racial Literacy Methodologies for Working with Historically Oppressed Communities
- Building Consensus for Change
- Numerous Concurrent Sessions
- Works-in-Progress
- New Ideas
- Bellow Award Presentation

Nominations for AALS Executive Committee and President-Elect

The Nominating Committee for 2011 Officers and Members of the Executive Committee, chaired by Thomas D. Morgan, George Washington University, invites suggestions for candidates for President-Elect of the Association and for two positions on the Executive Committee for a three-year term. The nominating committee will recommend candidates for these positions to the House of Representatives at the January 2011 Annual Meeting in San Francisco.

Suggestions of persons to be considered and relevant comments should be sent to Executive Director Susan Westerberg Prager, sprager@aals.org, or 1201 Connecticut Avenue, N.W., Suite 800, Washington, DC 20036-2717. To ensure full consideration please send your recommendations by June 30, 2010. President H. Reese Hansen has appointed an able, informed, and representative Nominating Committee. The nominating committee would very much appreciate your help in identifying strong candidates. To be eligible, a person must have a faculty appointment at a member school.

In addition to Morgan, the members of the Nominating Committee for 2011 Officers and Members of the Executive Committee are: A. Mechele Dickerson, University of Texas School of Law; Bryant Garth, Southwestern Law School; Martha L. Minow, Harvard Law School; Donna Nagy, Indiana University Maurer School of Law; and Mildred Robinson, University of Virginia School of Law.

aalscalendar

2010 Conference on Clinical Legal Education: *Answering the Call for Reform: Using Outcomes Assessment, Critical Theory and Strategic Thinking to Implement Change*

May 4-8, 2010

Baltimore, Maryland

2010 Mid-Year Meeting

June 8-12, 2010

New York, New York

- **Workshop on “Post Racial” Civil Rights
Law, Politics and Legal Education:
*New and Old Colorlines in the Age Of Obama***

June 8 – 10, 2010

- **Workshop on Property**

June 10-12, 2010

- **Workshop on Civil Procedure:
*Charting Your Course in a Shifting Field***

June 10-12, 2010

Workshop for Pretenured Minority Law School Teachers

June 16-17, 2010

Washington, DC

Workshop for New Law School Teachers

June 17-19, 2010

Washington, DC

Workshop for New Law School Clinical Teachers

June 19-20, 2010

Washington, DC

Future Annual Meeting Dates and Locations

- January 4-8, 2011, San Francisco
- January 4-8, 2012, Washington, D.C.
- January 4-8, 2013, New Orleans

Future Faculty Recruitment Conference Dates

Washington, D.C.

- October 28-30, 2010
- October 13-15, 2011
- October 11-13, 2012
- October 17-19, 2013
- October 16-18, 2014



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