



Lauren K. Robel Nominated for AALS President-Elect; Pat K. Chew, Paul Marcus, as Executive Committee Members

The Committee on Nominations for 2011 Officers and Members of the Executive Committee met at the AALS Offices in Washington D.C. on Wednesday, August 11, 2010 with all members of the committee participating fully in the discussion.

At the meeting of the AALS House of Representatives on Friday, January 7, 2011, the committee will place the following names in nomination:

For the Position of President-Elect:

Lauren K. Robel, Indiana University Maurer School of Law

For the Position of Member of the Executive Committee – Three-Year Term:

Pat K. Chew, University of Pittsburgh School of Law

Paul Marcus, College of William and Mary Marshall-Wythe School of Law

Continuing Members of the Executive Committee

Members of the Executive Committee continuing on the committee in 2011 are:

Term expiring 2011

- Katharine T. Bartlett, Duke University School of Law
- H. Reese Hansen, Brigham Young University, J. Reuben Clark Law School (2010 President)
- Daniel B. Rodriguez, The University of Texas School of Law

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~Committee on Nominations

A. Mechele Dickerson, The University of Texas School of Law
 Bryant G. Garth, Southwestern Law School
 Martha L. Minow, Harvard Law School
 Thomas D. Morgan, George Washington University Law School, **Chair**
 Donna M. Nagy, Indiana University Maurer School of Law
 Mildred Robinson, University Of Virginia School of Law

Over Twenty AALS Annual Meeting Section Programs to be Published

The following twenty-three section programs will be published in academic journals following the 2011 AALS Annual Meeting in January.

Wednesday, January 5, 2011

Changing Conceptions of Water in the Law

Sections on Agricultural Law and Property Law Joint Program

(Papers to be published in the *Marquette Law Review*)

The Many Faces of Iqbal: Pleadings, Supervisory Liability and Bivens

Section on Civil Rights

(Papers to be published in *The Urban Lawyer*)

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- 13 2011 Workshop on Women Rethinking Equality
- 16 2011 Mid-Year Meeting Workshop on Curriculum
- 17 2011 Conference on Clinical Legal Education and Law Clinic Directors' Workshop
- 18 2011 New Law Teachers Workshops

Association of American Law Schools

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Brigham Young University

President-Elect

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University of Houston

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University of Missouri

Leo P. Martinez

University of California, Hastings

Serving through 2011

Katharine T. Bartlett
Duke University

Daniel B. Rodriguez

The University of Texas

Serving through 2012

Dorothy Andrea Brown
Emory University

Ann C. Shalleck

American University

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Susan Westerberg Prager

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Executive Committee Nominations

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Term expiring 2012

- Dorothy Andrea Brown, Emory University School of Law
- Michael A. Olivas, University of Houston Law Center (2011 President)
- Ann C. Shalleck, American University, Washington College of Law

Retiring Members of the Executive Committee

With the conclusion of the Association's Second Meeting of the House of Representatives meeting on January 7, 2011, three committee members will conclude their service on the Executive Committee. R. Lawrence Dessem, Dean, University of Missouri-Columbia School of Law; Leo P. Martinez, Professor, University of California, Hastings College of the Law and Rachel F. Moran, then University of California, Berkeley School of Law (2009 President) now Dean at University of California, Los Angeles will have completed their three-year terms.

Biographical Sketches of the Nominees

The *Directory of Law Teachers* contains brief biographical sketches of the three nominees. For your convenience the Executive Director has provided the following summaries of the background of the nominees and their contributions to scholarship, teaching and service. Due to the extensive contributions of each nominee, this material is not comprehensive.

Lauren K. Robel, *President-elect*

Lauren K. Robel is Dean and Val Nolan Professor of Law, Indiana University Mauer School of Law. Dean Robel received her B.A. from Auburn University in 1978 and her J.D. from Indiana University, Bloomington, *summa cum laude*, in 1983. From 1983-85 she clerked for Judge Jesse Eschbach of the U.S. Court of Appeals for the Seventh Circuit. She began her career in legal education in 1985 as Assistant Professor at Indiana University, Bloomington. Robel was named Dean in 2003, and has been honored for her teaching on four separate occasions. In 1993 she received the law school graduates' award for "the individual who made the greatest overall contribution to their legal education."

Dean Robel has served the AALS in a variety of ways over the years, most recently serving a three-year term on the Executive Committee (2007-2009), on the Advisory Committee on ABA Accreditation Standards (2010) and as AALS Liaison to the ABA Council of the Section's Special Committee on International Issues. (2009-2010) She has Chaired the Committee on Curriculum and Research, and later the Committee on Research, as well as the Planning Committee for the 2006 Conference on New Ideas for Law School Teachers. She chaired the AALS Section on Civil Procedure in 1994-1995.

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Executive Committee Nominations

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The focus of Professor Robel's research has been federal jurisdiction. She has co-authored Federal Courts: Cases and Materials on Judicial Federalism and the Lawyering Process (2005), and Les Etats Des Noirs: Federalisme et Question Raciale Aux Etats-Unis (2000), along with numerous articles and book chapters. She exemplifies the synergies that exist among teaching scholarship and service, with a great deal of her service reflecting her interest in the federal courts.

Dean Robel has also been recognized for her service which ranges broadly and includes such things as: pro bono representation in criminal, habeas and civil rights cases in the Seventh Circuit; five years as Chair of the Bloomington Human Rights Commission; the Presidency and other roles in the Monroe County, Indiana chapter of Habitat for Humanity. Her background also includes service on numerous committees relating to the federal courts, including longstanding service on the Rules Advisory Committee for the United States Court of Appeals for the Seventh Circuit and service as a Reporter on the Civil Justice Reform Act Advisory Group for the U.S. District Court for the Southern District of Indiana. Robel has also been called upon to serve on numerous search committees on her University campus, including the 2006 search for a new President of the University. Her qualities as a thoughtful leader are reflected in her service.

Pat K. Chew, *For a Three-Year Term on the Executive Committee*

Pat Chew is Distinguished Faculty Scholar Professor at the University of Pittsburgh School of Law. She began her career as a law professor at the University of Pittsburgh where she has served as Associate Dean for Research and has been honored with the University Chancellor's Distinguished Teaching Award. She has served as Visiting Professor at her alma mater, the University of Texas School of Law, and also as an Adjunct Professor at the University of California, Hastings College of the Law. Professor Chew received her B.A. from Stanford University, her Masters in Educational Psychology and her J.D. from the University of Texas. From 1982-1985, Chew was an associate in the San Francisco and Chicago offices of Baker & McKenzie, where her practice focused on business law, including corporate, securities, international trade and investments and employment law.

Professor Chew's scholarship is diverse and innovative, focusing most recently on judicial decision-making in racial harassment cases, the role of culture and race in legal disputes, and empirical research in civil rights laws. She is co-author of International Conflict Resolution: Consensual ADR Processes (2005) and editor of The Conflict & Culture Reader (2001). She is the author of dozens of articles, including for example "Myth of the Color-Blind Judge," 86 *Washington Univ. Law Review* 1117 (2009), "Empirically Assessing Employment Arbitrations" *Wake Forest Law Review* (in-progress 2011), "Seeing Subtle Racism," 6 *Stanford J. Civil Rights & Civil Liberties* (in-progress 2010); "Subtly Sexist Language," 16 *Columbia J. Gender & Law* 643 (2007). She frequently speaks about her work at professional conferences, including as the key speaker at the 2010 mid-year meeting of the ABA Judicial Division.

Professor Chew has served the AALS during her long career in highly effective ways. She has been called upon to serve on Planning Committees for Conferences or Workshops on four occasions: on the Planning Committee for Joint AALS-ABA Commission on Women in the Profession and ABA Section of Legal Education and Admissions to the Bar Workshop on "Taking Stock: Women of all Colors in Law School"; has been a member of the Resource Corps since 2000, and was part of the Nominating Committee for 2002 Officers and Members of the Executive Committee. She was a 1990-92 member of the Committee on Sections and Annual Meeting, and a member of the Standing Committee on Recruitment of Minority Law Teachers from 1988-89. She has chaired the AALS's largest Section, Women in Legal Education (2006). She is currently a member of the Planning Committee for the 2011 AALS Workshop on Curriculum.

Professor Chew's career is characterized by her generosity to colleagues, by her ability to sustain work in a range of fields in her teaching and her scholarship and by the care and deep thoughtfulness she brings to discussions of important problems.

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Executive Committee Nominations

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Paul Marcus, *For a Three-Year Term on the Executive Committee*

Paul Marcus is Haynes Professor of Law, College of William and Mary, Marshall-Wythe School of Law. Professor Marcus received his A.B. in political science from University of California Los Angeles, *cum laude*, in 1968 and his J.D. from the UCLA School of Law (1971) where he served as Articles Editor of the *UCLA Law Review*. He served as Court Law Clerk, United States Circuit Court of Appeals for the District of Columbia, from 1971- 1972 and then practiced law as an associate at Loeb & Loeb in Los Angeles. He entered law teaching in 1974 at the University of Illinois College of Law. He was recruited to the University of Arizona College of Law to become Dean in 1983 and served a five-year term in that role. In 1992 he joined the William and Mary faculty, where he has been honored for his teaching numerous times, most recently as the first Kelly Professor of Teaching Excellence, a two year honor. While at William and Mary he has twice served as Acting Dean. He has been honored with the Sullivan Award, the highest honor for public service given by the College of William and Mary.

Professor Marcus' teaching and research interests center on criminal law and procedure, and also in the field of copyright and entertainment law. Among his many publications, he has co-authored casebooks in criminal law and in criminal procedure, each in its 6th edition, as well as *Copyright and Other Aspects of Law Pertaining to Literary, Musical and Artistic Works*. His interests in comparative criminal law have led him to serve as Visiting Professor at the Criminal Law Institute of the University of

Geneva, and to five Visiting appointments at the University of Melbourne, as well as to service as a Designated U.S. Reporter/Delegate to a number of international and comparative law gatherings including the International Congress of Comparative Law, the International Congress of Penal Law and the world Conference on Criminal Investigation. Professor Marcus was appointed the first Herbert V. Kelly, Sr. Professorship for Excellence in Teaching by William and Mary Law School.

Professor Marcus has engaged in significant AALS service over many years. Most recently, he Chaired the AALS Committee on Research (2009). He has served on and chaired the Committee on Bar Admissions and Lawyer Performance (1989-1991), the Nominating Committee (1993), the Accreditation Committee (the predecessor Committee to Membership Review) (1979-81), and the Committee on Libraries and Technology (1986-88). He chaired the Planning Committee for the 1996 Annual Meeting Plenary Session, and the Planning Committee for the Workshop on Faculty in Administration (1994). In addition, Professor Marcus has served on 20 ABA-AALS Joint site Teams, chairing several of them. He chaired the New Deans Workshop for the ABA, served on a number of ABA committees, and has assisted the Federal Judicial Center as a reporter/consultant on two projects, one on the Federal Criminal Code and one on Federal Jury Instructions.

In addition to his AALS service, Professor Marcus is a member of the Community Advisory Council for the Peninsula Habitat for Humanity, and is a member of the Board of Advisors of the D.C. Employment Justice Center. He was named Mentor of the Year of the Williamsburg Big Brothers Program.

Conclusion

The Committee on Nominations is especially proud to recommend three individuals whose long careers exemplify excellence in teaching and in scholarship, and at the same time reflect high levels of superb service. We also recognize and appreciate that each one of them has served as an important mentor for others. Furthermore, we note that the two individuals recommended for the Executive Committee will be the first from their law schools to serve on the AALS Executive Committee since the current structure came into being nearly 50 years ago.¹ Finally, each of our nominees has demonstrated highly collegial and collaborative qualities.

¹ However, the University of Pittsburgh was home to the 1953 AALS President.

Please join us at the
2011 AALS Annual Meeting

AALS Core Educational Values:
*Guideposts for the Pursuit of
Excellence in Challenging Times*

January 5-8, 2011
San Francisco, California

View the full program and register today at:
www.aals.org/am2011/

2011 AALS Annual Meeting Workshop for Deans and Law Librarians: Reconciling Core Values and the Bottom Line

**Thursday, January 6, 2011
San Francisco, California**

Why Attend

Law libraries, as much as any part of American law schools, are where legal educators are often trying to do more with less. The “less” usually means schools face challenges both in their budgets and in their physical space. The “more” usually means schools face dramatic changes in how their constituents access information and in their hopes and expectations for the services law librarians will provide.

This workshop for deans and law librarians – Reconciling Core Values and the Bottom Line – will raise critical questions about what happens when law libraries must do more with less, and will explore pragmatic and innovative approaches for the future. Attendees will receive an insightful overview of law library budgeting, and will explore how deans and law librarians can work together to confront budgeting challenges. In addition, participants will hear from deans, law librarians, and experts who have successful experience in helping law libraries expand their services to meet the evolving needs of their schools (including research, job placement, alumni & development, skills training, and internationalization) and reconfigure their traditional spaces to respond to the new ways students, faculty, and the community interact.

The workshop is designed around the belief that law libraries will evolve dramatically in these challenging times, but that the core values and services of law libraries will remain vital to school missions, including the mission to educate professionals, foster knowledge, and serve the community.

Who Should Attend?

Deans and law librarians will find this Workshop of particular value.

The Workshop will also be informative for faculty members who care about the future of law libraries.

When and Where?

The AALS Annual Meeting Workshop for Deans and Law Librarians: Reconciling Core Values and the Bottom Line will be held during the AALS Annual Meeting in San Francisco, California beginning at 8:45 a.m. on Thursday, January 6, 2011 and concluding at 5 p.m.

How Do I Register?

The registration fee for law teachers at AALS Member and Fee-Paid Schools to attend this workshop is included in the Annual

~Planning Committee for Workshop for Deans and Law Librarians: Reconciling Core Values and the Bottom Line

Paul George, University of Pennsylvania Law School
Joan S. Howland, University of Minnesota Law School, **Chair**
Veryl Victoria Miles, The Catholic University of America
Columbus School of Law
Pablo G. Molina, Georgetown University Law Center
John F. O'Brien, New England Law - Boston
Lawrence Ponoroff, The University of Arizona
James E. Rogers College of Law
Kent D. Syverud, Washington University School of Law

Meeting registration fee of \$425 if payment is received by November 17, 2010 or \$475 if received after November 17, 2010.

There is a separate fee of \$79 for the Workshop's luncheon.

Confirmed Speakers:

Linda L. Ammons, Widener University School of Law; Pauline M. Aranas, University of Southern California Gould School of Law; Robert C. Berring, University of California, Berkeley School of Law; Jeffrey S. Brand, University of San Francisco School of Law; Michael Chiorazzi, University of Arizona James E. Rogers College of Law; R. Lawrence Dessem, University of Missouri School of Law; Michael A. Fitts, University of Pennsylvania Law School; Kimberley Kelley, Director of Assessment & Academic Planning, University of Wisconsin – Parkside; Scott B. Pagel, The George Washington University Law School; Steven R. Smith, California Western School of Law; Victoria K. Trotta, Arizona State University Sandra Day O'Connor College of Law; Stephen C. Yeazell, University of California, Los Angeles School of Law; Stephen Young, The Catholic University of America Law Library.

2011 Annual Meeting Workshop on Changing Society, Changing Law: Conflicts Over Sexuality and the Evolving American Family

Thursday, January 6, 2011
San Francisco, California

Why Attend?

This daylong workshop considers a broad range of historical, empirical, and theoretical perspectives on sexual orientation and gender identity issues in family and constitutional law. Social movements and countermovements in the U. S. have been fighting an increasingly pitched battle over the understandings of family that should be reflected in law. The use of history and social science literature in legal arguments is common but deeply contested. In the family law arena, there is a particular tension between nationalizing doctrines of citizens' equal rights and interstate relations and the localizing impulse of "our federalism," which views state diversity as a valuable means of developing social policy and new legal approaches to common problems. The workshop seeks to reveal and to question the descriptive and normative assumptions behind the competing positions being fought out in conflicts over sexuality, gender, and "the family."

The workshop explores emerging questions of family law and constitutional law while addressing a variety of broader themes. Legal questions considered go beyond marriage equality to include issues of parenting (such as adoption and alternative reproductive technologies), and require facing issues of federalism and civil rights. Because LGBT communities are heterogeneous, the legal regulation of families is inevitably embedded in issues of race, gender, and class. Throughout, the workshop considers cross-cutting questions concerning law and interdisciplinarity, social movements and legal change, and the complicated processes by which we reconstitute ourselves as a political community governed by a written but interpreted Constitution.

Who Should Attend?

All law teachers will find this workshop of interest.

When and Where?

The AALS Annual Meeting Workshop on Changing Society, Changing Law: Conflicts Over Sexuality and the Evolving American Family will be held during the AALS Annual Meeting in San Francisco, California beginning at 8:45 a.m. on Thursday, January 6, 2011 and concluding at 5 p.m.

How Do I Register?

The registration fee for law teachers at AALS Member and Fee-Paid Schools to attend this workshop is included in the Annual Meeting registration fee of \$425 if payment is received by November 17, 2010 or \$475 if received after November 17, 2010. Attendance will be on a first-come, first-served basis.

Confirmed Speakers:

Devon Wayne Carbado, University of California, Los Angeles School of Law; June Rose Carbone, University of Missouri-Kansas City School of Law; Mary Anne C. Case, The University of Chicago The Law School; Matt Coles, American Civil Liberties Union Center for Equality; Nancy Cott, Harvard University History Department; William Nichol Eskridge, Yale Law School; Gary J. Gates, University of California, Los Angeles School of Law; Suzanne B. Goldberg, Columbia University School of Law; Courtney G. Joslin, University of California, Davis School of Law; Pamela S. Karlan, Stanford Law School; Shannon Price Minter, National Center for Lesbian Rights; Melissa E. Murray, University of California, Berkeley School of Law; Douglas G. NeJaime, Loyola Law School; Nancy D. Polikoff, American University Washington College of Law; Russell K. Robinson, University of California, Los Angeles School of Law; Jane S. Schacter, Stanford Law School; Dean Spade, Seattle University School of Law.

~Planning Committee for Workshop on Changing Society, Changing Law: Conflicts Over Sexuality and the Evolving American Family

Patricia A. Cain, Santa Clara University School of Law, **Chair**
David Cruz, University of Southern California Gould School of Law
Taylor Flynn, Western New England College School of Law
Reva Siegel, Yale Law School

2011 AALS Annual Meeting Workshop on Criminal Justice: New Challenges and Persistent Controversies

**Thursday, January 6, 2011
San Francisco, California**

Why Attend?

Many of the controversies in criminal justice are longstanding: the limits of the criminal sanction, the dilemmas of regulating law enforcement in a democratic society, the purposes and justifications of punishment. But as new social problems emerge, these longstanding problems present themselves in novel guises. This daylong program will critically examine a wide range of challenges in thinking about, writing about, and teaching about criminal justice today—challenges that include making sense of the shifting intersections of criminal justice with issues of race, gender, and nationality; shifting boundaries of federal, state, and local responsibility for criminal justice; and shifting patterns of cooperation and competition between the criminal justice system and the family.

Who Should Attend?

All law teachers will find this workshop of interest.

When and Where?

The AALS Annual Meeting Workshop on Criminal Justice: New Challenges and Persistent Controversies will be held during the AALS Annual Meeting in San Francisco, California beginning at 8:45 a.m. on Thursday, January 6, 2011 and concluding at 5 p.m.

How Do I Register?

The registration fee for law teachers at AALS Member and Fee-Paid Schools to attend this workshop is included in the Annual Meeting registration fee of \$425 if payment is received by November 17, 2010 or \$475 if received after November 17, 2010. Attendance will be on a first-come, first-served basis.

There is a separate fee of \$79 for the Workshop's luncheon which features debate between Paul Butler, The George Washington University Law School, and Glenn F. Ivey, State's Attorney, Prince George's County, Upper Marlboro, Maryland, moderated by Angela J. Davis, American University Washington College of Law.

Confirmed Speakers:

Samuel W. Buell, Duke University School of Law; Paul Butler, The George Washington University Law School; Jennifer M. Chacon, University of California, Irvine Donald Bren School of Law; Jennifer Collins, Wake Forest University School of Law; Anne M. Coughlin, University of Virginia School of Law; Mary Anne Franks, University of Miami School of Law; Angela P. Harris, University of California, Berkeley School of Law; Glenn F. Ivey, State's Attorney, Prince George's County, Upper Marlboro, Maryland; Cynthia Jones, American University Washington College of Law; Lisa L. Miller, Associate Professor, Rutgers University, Department of Political Science; Melissa E. Murray, University of California, Berkeley School of Law; Camille A. Nelson, Suffolk University Law School; Daniel C. Richman, Columbia University School of Law; Jeannie Suk, Harvard Law School.

~Planning Committee for Workshop on Criminal Justice

Bennett Capers, Hofstra University School of Law

Angela J. Davis, American University Washington College of Law

Tracey L. Meares, Yale Law School

Susan D. Rozelle, Stetson University College of Law

David A. Sklansky, University of California, Berkeley School of Law, **Chair**

Ohio State University President and Law Professor to Speak During 2011 AALS Annual Meeting Luncheon

E. Gordon Gee is among the most highly experienced and respected university presidents in the nation. He returned to The Ohio State University in 2007 after having served as Chancellor of Vanderbilt University for seven years. Prior to his tenure at Vanderbilt, he was president of Brown University (1998-2000), The Ohio State University (1990-97), the University of Colorado (1985-90), and West Virginia University (1981-85).



Born in Vernal, Utah, Gee graduated from the University of Utah with an honors degree in history and earned his J. D. and Ed. D degrees from Columbia University. He clerked under Chief Judge David T. Lewis of the U. S. 10th Circuit Court of Appeals before being named a judicial fellow and staff assistant to the U. S. Supreme Court, where he worked for Chief Justice Warren Burger on administrative and legal problems of the Court and federal judiciary. Gee returned to Utah as an associate professor and associate dean in the J. Reuben Clark Law School at Brigham Young University, eventually achieving the rank of full professor. In 1979 he was named dean of the West Virginia University Law School, and in 1981 was appointed to that university's presidency.

Active in a number of national professional and service organizations, Gee served as a Trustee for the Harry S. Truman Scholarship Foundation and as chairman of the Kellogg Commission on the Future of State and Land Grant Universities. He is a member of the National Commission on Writing for America's Families, Schools, and Colleges, founded by the College Board to improve the teaching and learning of writing. He also serves as co-chair of the Association of Public and Land-Grant Universities' Energy Advisory Committee.

Gee is a member of the Board of Governors of the National Hospice Foundation, the Advisory Board of the Christopher Isherwood Foundation, and the Board of Trustees of the Christopher Columbus Fellowship Foundation, an independent federal government agency established to "encourage and support research, study and labor designed to produce new discoveries in all fields of endeavor for the benefit of mankind." He also is a member of the Business-Higher Education Forum.

Gee has received a number of honorary degrees, awards, and recognitions. He was a Mellon Fellow for the Aspen Institute for Humanistic Studies and a W. K. Kellogg Fellow. In 1994, he received the Distinguished Alumnus Award from the University of Utah as well as from Teachers College of Columbia University. In 2009 he was named the country's best college president by *Time* magazine. He is the co-author of eight books and the author of numerous papers and articles on law and education.

2011 AALS Annual Meeting

Section Programs that held Calls for Papers

Please see the online program for speakers and descriptions. There will be a special Call for Papers printed program distributed at the Annual Meeting.

Wednesday, January 5, 2011

2:00 - 5:00 p.m.

[4080] Section on Agricultural Law and Property Law Joint Program

Topic: Changing Conceptions of Water in the Law

Thursday, January 6, 2011

9:00 a.m. - 5:00 p.m.

[5120] Section on International Law

Topic: International Law Year in Review

2:00 - 5:00 p.m.

[5200] Section on Constitutional Law

Topic: American Constitutionalism in Global Perspective

2:00 - 5:00 p.m.

[5210] Section on Contracts

Topic: Navigating Lombard Street in a Fog: Seeking (or Ignoring) Landmarks of Intent and Context

2:00 - 5:00 p.m.

[5230] Section on Real Estate Transactions and State and Local Government Joint Program

Topic: Climate Change, the "Green Building" Movement, and Renewable Energy Sources: Transactional and Policy Implications

Friday, January 7, 2011

8:30 - 10:15 a.m.

[6110] Section on Agency, Partnership, LLC's and Unincorporated Associations

Topic: Variation and Competition in the Law Governing Unincorporated Entities

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2011 Annual Meeting Theme

AALS CORE EDUCATIONAL VALUES:

Guideposts for the Pursuit of Excellence in Challenging Times

San Francisco, California

January 5-8, 2010

The core values of the AALS, which are articulated in Bylaw 6-I, provide critically important guidance in the Association's activities and to our member schools. The core values emphasize excellent classroom 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.

Almost all of our member schools are dealing with extraordinary financial pressures as a result of the economic crisis in the country. Reductions in financial support from state legislatures and shrinking endowments have 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.

Other events, including review of ABA accreditation standards relating to student learning outcomes, law school governance, and academic freedom and security of position as well as the changing nature of the legal profession that our graduates will enter, raise additional, potentially challenging issues for the legal academy.

Our 2011 Annual Meeting in San Francisco provides us with an opportunity to discuss how the Association's core values guide law schools as they address the issues confronting legal education. It is precisely because law schools have pursued these values that legal education in the U. S. is the model and envy of the world. Especially in the face of daunting challenges, it is important that law schools continue to be anchored in these values as we adapt to necessary changes in what we do and how we do it.

Because the AALS core values focus on excellent teaching, a rich curriculum, high quality scholarship, academic freedom and faculty governance, nondiscrimination, and diversity, there will be much that can be highlighted. I am looking forward to meeting with you in San Francisco.

*-H. Reese Hansen,
AALS President and Brigham Young University J. Reuben Clark Law School*

Section Programs that held Calls for Papers

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8:30 - 10:15 a.m.

[6150] Section on Disability Law, Co-Sponsored by Remedies

Topic: Disability and Tort Law

8:30 - 10:15 a.m.

[6170] Section on International Human Rights

Topic: New Voices in Human Rights

8:30 - 10:15 a.m.

[6190] Section on Natural Resources Law, Co-Sponsored by Environmental Law

Topic: New Voices on Cutting Edge Issues in Natural Resources and Environmental Law

10:30 a.m. - 12:15 p.m.

[6210] Section on Business Associations, Co-Sponsored by Constitutional Law

Topic: Corporate Political Speech and Dueling Conceptions of the Corporation in Supreme Court Jurisprudence

10:30 a.m. - 12:15 p.m.

[6220] Section on Education Law, Co-Sponsored by Immigration Law

Topic: Immigration and Higher Education

10:30 a.m. - 12:15 p.m.

[6240] Section on Indian Nations and Indigenous Peoples

Topic: Tribal-State Court Cooperative Models and Agreements

10:30 a.m. - 12:15 p.m.

[6250] Section on Internet and Computer Law

Topic: Customs and Social Norms in a Networked Era

10:30 a.m. - 12:15 p.m.

[6260] Section on Law Libraries

Topic: Legal Research and Information Literacy: The Intersection of Intellectual and Practical Skills

10:30 a.m. - 12:15 p.m.

[6270] Section on Law and Mental Disability

Topic: New Perspectives on Guardianship: Guardianship and Mental Illness

10:30 a.m. - 12:15 p.m.

[6280] Section on Professional Responsibility

Topic: Lawyers' Special Responsibilities as Public Citizens in a Rapidly Changing World

10:30 a.m. - 12:15 p.m.

[6290] Section on Trusts and Estates

Topic: Resolved: The Trust is Dead

10:30 a.m. - 12:15 p.m.

[6300] Section on Sexual Orientation and Gender Identity Issues

Topic: Expression, Association, and Belief: Clashes Between the Rights of Sexual Minorities and Religious Objectors

4:00 - 5:45 p.m.

[6360] Section on Art Law

Topic: Art, Law and the Public Space: An Uneasy Union at Best

4:00 - 5:45 p.m.

[6370] Section on Children and the Law, Co-Sponsored by Family and Juvenile Law, Immigration Law and International Law

Topic: Our Children – The World's Children: The Effect of Globalization on Children

4:00 - 5:45 p.m.

[6400] Section on Financial Institutions and Consumer Financial Services

Topic: Beyond Financial Reform: Mapping Regulatory Objectives, Institutional Forms, and Accountability in the Post-Crisis Landscape

4:00 - 5:45 p.m.

[6430] Section on Law, Medicine and Health Care, Co-Sponsored by Women in Legal Education

Topic: Women's Choices, Women's Voices: Legal Regimes and Women's Health

4:00 - 5:45 p.m.

[6440] Section on Litigation, Co-Sponsored by Professional Responsibility and Civil Procedure

Topic: Current Issues in Judicial Disqualification: Assessing the Landscape Post-Caperton, Citizens United and the 2007 ABA Model Code for Judicial Conduct

Saturday, January 8, 2011

8:30 - 10:15 a.m.

[7130] Section on Family and Juvenile Law, Co-Sponsored by Law, Medicine and Health Care

Topic: Science, Family and Law

8:30 - 10:15 a.m.

[7180] Section on Remedies

Topic: Rebirth of the Irreparable Injury Rule?

10:30 a.m. - 12:15 p.m.

[7220] Section on Aging and the Law

Topic: Arbitration and the Older Client

Section Programs that held Calls for Papers

Continued from page 10

10:30 a.m. - 12:15 p.m.

[7280] Section on Nonprofit and Philanthropy Law

Topic: The Federalization of Nonprofit and Charity Law

10:30 a.m. - 12:15 p.m.

[7300] Section on Pro Bono and Public Service Opportunities

Topic: Best Practices Beyond Externships and Clinics for Integrating Access to Justice Education

10:30 a.m. - 12:15 p.m.

[7310] Section on Securities Regulation

Topic: Current Issues in Securities and Corporate Law: Fraud, Gatekeeping, the Economic Crisis, Reforming Reform, and "Where Were the Lawyers?"

10:30 a.m. - 12:15 p.m.

[7320] Section on Women In Legal Education

Topic: New Voices in Gender Studies

1:30 - 3:15 p.m.

[7350] Section on Clinical Legal Education and Poverty Law Joint Program

Topic: Fostering Justice and Public Service: Preparing Students to be Active Participants in Developing the Law, Legal Processes, and Legal Systems

1:30 - 3:15 p.m.

[7360] Section on Commercial and Related Consumer Law

Topic: Roundtable Discussion of the Credit Card Accountability Responsibility and Disclosure Act (CARD Act) of 2009

3:30 - 5:15 p.m.

[7440] Section on Criminal Justice

Topic: Criminal Justice and the Roberts Court

AALS Annual Meeting Section Programs to be Published

Continued from page 1

Thursday, January 6, 2011

International Law Year in Review

Section on International Law

(Papers to be published in *The International Lawyer*)

Climate Change, the "Green Building" Movement, and Renewable Energy Sources: Transactional and Policy Implications

Sections on Real Estate Transactions and State and Local Government Joint Program

(Papers to be published in *The Urban Lawyer*)

Friday, January 7, 2011

Drug Wars: The Battle Over Generic Pharmaceuticals

Section on Antitrust and Economic Regulation

(Papers will be published in the *Hastings Science and Technology Journal*)

Lessons from Other Countries: Comparative Pension Law

Section on Employee Benefits and Executive Compensation

(Papers to be published in the *Comparative Labor Law & Policy Journal*)

New Voices on Cutting Edge Issues in Natural Resources and Environmental Law

Section on Natural Resources Law, Co-Sponsored by Section on Environmental Law

(Papers to be published in the *Journal of Land Use and Environmental Law*)

Immigration and Higher Education

Section on Education Law, Co-Sponsored by Section on Immigration Law

(Papers to be published in the *Michigan State University Law Review*)

New Perspectives on Guardianship: Guardianship and Mental Illness

Section on Law and Mental Disability

(Papers to be published in the *Saint Louis University Journal of Health Law and Policy*)

Lawyers' Special Responsibilities as Public Citizens in a Rapidly Changing World

Section on Professional Responsibility

(Papers to be published in the *American University Journal of Gender, Social Policy, and Law*)

Resolved: The Trust is Dead

Section on Trusts and Estates

(Papers to be published in the *American College of Trusts and Estates Counsel Journal*)

Expression, Association, and Belief: Clashes Between the Rights of Sexual Minorities and Religious Objectors

Section on Sexual Orientation and Gender Identity Issues

(Papers to be published in the *University of La Verne Law Review*)

Continued on page 19

2011 Annual Meeting Presidential Programs

Presidential Program I

Teaching Excellence: Integrating Knowledge, Skills, Values and Assessment

David B. Babbe, University of California, Los Angeles School of Law (*formerly of Morrison & Foerster*)

Roberto L. Corrada, University of Denver Sturm College of Law

Ingrid Michelsen Hillinger, Boston College Law School

Hiroshi Motomura, University of California, Los Angeles School of Law

Moderators: Alison G. Anderson, University of California, Los Angeles School of Law

Gerald F. Hess, Gonzaga University School of Law

A large and sophisticated empirical literature about teaching and learning tells us that effective classrooms are learner-centered, knowledge-centered, assessment-centered, and best seen as a community built on active, cooperative learning. Excellent law teachers integrate knowledge, skills and values in their classroom teaching, building in opportunities for assessment during the semester as well as at the end of the course in order to ensure that their students are actually learning what is being taught. Within a framework of basic concepts from learning theory, experienced law teachers and an experienced practitioner will talk about what constitutes effective teaching and mentorship both in the classroom and in the development of new lawyers.

Presidential Program II

Law School Diversity in a Post-Racial World

Devon Wayne Carbado, University of California, Los Angeles School of Law

Elaine M. Chiu, St. John's University School of Law

Rachel Godsil, Seton Hall University School of Law

Tanya Kateri Hernandez, Fordham University School of Law

Moderator: Kent D. Syverud, Washington University School of Law

AALS President H. Reese Hansen in his inaugural address, "Principles to Guide Us," spoke about the importance of focusing on AALS core values during these uncertain times. One of those core values is the value of diversity in the classroom, the profession, and the judiciary. He highlighted the diminishing enrollment of Black and Latino/a students in our law schools since the turn of the 21st century as well as the pressure faced by member schools to focus on securing higher LSAT scores with each new incoming class. The other core value he discussed was the importance of preserving faculty governance. This panel will focus on both of those core values by examining diversity issues facing students as well as faculty members all during a so-called "post-racial" era.

Professor Hernandez will discuss the new Department of Education guidelines on "counting" the race and ethnicity of our students and what impact that might have for member schools as well as on the AALS' core value of diversity. Professor Godsil will describe a study she is collaborating on that for the first time attempts to apply the "stereotype threat" literature in the context of undergraduate students taking the LSAT. Professors Chiu and Carbado will discuss the 21st century challenges of recruiting and retaining, respectively, professors of color. Time will be left for significant audience participation and this should prove to be a lively and thought-provoking session. Dean Syverud will serve as moderator.

2011 Workshop on Women Rethinking Equality

**June 20-22, 2011
Washington, DC**

Women seeking equality in America today face an uneven prospect. Women are represented in record numbers in all branches of government, yet also struggle in unprecedented numbers below the poverty line, and they remain notably absent from many corporate boardrooms. Two more women have been appointed to the Supreme Court, including the first Latina justice; yet the popular debate and confirmation hearings were marred by race and gender stereotypes and by homophobia. Advocates of same-sex marriage and new reproductive technologies have challenged the traditional family, yet they have been met by efforts to renaturalize marriage, childbirth, and the place of women in the private sphere. These same contradictions mark women's role in legal education. Women comprise a majority of students in many law schools, yet women are not equally represented in the professoriat. A recent AALS Report revealed a "tenure gap" affecting all women, which was particularly wide and increasing among women of color. The predominance of women in lower-paid, lower-status positions without job security in the legal academy mirrors their relative absence from top positions in law firms, law schools, and other highly-paid legal positions.

As we address the unfinished business of equality, women confront complex challenges. Some impediments stem from a public perception that the central problems of women's equality were solved a generation ago. Other ob-

stacles – which women are often reluctant to confront – arise from the heterogeneity of the group itself. We are heterogeneous first in the ways we experience our lives as women: women share commonalities based on sex, while also differing along lines of race, ethnicity, class, immigration status, religion, sexual orientation, and disability. In the cities and rural areas of this country, as in the halls of law schools, these stark variations can give women widely different experiences of gender and sharply different stakes in its continued political amelioration. Women also vary in our conceptualizations of the challenges we face: "sex discrimination" has ceased to be the only way of characterizing the social and institutional dynamics that reproduce the inequality of women. Theorists and activists have argued that we are subject not simply to the varied forms of exclusion and hierarchy that constitute "subordination." Our lives are also shaped by pressures to conform to bifurcated gender norms, to expectations of cross-sex sexual desires and the fulfillment of these desires within marital, nuclear, reproductive families. This concern with gender norms and the constraining social patterns they produce creates potentially fruitful areas of intersection between feminism and LGBT and transgender theory and activism. Finally we are heterogeneous in our personal and professional aspirations: Many women may not analyze sex or gender in these explicitly politicized ways, or may not use more formalized constructs to

discuss them. We may be struggling to do our best work – and to achieve the recognition it merits – in fields and workplaces that are still dominated by men; we may be striving to combine work and family in the context of inevitable shortages of time and money. Yet we may want to commit our efforts not to unpacking or responding to gendered dynamics in a theoretical way, but to developing practical strategies for confronting them in our daily lives or individual workplaces. Such heterogeneity is hardly surprising in a group that includes more than half of the human race. Yet if women fail to understand and negotiate this heterogeneity in a self-aware, reflective way, we may end up chasing an elusive unity, or diffusing our efforts with unnecessary friction.

The 2011 Workshop on Women Rethinking Equality will address these challenges, in the broader society and in the specific context of legal education. In analyzing the remaining barriers, we will think specifically about how to understand and to bridge the heterogeneity our group reflects – by glimpsing our shared stake in struggles of particular subgroups, and by focusing on the immediate institutional environment that we all share. We will also ask how we might use many kinds of connections among women – networking, mentoring, sharing of information – to secure greater opportunity, and transform the institutional settings in which we live and work.

2011 Workshop on Women Rethinking Equality

Continued from page 13

“Women Rethinking Equality” will appeal to a full range of teachers and scholars in all subject areas. The program creates opportunities for a rich dialogue about the meaning, contours, implications, and status of equality for women, specifically in the setting of legal education. Workshop sessions will focus on substantive law and scholarship, teaching concerns and professional development issues. The substance and format of the program will offer opportunities for networking and small-group discussion. We welcome participation by all AALS members, and particularly all women, whether or not their scholarship includes a gender focus.

The first full day of the Meeting will open with a morning plenary on “The Unfinished Business of Women’s Equality in Legal Education,” which will focus attention on our shared context in contemporary legal academia. This panel will focus on issues that continue to impede women’s equal opportunity in legal academia: from the lack of women in certain substantive areas of law teaching, to continuing challenges faced by women teachers in the classroom, with particular attention to those faced by younger women, women of color, lgbt women, and pregnant women; to problems confronting women as visitors; to the devaluation of scholars who write outsider scholarship in all forms, including feminist legal theory, critical race theory, and queer theory; to the effect of parenting leaves on consideration for tenure; to the continuing reluctance to integrate issues of gender equality in scholarship and teaching in all substantive areas of the law. Breakout sessions will take place in the plenary room, allowing participants to discuss in small groups the issues raised by the plenary. The second plenary, “The Workplace as a Site of (In)Equality,” will feature work by social scientists and others who have analyzed barriers to gender equality in a range of contemporary workplaces. Focusing on issues such as women and negotiation, subtle sexism, harassment of female supervisors by male supervisees, “pink collar ghettos,” and work/family conflict, they will describe research from other workplace contexts that offers women faculty tools for thinking about our own work environments. This panel, too, will be followed by breakout groups, which will convene in the plenary room for further discussion.

Following lunch, the afternoon sessions will step back from the immediate context of the workplace, to explore broader questions of sex and gender equality. The first afternoon plenary, “Meanings and Contexts of Equality” will examine the roles of sex, gender, and sexuality in producing women’s inequality, including their intersection with attributes such as race or socioeconomic status. Panelists will also explore different ways of conceiving equality, such as substantive notions of equality emerging in Canadian and European contexts. These conceptual tools will help participants to think about inequality in a range of contexts, including legal academia. After the panel discussion, concurrent sessions will provide participants with opportunities for more in-depth examination of sex and gender in a range of substantive law contexts, including but not limited to international human rights, reproductive rights, corporate and tax law, criminal justice, and economic equality. The first day’s meetings will be followed by an evening poster presentation and reception. The reception will be structured to enable participants to meet others within their substantive fields; it will feature posters on forthcoming and recent scholarship by women faculty. It will be followed by a “Dine-Around” option, in which participants, who will be invited to sign up in advance, can meet in small groups for dinner at nearby restaurants.

The second day of “Women Rethinking Equality” will return to the law school setting, to focus on women’s professional development and institutional change. The first plenary, “Women as Scholars,” will examine the obstacles faced by particular groups of women scholars, such as junior faculty, women of color writing in feminist legal theory, or women striving for visibility and influence in male-dominated fields. It will also explore newer or less conventional vehicles for the dissemination and promotion of scholarly work, such as popular books, university press monographs, or blogging. This panel will be followed by concurrent sessions on scholarship. In these sessions, faculty selected through a call for papers will present works-in-progress in small group sessions, receiving feedback from assigned commentators and other participants.

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2011 Workshop on Women Rethinking Equality

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The afternoon session will open with a plenary on “Women as Teachers.” This session will consider evidence of a gap between the ways that today’s students and many faculty members talk about sex, gender, and sexuality; it will ask how we can bridge that gap in the often-vexed discussions these topics create. This plenary will examine presumptions of incompetence which continue to affect all women faculty, but pose particular challenges to women of color and younger women, as well as other issues in the evaluation of women as teachers. This panel discussion will be followed by breakout sessions which will take place in the plenary room. The final session of the conference, “Reshaping Institutions” will proceed in three phases. First a plenary discussion will highlight a series of potential areas for action, including: increasing the recruitment, promotion and retention of women of color; securing positions of leadership for women in law schools; establishing structures that support mentoring of women faculty and students; re-valuing legal writing and clinical work in the currency of salary and full academic “citizenship”; and accommodating the care responsibilities of all faculty members. Participants will then break into small groups to discuss strategies for addressing these issues within their individual law schools; finally, these groups will come together to share their suggestions in a concluding session.

Topics:

Unfinished Business of Women’s Equality in Legal Education; The Workplace as a Site of Gender (In) Equality; Meanings of Gender Equality; Women as Scholars; Women as Teachers, Gender in the Classroom; Reshaping Institutions; Concurrent Sessions: Meanings and Contexts of Gender Equality (From Reproductive Rights to Reproductive Justice; Gender and Economic Equality; Gender and Criminal Law; Gender and Justice System; Larry Summers and Tax Lawyers; Theorizing Gender); Concurrent Sessions on Scholarship Call for Papers.

Speakers:

Anita L. Allen, University of Pennsylvania Law School; Margalynne Armstrong, Santa Clara University School of Law; Kathleen A. Bergin, South Texas College of Law; Lolita Buckner-Inniss, Cleveland State University, Cleveland-Marshall College of Law; Jennifer Chacon, University of California, Irvine School of Law; Brenda Cossman, Faculty of Law, University of Toronto; Bridget J. Crawford, Pace University School of Law; Martha A.L. Fineman, Emory University School of Law; Laura E. Gomez, University of New Mexico School of Law; Phoebe A. Haddon, University of Maryland School of Law; Angela Harris, University of California, Berkeley School of Law; Berta Hernandez-Truyol, University of Florida, Fredric G. Levin College of Law; Sonia Katyal, Fordham University School of Law; Kim Krawiec, Duke University School of Law; Nancy Levit, University of Missouri-Kansas City School of Law; Deborah Merritt, The Ohio State University Michael E. Moritz College of Law; Rachel Moran, University of California, Los Angeles School of Law; Melissa Murray, University of California, Berkeley School of Law; Cynthia E. Nance, University of Arkansas, Fayetteville Leflar Law Center; Xuan-Thao Nguyen, Southern Methodist University Dedman School of Law; Camille Gear Rich, University of Southern California Gould School of Law; Roberta Romano, Yale Law School; Catherine Smith, University of Denver Sturm College of Law; Dean Spade, Seattle University School of Law; Joan Williams, University of California Hastings College of the Law.

~Planning Committee for Workshop on Women Rethinking Equality

Kathryn Abrams, University of California Berkeley School of Law, **Chair**
Serena Mayeri, University of Pennsylvania Law School
Elizabeth A. Nowicki, Tulane University School of Law
Angela Onwuachi-Willig, The University of Iowa College of Law
Lisa Pruitt, University of California Davis School of Law
Stephanie Wildman, Santa Clara University School of Law

2011 Mid-Year Meeting Workshop on Curriculum: Rethinking the Law School Curriculum and Classroom

June 11-13, 2011
Seattle, Washington

Why Attend?

Every so often, there is a conference that leaves its mark on legal education for years to come. What sets these conferences apart is that they address a critical topic at a critical time. We are at a pivotal moment in the history of legal education. Forces from outside and inside the academy have generated a powerful impetus for legal educators to reconsider the law school curriculum. Outside the academy, changes in the legal profession driven by the economy, technology, and the law, are unsettling long-held views about the types of intellectual tools and skills our graduates require. We can no longer comfortably assume that students will receive apprenticeships in practice or that their professional endeavors will be confined to a single legal system and culture. Moreover, reformist initiatives fashioned outside the academy, such as the Carnegie Report, are calling on law schools to improve the way they prepare students for professional roles, offering their own distinctive vision of the law school curriculum and pedagogy. Simultaneously, new developments within the academy are generating momentum for curricular change as well. These developments include advances in learning theory, growth of experiential learning opportunities, new understandings of how the law operates, cost considerations associated with increased tuition, and a proliferation of faculty with advanced degrees in other fields relating to law. Among the ranks of both established law schools and recently-founded institutions can be found instances of significant innovation in response to these forces.

As legal educators, our responsibility is to assess the need for change in light of core values of legal education, and to fashion a suitable [worthy] law school curriculum. This conference will provide attendees with knowledge and ideas that can inform curricular initiatives at their own schools. Day one will focus on challenges confronting legal education from without and within, drawing on social scientists and leaders in the legal profession as well as knowledgeable law faculty and university administrators. Days two and three, held jointly with the Clinical Conference, will concentrate first on core values, and then on particular responses to the forces pressing for curricular change, such as greater incorporation of experiential and multi-disciplinary learning and a more "globalized" curriculum. Surveys of law school practices, as well as exemplary law school programs and experiences, will be included in these sessions. Challenges of achieving institutional change given the dynamics of law school governance and decision-making will also be addressed, both by experts in organizational behavior and thoughtful veterans of the process.

Throughout the three days, a mix of presentations and small group discussions will be livened by the ongoing role-play of a law school curriculum committee, which will be consulting regularly with its "faculty," consisting of the conference participants. This "faux" curriculum committee will be assessing the ideas put forward at the conference, modeling faculty decision making processes, and ultimately presenting a curriculum proposal for the attendees to consider in an interactive process. Participants will leave the conference with concrete ideas and strategies for action at their own institutions.

~Planning Committee for Workshop on Curriculum

Pat K. Chew, University of Pittsburgh School of Law
Elizabeth B. Cooper, Fordham University School of Law
Franklin Gevurtz, University of The Pacific Mc George School of Law
Carole E. Goldberg, University of California, Los Angeles School of Law, **Chair**
Larry D. Kramer, Stanford Law School
Emily J. Sack, Roger Williams University School of Law

Conference on Clinical Legal Education

Learning for Transfer: (Re)conceptualizing What We Do in Clinics and Across the Curriculum

Clinical Directors' Workshop

(Re)considering Security of Position and Academic Freedom in Clinical Legal Education

**June 13-17, 2011
Seattle, Washington**

We are at a pivotal moment in the history of legal education. Forces outside and within the academy are creating a powerful impetus for legal educators to reconsider the law school curriculum. Clinical educators have a critical role to play in this process. As AALS President Reese Hansen said in his letter to the ABA Standards Review Committee dated June 1, 2010, clinical courses are the culminations of the substantive courses in the curriculum, reinforcing and extending the learning in substantive courses. Through clinical courses, Hansen said, "students typically develop problem solving skills, learn to exercise critical judgment, and enhance analytical thinking as they bring substantive law to bear on practice experience. They represent some of the kinds of integrative education that are highly praised in the Carnegie Report." As clinical legal educators, we owe it to our students, our law schools, our non-clinical colleagues, and ourselves to review and reconsider what we do in clinical teaching, what we can teach our non-clinical colleagues, and what they can teach us, all with a view to improving the law school curriculum.

The conference this year will take place over four days in mid-June. We will spend the first two days of the conference (June 13 and 14) with non-clinical faculty and deans in a joint curriculum and clinical conference designed to give us an opportunity to interact and exchange ideas about the law school curriculum on a macro level. During this phase of the conference we will use plenary sessions and facilitated small groups to examine five topics: what are the core values of a 21st century legal education; how can we understand and teach about practicing law across borders and cultures; how can we use experiential learning to enrich the curriculum; how can we prepare students to be ready for the profession; and how can we achieve institutional change. The sessions will be designed to explore both competencies (e.g., critical thinking, problem solving, professional judgment) and methods for achieving them (e.g., opportunities for students to merge doctrine, skills, and professional identity, to deal with situations in which client problems, facts, legal rules, and ethical principles are fluid and ill-defined, and to see how law and theory function in practice). An overall goal of this part of the conference is to identify and explore how to achieve the curricular changes that will promote learning for

~Planning Committee for Conference on Clinical Legal Education and Clinical Directors' Workshop

Bryan L. Adamson, Seattle University School of Law
Amy Applegate, Indiana University, Maurer School of Law, **Co-Chair**
Elizabeth B. Cooper, Fordham University School of Law
Elliott Milstein, American University Washington College of Law,
Co-Chair
Carolyn B. Grose, William Mitchell College of Law
Donna H. Lee, City University of New York School of Law
Barbara A. Schatz, Columbia University School of Law

transfer – learning that will maximize students' ability to function as effective and ethical professionals in unfamiliar settings and under circumstances that we cannot now predict.

Throughout these first days of the conference, the plenary presentations and small group discussions will take place against the backdrop of an ongoing role-play of a law school curriculum committee. This committee will be consulting regularly with its faculty (i.e., the conference participants), and will be discussing and assessing the ideas put forward at the conference, modeling faculty decision-making processes, and ultimately presenting a curriculum proposal for the attendees to consider. All presentations and small group discussions, including the meetings and presentations of the "curriculum committee," will include a mix of clinical and non-clinical perspectives.

We will spend the next two days of the conference (June 15 and 16) on our own as clinical faculty, reflecting on what we learned during the first two days, and drilling down into one of the core components of clinical legal education: problem solving. Through plenary sessions, concurrent sessions, and small group meetings, we will examine four areas of problem solving: (1) understanding the content and context of legal problems; (2) diagnosing or defining legal problems; (3) making decisions in the context of developing client-centered solutions; and finally, (4) integrating what students have learned in law school and transferring that learning into practice.

On June 17, there will be a Clinic Directors' Workshop addressing three main topics: (1) the status of proposed changes to the ABA accreditation standards with respect to security of position, and strategies for responding effectively to the proposed changes; (2) the recommendation made by the AALS Section on Clinical Legal Education's Task Force on the Status of Clinicians and the Legal Academy for a unitary tenure track that includes clinical faculty, in light of the proposed changes to the accreditation standards, and (3) effective strategies for enabling junior and senior clinical faculty to engage in scholarship, share their work, and receive helpful critique from both clinic and non-clinic colleagues.

Attention Deans and Associate Deans:

Workshop for Beginning Legal Writing Teachers

June 22-23, 2011
Washington, D.C.

Why Attend?

The workshop is designed to offer new law faculty an introduction to the teaching of legal writing, research, and analysis. The workshop will address the basic tasks of the teacher of legal writing: classroom teaching, designing problems, conducting effective individual conferences, incorporating the teaching of legal research, and critiquing students' written work. Additionally, the workshop will address new teachers' scholarly development and institutional status issues.

Who Should Attend?

The workshop will be of interest to new legal writing teachers and to all new teachers whose responsibilities include some teaching of legal writing. The program will be particularly valuable for (1) full-time professors and adjunct professors who will be teaching legal research and writing for the first time, (2) new directors of legal writing programs, if those individuals have taught full-time for four or fewer years, (3) newer legal writing professors who have not had an opportunity to attend a national conference on teaching legal writing.

Workshop for New Law School Teachers

June 23-25, 2011
Washington, DC

Why Attend?

At the 29th annual workshop, 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.

Planning Committee for the 2011 Workshop for New Law School Teachers, Workshop for Pretenured People of Color Law School Teachers, and Workshop for Beginning Legal Writing Teachers

Okianer Christian Dark, Howard University School of Law

Darby Dickerson, Stetson University College of Law

Luz E. Herrera, Thomas Jefferson School of Law

Lawrence B. Solum, University of Illinois College of Law, **Chair**

Kellye Y. Testy, University of Washington School of Law

Workshop for Pretenured People of Color Law School Teachers

June 25-26, 2011
Washington, DC

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 and looking for guidance and support.

AALS Annual Meeting Section Programs to be Published

Continued from page 11

Our Children — The World's Children: The Effect of Globalization on Children

Section on Children and the Law, Co-Sponsored by Sections on Family and Juvenile Law, Immigration Law and International Law
(Papers to be published in the *Whittier Journal of Child and Family Advocacy*)

Author Meets Reader: Restoring the Power of Unions

Section on Labor Relations and Employment Law
(Papers to be published in the *Employment Rights & Employment Policy Journal*)

Current Issues in Judicial Disqualification: Assessing the Landscape Post-Caperton, Citizens United and the 2007 ABA Model Code for Judicial Conduct

Section on Litigation, Co-Sponsored by Sections on Professional Responsibility and Civil Procedure
(Papers to be published in the *Review of Litigation*)

Saturday, January 8, 2011

Core Values in Challenging Times — Transnational Perspectives

International Association of Law Schools Program
(Papers to be published in the *Penn State International Law Review*)

The Roberts Court and Official Immunity Doctrines

Section on Federal Courts
(Papers to be published in *Fordham Law Review*)

The Future of Statistics in Evidence Law

Section on Evidence
(Papers to be published in the *Journal of Law and Policy*)

Islamic Law and Crime in Contemporary Courts

Section on Islamic Law, Co-Sponsored by Section on Criminal Justice
(Papers to be published in the *Journal of Islamic and Middle Eastern Law*)

The Federalization of Nonprofit and Charity Law

Section on Nonprofit and Philanthropy Law
(Papers to be published in *Kentucky Law Journal*)

Fostering Justice and Public Service: Preparing Students to be Active Participants in Developing the Law, Legal Processes, and Legal Systems

Sections on Clinical Legal Education and Poverty Law Joint Program
(Papers to be published in the *Georgetown Journal on Poverty Law and Policy*)

Roundtable Discussion of the Credit Card Accountability Responsibility and Disclosure Act (CARD Act) of 2009

Section on Commercial and Related Consumer Law
(Papers to be published in the *Utah Law Review*)

Vaccines and Drugs: A Brave New Tort World

Section on Torts and Compensation Systems
(Papers to be published in the *Indiana Health Law Review*)

aalscalendar

2011 Mid-Year Meeting

June 11-17, 2011

Seattle, Washington

Workshop on Curriculum: Rethinking the Law School Curriculum and Classroom

June 11-14, 2011

Conference on Clinical Legal Education: Learning for Transfer: (Re)conceptualizing What We Do in Clinics and Across the Curriculum

June 13-17, 2011

2011 Workshop on Women Rethinking Equality

June 20-22, 2011

Washington, DC

Future Annual Meeting Dates and Locations

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

2011 Workshops for New Law School Teachers

Workshop for Beginning Legal Writing Law School Teachers

June 22-23, 2011

Washington, DC

Workshop for New Law School Teachers

June 23-25, 2011

Washington, DC

Workshop for Pretenured People of Color Law School Teachers

June 25-26, 2011

Washington, DC

Future Faculty Recruitment Conference Dates Washington, D. C.

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



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