Association of American Law Schools

2025 HANDBOOK



AALS

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Association of American Law Schools

2025 HANDBOOK

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The Association of American Law Schools

The Association of American Law Schools (AALS) is a 501(c)(3) nonprofit association of 174 member and 19 fee-paid law schools. Its member schools enroll most of the nation's law students and produce the majority of the country's lawyers and judges, as well as many of its lawmakers.

Founded in 1900, the mission of AALS is to uphold and advance excellence in legal education. In support of this mission, AALS promotes the core values of excellence in teaching and scholarship, academic freedom, and diversity, including diversity of backgrounds and viewpoints, while seeking to improve the legal profession, to foster justice, and to serve its many communities–local, national, and international.

AALS has the dual responsibility of serving law schools as an institutional membership organization, and individual law school faculty as their learned society. AALS offers a hybrid mix of in-person and virtual professional development opportunities. The AALS Annual Meeting, the centerpiece of yearly association activities, draws thousands of professors, deans, and administrators in early January. An Opening Plenary and Presidential Programs are among the highlights. Recent additions to the Annual Meeting include Discussion Groups of invited faculty on selected topics and Arc of Career programs addressing the professional careers of law faculty and administrators. To encourage and recognize excellent legal scholarship by new law teachers, AALS issues a call for scholarly papers by full-time faculty who have taught for five years or less. A committee of legal scholars selects for special recognition those authors whose papers have made the most substantial contribution to legal literature. Other legal education organizations also hold meetings or programs in conjunction with the Annual Meeting, and law schools hold receptions for graduates and friends. It is an outstanding opportunity for legal educators to connect with colleagues from other law schools and countries around matters of common interest.

Each year, the Association also hosts in-person a clinical conference, a workshop for new law teachers, and a forum for law school deans. Over the past year AALS provided virtual webinars on How to Become a Law Professor, on Democracy, on Affirmative Action, for adjuncts/lecturers, for appointment committees, and for faculty candidates.

Faculty and deans also engage throughout the year via the 106 sections that present programs, provide mentoring for new faculty, and serve as a resource for discussions on important legal issues from antitrust, dispute resolution, and taxation to civil rights, criminal justice, and international law.

AALS serves as a voice on behalf of legal education. Its website features the latest news and issues related to legal education and showcases outstanding faculty and innovative programs at law schools. In 2022, the Association launched an ongoing member school highlight series on its website that features a different law school and program at each institution. AALS also connects with the legal education community and public on social media including Facebook, LinkedIn, Threads, and YouTube.

AALS conducts research on topics important to legal education. In 2018, AALS published two research reports based on a national survey conducted for the Association by Gallup to understand student views on law school: *Before the JD: Undergraduate Views on Law School* and *Beyond the Bachelor's: Undergraduate Perspectives on Graduate and Professional Degrees*. In 2022 the Association's *Study on the American Law School Dean* was released.

AALS is the only nonprofit association that is a member of both the American Council on Education and the American Council of Learned Societies, reflecting its dual mission. AALS also belongs to the Consortium of Social Science Associations, the National Humanities Alliance, and the Washington Higher Education Secretariat.

HISTORY

AALS was formed in 1900 to improve legal education in America. Twenty-seven of the 35 schools that sent representatives to the founding meeting in Saratoga Springs, New York, agreed to become charter members. With the election of five more schools at the first Annual Meeting in 1901, 32 of the 108 law schools in the United States became the charter members of AALS. AALS membership grew apace with the country's population and the need for more lawyers to represent its citizens, businesses, government, and the public interest. The Association was nearly 100 schools strong by 1940 and today has 176 member and 18 fee-paid law schools participating.

The founding of AALS took place at roughly the same time that being a full-time law professor first emerged as a career. The first AALS President was James Bradley Thayer, a constitutional law professor at Harvard Law School, who explained the link in an address to the ABA in 1895:

> "It is a simple truth that you cannot have thorough and first-rate training in law, any more than in physical sciences, unless you have a body of learned teachers, and you cannot have a learned faculty of law unless, like other faculties, they give their lives in their work. The main secret of teaching law, as of all teaching, is what Socrates declared to be the secret of eloquence, understanding your subject; and that requires . . . an enormous and absorbing amount of labor."

Harlan Fiske Stone, then Dean of Columbia Law School and a future Attorney General of the United States and Chief Justice of the Supreme Court, served as president of AALS during World War I. Erwin Griswold, future Solicitor General of the United States and then Dean of Harvard Law School, held the post in 1958. Soia Mentschikoff, Dean of the University of Miami School of Law and an author of the Uniform Commercial Code, became the first woman to serve as President in 1974.

From the beginning, an Executive Committee was the principal driver of AALS policy and decision-making. The President appointed a nominating committee, which nominated a new President, one other officer and three members for the Executive Committee. Those nominated were voted on by the member schools attending the annual meeting.

That same governance structure has remained in place for 125 years, although the number of officers was increased to include first a president-elect and later, an immediate past president. The non-officer members' terms were gradually increased to three years, with two appointed each year. In 1963 the position of Executive Director was created. The Director is an ex officio member of the Executive Committee.

For its first 62 years, the Association relied entirely on the elected officers and other volunteer faculty to carry out its work, including arrangements for the Annual Meeting and publication of the AALS Directory of Law Teachers. In 1963 the Association established a national office in Washington, D.C. and hired Michael H. Cardozo as its first Executive Director. By the end of his term in 1972, AALS established Sections, which enabled faculty and staff for the first time to connect with their peers in different fields of law of their own choosing. The House of Representatives was also established to ensure member schools had a voice in the major affairs of the AALS.

When Cardozo was appointed, little was said about his role. In 2008, however, in recognition of how governance in the Association had evolved, the House of Representatives made the Executive Director the Chief Executive Officer of the Association in place of the President who continues to preside over the Executive Committee and House of Representatives.

Diversity came slowly to AALS. In 1950, the membership resolved that the AALS should abolish "segregation or discrimination in legal education on racial grounds" and take appropriate enforcement action. In 1951, the membership adopted a resolution that embraced "equality of opportunity in legal education without discrimination or segregation on the ground of race or color." There was no enforcement of the resolution until 1958 when the University of Richmond T.C. Williams School of Law was censured after it self-reported that it was

denying students admission based on race. In 1965, when the University of Richmond announced that it would no longer discriminate on the basis of race in student admissions, the censure was removed.

In subsequent years, equality of opportunity was extended to apply to faculty and staff as well as to students, and to cover more characteristics than race. Today, AALS requires all member schools "to provide equality of opportunity in legal education for all persons, including faculty and employees, . . . applicants for admission, enrolled students, and graduates, without discrimination or segregation on the ground of race, color, religion, national origin, sex, gender (including identity and expression), sexual orientation, age, or disability." (AALS Bylaw Section 6-3)

In 1966, the first person of color was elected to the Executive Committee, Clarence Clyde Ferguson, Jr. He had been barred from higher education in his home state of North Carolina because of his race, graduated cum laude from Ohio State University in 1948 and Harvard Law School in 1951. He had served in the United States Army from 1943 to 1946 where he took part in the Normandy invasion. When elected to the Executive Committee, Ferguson was Dean of Howard Law School.

Emma Coleman Jordan was elected to the Executive Committee in 1989 and in 1992 became the first Black President of AALS. The first woman elected to the Executive Committee was Ruth Bader Ginsburg, later a Justice on the U.S. Supreme Court. She was also the first woman on the faculty at Columbia Law School when she joined the Executive Committee of AALS in 1972. Many other firsts have followed including Leo Romero (University of New Mexico School of Law) the first Hispanic on the Executive Committee in 1981; Gerald Torres (The University of Texas School of Law), the first Hispanic President in 2004; Rennard Strickland (University of Oregon School of Law), a legal historian of Osage and Cherokee heritage who served as the first Native American President in 1994; and Wallace D. Loh (University of Washington School of Law), the first Asian-American to serve on the Executive Committee in 1972, and as President of AALS in 1976.

The 1970s saw major growth in the number of clinical faculty at the nation's law schools. Soon there was similar growth in the number of legal research and writing faculty. By 2000, Elliott Milstein (American University, Washington College of Law) was the first clinical faculty member elected President of AALS, and in 2020, Darby Dickerson (Southwestern Law School) became the first faculty member from the legal research and writing field to be elected President of AALS.

The second century of AALS also brought the first listing of core values in the Bylaws. Although the governance structure had not changed for more than 100 years, the values highlighted in 2003 reflected a commitment to diversity that did not exist until the second half of the twentieth century:

> The Association values and expects its member schools to value:
>
> 1) A faculty composed primarily of full-time teachers/scholars who constitute a self-governing intellectual community engaged in the creation and dissemination of knowledge about law, legal processes and legal systems, and who are devoted to fostering justice and public service;
>
> 2) Academic freedom;
>
> 3) Diversity of viewpoints;
>
> 4) Excellent scholarship;
>
> 5) Excellent teaching;
>
> 6) A rigorous academic program in the context of a dynamic curriculum that is both broad and deep;
>
> 7) A diverse faculty who are hired, promoted, and retained based on meeting and supporting high standards of teaching and scholarship and in accordance with principles of non-discrimination;
>
> 8) Competent and professional staff to support the mission of the law school;
>
> 9) Selection of students based upon intellectual ability and personal potential for success in the study and practice of law, through a fair and nondiscriminatory process designed to produce a diverse student body and a broadly representative legal profession; and
>
> 10) Honesty, integrity, and professionalism in dealing with students, faculty, staff, the public, and the Association. (Bylaw 6.1).

GOVERNANCE

The plenary legislative body of the AALS is the House of Representatives. It is composed of one representative from each member school, selected by the faculty of that school. The House of Representatives, which meets during the Association's Annual Meeting, elects the officers and other Executive Committee members. The Executive Committee appoints the Executive Director and is responsible for overseeing the conduct of the affairs of the Association in the interim between the Annual Meetings of the House of Representatives. The term of the President is one year; the President-Elect becomes President on completion of a year of service as President-Elect. The Immediate Past President serves a third and final year on the Executive Committee. The six non-officer members

of the Executive Committee serve staggered, three-year terms. The Executive Committee meets four times each year and occasionally between meetings by conference call.

MEMBERSHIP

Admission to AALS membership is gained by vote of the House of Representatives at the Annual Meeting acting upon the recommendation of the Executive Committee. A law school is eligible to apply for membership after it has offered five years of instruction and graduated its third class.

Applicant schools must meet the obligations of membership set forth in the bylaws of the Association. The controlling issue on membership is the overall academic quality of the school measured against standards that reflect the Association's core values.

Applications for membership should be submitted to the Executive Director with evidence that the school meets the membership requirements. A notice of intent to apply should be filed at least 21 months in advance, and the application itself should be filed at least 11 months prior to the Annual Meeting at which the law school seeks to have its application considered.

Schools contemplating applying for membership should request an AALS staff review of the school's program. This enables a school to gauge where it stands with regard to meeting membership requirements before it expends substantial resources on a consultant on readiness. Later, a site team visits the applicant school to help to determine its compliance with the membership criteria specified in the AALS Bylaws and Executive Committee regulations. The report of the site visit team is evaluated by the Membership Review Committee, which makes recommendations to the Executive Committee, which in turn examines the application and reports to the House of Representatives at the Annual Meeting whether the applicant has qualified and, if so, schedules a vote for admitting them to the Association.

COMMITTEES AND SECTIONS

Standing Committees and other committees, whose members are appointed by the President-Elect, provide reports, program content, and policy advice to the Association. The Standing Committees are: Academic Freedom and Tenure, Arc of Career, Audit and Association Investment Policy, the Journal of Legal Education Advisory Committee, Membership Review, Recruitment and Retention of Minority Law Teachers and Students, and Sections. From time to time, other committees are established by the Executive Committee for a specific term.

AALS Sections are an essential part of the organization. The faculty and administrators who belong to the 107 Sections engage in activities year-round that include holding programs at the Annual Meeting, convening specialized committees and working groups, providing a forum for exchange of ideas about teaching and research in their field, and mentoring new law teachers. Sections use discussion lists, webinars, collections of syllabi and teaching materials, and newsletters to share ideas and information. Each year, the membership of each Section selects its own presiding officer and executive committee.

DEANS STEERING COMMITTEE

AALS established a Steering Committee for Deans in 2014 to identify issues affecting legal education between Annual Meetings and to develop strategies to assist law school deans in building great schools and improving legal education. The Steering Committee includes a chair, nine current deans of member law schools serving staggered three-year terms, and members of the AALS Executive Committee who are sitting law school deans.

FACULTY APPOINTMENT SERVICES

AALS offers a range of services to facilitate the process of identifying and hiring law school teachers and administrators.

Faculty Appointments Register

The Faculty Appointments Register (FAR) is an online program for those interested in becoming law teachers. The FAR contains biographies, resumes, and references prepared by individuals seeking full-time teaching positions. These individuals upload their personal information. Law Schools access these profiles through FAR's database. The FAR registrants receive, without additional cost, a one-year subscription to the Placement Bulletin. The online database is accessible only to registered users and participating schools.

Becoming a Law Teacher

In 2019, AALS launched a new section on its website, Becoming a Law Teacher (http://teach.aals.org), to host resources related to entering the legal academy. The goal of the section is to bring transparency and provide a better understanding of the hiring process for candidates. It includes multi-media components including video of a mock job talk, interviews with recent faculty hires, webinars, and discussions with directors of visiting assistant professor (VAP), fellowship, and doctoral degree programs.

In 2023, AALS began offering an virtual webinar on Becoming a Law Teacher.

Placement Bulletin

The Placement Bulletin lists available teaching and administrative positions, as well as positions related to legal education outside law schools. It is issued several times each academic year. Faculty at member and fee-paid schools registered for the Faculty Appointments Register may access it online without charge.

Visiting and International Visiting Registers

AALS maintains registers for faculty interested in serving as visiting faculty during the next school year, and international scholars who have expressed an interest in serving as visiting faculty at United States law schools. The information gathered for these registers is available electronically to deans of member and fee-paid schools.

FELLOWS

The AALS Fellows Program was established in 2017 to strengthen AALS for future generations of law school faculty and students and to enrich the profession by engaging faculty more deeply in the organization's work. Membership is open to all law school teachers, including full and part-time, current, retired, and adjunct faculty. The Fellows program uses the funds donated by fellows to support activities that benefit all law schools. The Fellows are kept informed about AALS activities and new program initiatives, and serve as a sounding board and source of advice for the Association.

A VOICE FOR LEGAL EDUCATION

AALS Website

The AALS website (www.aals.org), showcases member schools, innovative and outstanding law school programs and faculty as well as current issues facing the legal academy. It also provides extensive coverage of current news and blogs about legal education and the legal profession. The site features the Association's professional development offerings, an online version of AALS News, a calendar of upcoming symposia at member law schools, a listing of new books by law faculty, an in memoriam page, and a newsroom with the latest press releases from the association. Website users may sign up to receive weekly emails from AALS that contain each week's compiled news articles and blog posts.

AALS *Journal of Legal Education*

The quarterly *Journal of Legal Education*, published since 1948, is made available without charge to full-time faculty at member and fee-paid schools through the courtesy of West Academic, which prints the journal. The journal is edited by faculty at member schools. Currently, American University Washington College of Law and University of California, Irvine School of Law are providing editorial leadership, as well as financial support. An advisory committee of faculty members provides policy advice. The journal addresses a range of issues in legal education, including curriculum development, teaching methods, and scholarship, and serves as an outlet for emerging areas of scholarship and pedagogy. The *JLE* website (http://jle.aals.org) serves as a searchable repository for current and past issues of the journal and includes subscription and submission information.

AALS *Directory of Law Teachers*

The AALS *Directory of Law Teachers*, first published in 1922, lists by school the full-time faculty and professional staff of all AALS member and fee-paid law schools, and contains biographical sketches of over 10,000 full-time teachers. The directory also provides listings of faculty members by subject matter taught, by those who identify as members of minority groups and by those who identify as lesbian, gay, bisexual, or transgender. It lists professional staff and faculty administrators according to their professional role in academic affairs, admissions, alumni affairs, communications, scholarship, libraries, development, career and student services. The directory, accessible upon logging into dlt.aals.org allows eligible faculty to update biographical sketches. It also features a search function available to deans, as well as tenured, tenure-track, long-term contract, and emeritus faculty members. The search features include name, school, subjects taught, and tenure status. Faculty members in the directory can adjust their privacy settings to specify what information they would like to have displayed online. The directory, prepared and edited by the Association staff and supported by West Academic, is distributed by AALS to member and fee-paid schools as a service to law faculty and law schools.

AALS *Handbook*

The AALS *Handbook* sets forth the Association's governing documents, policies, and organizational structure. It includes the Association's bylaws, Executive Committee regulations, articles of incorporation, statements of good practices, committee members, and section chairs. It is published annually.

AALS News

AALS *News* is published four times a year, including a winter issue that contains the AALS President's Address at the Annual Meeting. The newsletter keeps readers informed of Association activities and provides information about awards, programs, and other opportunities of interest to law faculty. It is prepared and edited by AALS staff. Past issues are available on the AALS website at www.aals.org/aalsnews.

AALS Proceedings

The AALS *Proceedings* of the Annual Meeting contain transcripts of the meetings of the AALS House of Representatives, memorials of law school faculty who have died in the past year, and the Annual Meeting Program. The publication also provides information about the Association, including the Association's bylaws, Executive Committee regulations, a list of member schools, and the most recent Association audit. From time to time, reports of special projects or committees are published in the *Proceedings*. Copies of the *Proceedings* are distributed to member and fee-paid schools.

Clinical Law Review

The *Clinical Law Review* is a semi-annual, peer-edited journal devoted to issues of lawyering theory and clinical legal education. It is jointly sponsored by AALS, the Clinical Legal Education Association (CLEA), and New York University School of Law. The review is edited, administered, and financially supported by New York University School of Law.

RESEARCH

AALS conducts research, compiles data, and performs evaluations on a range of pressing issues concerning legal education. *Before the JD*, the Association's inaugural research project conducted in 2017 and 2018, collected survey data from 22,189 undergraduate students and 2,727 first-year law students describing the factors contributing to their decision/intention to pursue a graduate, law, or other professional degree. AALS also examines trends in legal education, and performs evaluations of AALS member programs and services to ensure that the needs of AALS member and fee-paid law schools are being met.

In 2022, AALS completed *The American Law School Dean Study*, to better understand how law school deans are recruited and selected, career paths to the deanship, and the most pressing issues deans currently face. The goal of the study is to make the process of becoming and serving as a law dean more transparent in order to encourage more prospective deans to apply for these critical leadership positions.

2025 Officers and Executive Committee

President
AUSTEN L. PARRISH, University of California, Irvine School of Law

President-Elect
DANIELLE M. CONWAY, Penn State Dickinson Law

Immediate Past President
MELANIE D. WILSON, Washington and Lee University School of Law

Serving through 2025
ANTHONY W. CROWELL, New York Law School
RENÉE HUTCHINS LAURENT, University of Maryland Francis King Carey School of Law

Serving through 2026
RISA GOLUBOFF, University of Virginia School of Law
JOHN VALERY WHITE, University of Nevada, Las Vegas, William S. Boyd School of Law

Serving through 2027
LEONARD M. BAYNES, University of Houston Law Center
STACY LEEDS, Arizona State University Sandra Day O'Connor College of Law

Executive Director and Chief Executive Officer
KELLYE Y. TESTY, Association of American Law Schools

Association of American Law Schools

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OFFICE OF THE EXECUTIVE DIRECTOR

Kellye Y. Testy, Executive Director

Alena M. Allen, Senior Counselor
Zaena Ballon, Communications Associate
Cassandra Barnhart, Communications Coordinator
Angela Bradley, Staff Accountant
Amanda Brite, Associate Director of Digital Strategies
Erick Brown, Associate Director of Database & Registration Systems
Mary E. Cullen, Associate Director of Meetings
Barbra Elenbaas, Senior Manager, Publications & Engagement
James Greif, Director of Communications
Marisa Guevara-Torres, Chief Strategy Officer
Hannah Hershfield, Senior Meetings Manager
Julia Hub, Section Services & Meetings Coordinator
Katie Kempner, Associate Director, Research
Mary Dillon Kerwin, Director of Development
Elena Kukanova-Carpenter, Chief Financial Officer
Shannon Leonard, Section Services Manager
Katherine London, Deans Services and Special Projects Administrator
Alexa Maltby, Senior Membership Services Projects Manager
Cara McQuitty, Associate Director, Membership Review
Emi Mimiko, Faculty Services Coordinator
Darren Stadel, Chief Information Officer
Barbara Studenmund, Consultant on Membership Review
Linda D. Surles, Special Assistant to the Executive Director
Tracie L. Thomas, Director of Meetings & Section Services
Elliott Ward, Multimedia & Design Services Manager
Rose Yeung, Accounting Manager

Student Assistants: Paris Foy, Isabella French, Isa Hussain

Presidents of the Association

1900 James Bradley Thayer, Harvard Law School
1901 Emlin McClain, University of Iowa College of Law
1902 Simeon E. Baldwin, Yale Law School
1903 Ernest W. Huffcutt, Cornell Law School
1904 Nathan Abbott, Stanford Law School
1905 Henry Wade Rogers, Yale Law School
1906 William P. Rogers, University of Cincinnati College of Law
1907 George W. Kirchwey, Columbia Law School
1908 Charles Noble Gregory, University of Wisconsin Law School
1909 John C. Townes, The University of Texas School of Law
1910 William R. Vance, Yale Law School
1911 Roscoe Pound, Harvard Law School
1912 Henry M. Bates, The University of Michigan Law School
1913 Joseph H. Beale, Harvard Law School
1914 Harry S. Richards, University of Wisconsin Law School
1915 Walter W. Cook, Yale Law School
1916–19 Harlan F. Stone, Columbia Law School
1920 Eugene A. Gilmore, University of Wisconsin Law School
1921 Arthur L. Corbin, Yale Law School
1922 James P. Hall, University of Chicago, The Law School
1923 Henry Craig Jones, University of Iowa College of Law
1924 William Draper Lewis, University of Pennsylvania Carey Law School
1925 Orrin K. McMurray, University of California, Berkeley School of Law
1926 Ralph W. Aigler, Columbia Law School
1927 Herman Oliphant, Columbia Law School
1928 Austin W. Scott, Harvard Law School
1929 H. Claude Horack, University of Iowa College of Law
1930 Edson R. Sunderland, The University of Michigan Law School
1931 Herbert F. Goodrich, University of Pennsylvania Carey Law School
1932 Albert J. Harno, University of Illinois College of Law
1933 Charles E. Clark, Yale Law School
1934 Marion R. Kirkwood, Stanford Law School
1935 Rufus C. Harris, Tulane University Law School

1936 George G. Bogert, University of Chicago, The Law School

1937 Lloyd K. Garrison, University of Wisconsin Law School

1938 Herschel W. Arant, The Ohio State University, Michael E. Moritz College of Law

1939 Wilbur H. Cherry, University of Minnesota Law School

1940 Edmund M. Morgan, Harvard Law School

1941 Harold Shepherd, Duke University School of Law

1942 Elliott E. Cheatham, Columbia Law School

1943 Charles T. McCormick, The University of Texas School of Law

1944 Lyman P. Wilson, Cornell Law School

1945 Everett Fraser, University of Minnesota Law School

1946 Merton L. Ferson, University of Cincinnati College of Law

1947 Warren A. Seavey, Harvard Law School

1948 Bernard C. Gavit, Indiana University Maurer School of Law

1949 Edwin D. Dickinson, University of Pennsylvania Carey Law School

1950 Karl N. Llewellyn, Columbia Law School

1951 F. O. G. Ribble, University of Virginia School of Law

1952 Robert E. Mathews, The Ohio State University, Michael E. Moritz College of Law

1953 Charles B. Nutting, University of Pittsburgh School of Law

1954 Shelden D. Elliott, New York University School of Law

1955 Wesley A. Sturges, Yale Law School

1956 Maurice T. Van Hecke, University of North Carolina School of Law

1957 Philip Mechem, University of Pennsylvania Carey Law School

1958 Erwin N. Griswold, Harvard Law School

1959 William L. Prosser, University of California, Berkeley School of Law

1960 Frank R. Strong, The Ohio State University, Michael E. Moritz College of Law

1961 Page Keeton, The University of Texas School of Law

1962 Samuel D. Thurman, University of Utah, S.J. Quinney College of Law

1963 Walter Gellhorn, Columbia Law School

1964 John Ritchie, Northwestern University Pritzker School of Law

1965 Vernon X. Miller, The Catholic University of America, Columbus School of Law

1966 Myres S. McDougal, Yale Law School

1967 Wex S. Malone, Louisiana State University, Paul M. Hebert Law Center

1968 Joseph T. Sneed, Stanford Law School

1969 William B. Lockhart, University of Minnesota Law School

1970 Jefferson B. Fordham, University of Pennsylvania Carey Law School

1971 Alfred F. Conard, The University of Michigan Law School

1972 Richard C. Maxwell, University of California, Los Angeles School of Law

1973 Maurice Rosenberg, Columbia Law School

1974 Soia Mentschikoff, University of Miami School of Law

1975 Charles J. Meyers, Stanford Law School

1976 Francis A. Allen, The University of Michigan Law School

1977 A. Kenneth Pye, Duke University School of Law

1978 Eugene F. Scoles, University of Oregon School of Law

1979 John E. Cribbet, University of Illinois College of Law

1980 Jerre S. Williams, The University of Texas School of Law (to 6/18/80—Appointed to 5th Circuit)

1980–81 Albert M. Sacks, Harvard Law School

1982 Sanford H. Kadish, University of California, Berkeley School of Law

1983 David H. Vernon, University of Iowa College of Law

1984 Joseph R. Julin, University of Florida Fredric G. Levin College of Law

1985 Roger C. Cramton, Cornell Law School

1986 Susan Westerberg Prager, University of California, Los Angeles School of Law

1987 Victor G. Rosenblum, Northwestern University Pritzker School of Law

1988 Richard G. Huber, Boston College Law School

1989 Herma Hill Kay, University of California, Berkeley School of Law

1990 Thomas D. Morgan, George Washington University Law School

1991 Robert A. Gorman, University of Pennsylvania Carey Law School

1992 Emma Coleman Jordan, Georgetown University Law Center

1993 Curtis J. Berger, Columbia Law School

1994 Rennard Strickland, University of Oklahoma College of Law

1995 Judith W. Wegner, University of North Carolina School of Law

1996 Wallace D. Loh, University of Colorado Law School

1997 John Edward Sexton, New York University School of Law

1998 Deborah L. Rhode, Stanford Law School

1999 Gregory H. Williams, The Ohio State University, Michael E. Moritz College of Law

2000 Elliott S. Milstein, American University Washington College of Law

2001 Mary Kay Kane, University of California College of the Law, San

Francisco

2002 Dale A. Whitman, University of Missouri School of Law

2003 Mark V. Tushnet, Georgetown University Law Center

2004 Gerald Torres, The University of Texas School of Law

2005 N. William Hines, University of Iowa College of Law

2006 Judith Areen, Georgetown University Law Center

2007 Nancy H. Rogers, The Ohio State University, Michael E. Moritz College of Law

2008 John H. Garvey, Boston College Law School

2009 Rachel F. Moran, University of California, Berkeley School of Law

2010 H. Reese Hansen, Brigham Young University, J. Reuben Clark Law School

2011 Michael A. Olivas, University of Houston Law Center

2012 Lauren K. Robel, Indiana University Maurer School of Law

2013 Leo P. Martinez, University of California College of the Law, San Francisco

2014 Daniel B. Rodriguez, Northwestern University Pritzker School of Law

2015 Blake D. Morant, The George Washington University Law School

2016 Kellye Y. Testy, University of Washington School of Law

2017 Paul Marcus, William & Mary Law School

2018 Wendy C. Perdue, University of Richmond School of Law

2019 Vicki C. Jackson, Harvard Law School

2020 Darby Dickerson, University of Illinois Chicago School of Law

2021 Vincent D. Rougeau, Boston College Law School

2022 Erwin Chemerinsky, University of California, Berkeley School of Law

2023 Mark C. Alexander, Villanova University Charles Widger School of Law

2024 Melanie D. Wilson, Washington & Lee University School of Law

2025 Austen L. Parrish, University of California, Irvine School of Law

Executive Directors of the Association

1963-1973	Michael H. Cardozo, Cornell Law School
1973-1980	Millard H. Ruud, The University of Texas School of Law
1980-1983	John A. Bauman, University of California, Los Angeles School of Law
1983-1987	Millard H. Ruud, The University of Texas School of Law
1987-1992	Betsy Levin, University of Colorado Law School
1992-2008	Carl C. Monk, Washburn University School of Law
2008-2013	Susan Westerberg Prager, University of California, Los Angeles School of Law
2014-2024	Judith Areen, Georgetown University Law Center
2024-Present	Kellye Y. Testy, University of Washington School of Law

Executive Committee Members

The following is a list of Executive Committee members, beginning in 1958. At that time there were three officers—President, President-Elect and Secretary/Treasurer—and two others elected for one-year terms. In 1964, the Committee's composition was changed to two officers (President and President-Elect) and four others elected for staggered two-year terms; the AALS Executive Director became the Secretary/Treasurer. In 1975, the number of other members of the Executive Committee was increased from four to six and their terms increased to three years, two being elected each year. In 1977, the office of Immediate Past President was created and the Executive Committee increased to its present nine—three officers and six others elected for staggered three-year terms. Members of the Executive Committee are listed by year of election and their terms. The Executive Director, an officer appointed by the AALS Executive Committee, also serves on the Executive Committee.

EXECUTIVE COMMITTEE

1958

Thomas Christopher, Emory University School of Law
Erwin N. Griswold, Harvard Law School, *President*
William L. Prosser, University of California, Berkeley School of Law, *President-Elect*
Frank R Strong, The Ohio State University, Michael E. Moritz College of Law, *Secretary-Treasurer*
Frank J. Trelease, University of Wyoming College of Law

1959

Paul R. Dean, Georgetown University Law Center
Robert Kramer, Duke University School of Law
William L. Prosser, University of California, Berkeley School of Law, *President*
Frank R. Strong, The Ohio State University, Michael E. Moritz College of Law, *President-Elect*
Samuel D. Thurman, Stanford Law School, *Secretary-Treasurer*

1960

Page Keeton, The University of Texas School of Law, *President-Elect*
Hiram H. Lesar, Washington University in St. Louis School of Law
Cornelius J. Moynihan, Boston College Law School
Frank R. Strong, The Ohio State University, Michael E. Moritz College of Law, *President*
Samuel D. Thurman, Stanford Law School, *Secretary-Treasurer*

1961

Henry Brandis, Jr., University of North Carolina School of Law
Sanford H. Kadish, University of Utah, S.J. Quinney College of Law
Page Keeton, The University of Texas School of Law, *President*
Covey Oliver, University of Pennsylvania Carey Law School
Samuel D. Thurman, Stanford Law School, *President-Elect and Secretary-Treasurer*

1962

Walter Gellhorn, Columbia Law School, *President-Elect*
William B. Lockhart, University of Minnesota Law School
Wex S. Malone, Louisiana State University, Paul M. Hebert Law Center
Vernon X. Miller, The Catholic University of America, Columbus School of Law, *Secretary-Treasurer*
Samuel D. Thurman, Stanford Law School, *President*

1963

Edward L. Barrett, Jr., University of California, Berkeley School of Law
Ralph F. Fuchs, Indiana University Maurer School of Law
Walter Gellhorn, Columbia Law School, *President*
Vernon X. Miller, The Catholic University of America, Columbus School of Law, *Secretary-Treasurer*
John Ritchie, III, Northwestern University Pritzker School of Law, *President-Elect*

1964

Alfred F. Conard, The University of Michigan Law School
Daniel J. Dykstra, University of Utah, S.J. Quinney College of Law
Ralph F. Fuchs, Indiana University Maurer School of Law
Robert B. McKay, New York University School of Law
Vernon X. Miller, The Catholic University of America, Columbus School of Law, *President-Elect*
John Ritchie, III, Northwestern University Pritzker School of Law, *President*

1965

Alfred F. Conard, The University of Michigan Law School
Hardy C. Dillard, University of Virginia School of Law
Myres S. McDougal, Yale Law School, *President-Elect*
Robert B. McKay, New York University School of Law
Vernon X. Miller, The Catholic University of America, Columbus School of Law, *President*
Joseph T. Sneed, Stanford Law School

1966

Hardy C. Dillard, University of Virginia School of Law
Clarence C. Ferguson, Jr., Howard University School of Law
Wex S. Malone, Louisiana State University, Paul M. Hebert Law Center, *President-Elect*
Myres S. McDougal, Yale Law School, *President*
John W. Reed, University of Colorado Law School
Joseph T. Sneed, Stanford Law School

1967

David F. Cavers, Harvard Law School
Clarence C. Ferguson, Jr., Howard University School of Law
William B. Harvey, Indiana University Maurer School of Law
Wex S. Malone, Louisiana State University, Paul M. Hebert Law Center, *President*
John W. Reed, University of Colorado Law School
Joseph T. Sneed, Stanford Law School, *President-Elect*

1968

David F. Cavers, Harvard Law School
Robert F. Drinan, Boston College Law School
William B. Harvey, Indiana University Maurer School of Law
William B. Lockhart, University of Minnesota Law School, *President-Elect*
Richard C. Maxwell, University of California, Los Angeles School of Law
Joseph T. Sneed, Stanford Law School, *President*

1969

Ronan E. Degnan, University of California, Berkeley School of Law
Robert F. Drinan, Boston College Law School
Jefferson B. Fordham, University of Pennsylvania Carey Law School, *President-Elect*
William B. Lockhart, University of Minnesota Law School, *President*
Richard C. Maxwell, University of California, Los Angeles School of Law
F. Hodge O'Neal, Duke University School of Law

1970

Alfred F. Conard, The University of Michigan Law School, *President-Elect*
Ronan E. Degnan, University of California, Berkeley School of Law
Jefferson B. Fordham, University of Pennsylvania Carey Law School, *President*
Ian R. Macneil, Cornell Law School
F. Hodge O'Neal, Duke University School of Law
Willard H. Pedrick, Arizona State University Sandra Day O'Connor College of Law

1971

Alfred F. Conard, The University of Michigan Law School, *President*
Ian R. Macneil, Cornell Law School
Richard C. Maxwell, University of California, Los Angeles School of Law, *President-Elect*
Paul Oberst, University of Kentucky J. David Rosenberg College of Law
Willard H. Pedrick, Arizona State University Sandra Day O'Connor College of Law
Maurice Rosenberg, Columbia Law School

1972

Ronald R. Davenport, Thomas R. Kline School of Law of Duquesne University
Ruth Bader Ginsburg, Columbia Law School
Richard C. Maxwell, University of California, Los Angeles School of Law, *President*
Paul Oberst, University of Kentucky J. David Rosenberg College of Law
A. Kenneth Pye, Duke University School of Law
Maurice Rosenberg, Columbia Law School, *President-Elect*

1973

Gary Bellow, Harvard Law School
Ronald R. Davenport, Thomas R. Kline School of Law of Duquesne University
Soia Mentschikoff, The University of Chicago, The Law School, *President-Elect*
A. Kenneth Pye, Duke University School of Law
Maurice Rosenberg, Columbia Law School, *President*
Jerre S. Williams, University of Texas School of Law

1974

Gary Bellow, Harvard Law School (until August 1974)
John E. Cribbet, University of Illinois College of Law
Soia Mentschikoff, The University of Chicago, The Law School, *President*
Charles J. Meyers, Stanford Law School, *President-Elect*
Herbert O. Reid, Sr., Howard University School of Law
Laurence H. Tribe, Harvard Law School (served August–December 1974)
Jerre S. Williams, University of Texas School of Law

1975

Francis A. Allen, The University of Michigan Law School, *President-Elect*
John E. Cribbet, University of Illinois College of Law
Robert A. Gorman, University of Pennsylvania Carey Law School
Eva H. Hanks, Rutgers Law School
Thomas L. Jones, The University of Alabama School of Law
Charles J. Meyers, Stanford Law School, *President*
Herbert O. Reid, Sr., Howard University School of Law
Thomas L. Shaffer, Notre Dame Law School

1976

Francis A. Allen, The University of Michigan Law School, *President*
Mary Ellen Caldwell, University of Florida Fredric G. Levin College of Law (appointed April 1976)
LeRoy D. Clark, New York University School of Law
Robert A. Gorman, University of Pennsylvania Carey Law School
Eva H. Hanks, Rutgers Law School (until March 1976)
Thomas L. Jones, The University of Alabama School of Law
A. Kenneth Pye, Duke University School of Law, *President-Elect*
Eugene F. Scoles, University of Oregon School of Law
Thomas L. Shaffer, Notre Dame Law School

1977

Francis A. Allen, The University of Michigan Law School, *Immediate Past President*
Charles O'Neill Galvin, Southern Methodist University, Dedman School of Law
Jane L. Hammond, Cornell Law School
Thomas L. Jones, The University of Alabama School of Law
Lizabeth A. Moody, Cleveland State University College of Law
A. Kenneth Pye, Duke University School of Law, *President*
Henry Ramsey, Jr., University of California, Berkeley School of Law
Harry Browne Reese, Northwestern University Pritzker School of Law
Eugene F. Scoles, University of Oregon School of Law, *President-Elect*

1978

John E. Cribbet, University of Illinois College of Law, *President-Elect*
Charles O'Neill Galvin, Southern Methodist University, Dedman School of Law
Richard G. Huber, Boston College Law School
Lizabeth A. Moody, Cleveland State University College of Law
A. Kenneth Pye, Duke University School of Law, *Immediate Past President*
Henry Ramsey, Jr., University of California, Berkeley School of Law
Harry Browne Reese, Northwestern University Pritzker School of Law
Eugene F. Scoles, University of Oregon School of Law, *President*
David H. Vernon, University of Iowa College of Law

1979

John E. Cribbet, University of Illinois College of Law, *President*
Harry T. Edwards, The University of Michigan Law School
Richard G. Huber, Boston College Law School
Lizabeth A. Moody, Cleveland State University College of Law
Mary W. Oliver, University of North Carolina School of Law
Harry Browne Reese, Northwestern University Pritzker School of Law
Eugene F. Scoles, University of Oregon School of Law, *Immediate Past President*
David H. Vernon, University of Iowa College of Law
Jerre S. Williams, University of Texas School of Law, *President-Elect*

1980

John E. Cribbet, University of Illinois College of Law, *Immediate Past President*
Harry T. Edwards, The University of Michigan Law School (until February 1980, appointed to U.S. Court of Appeals for the D.C. Circuit)
Joseph D. Harbaugh, Temple University, James E. Beasley School of Law
Richard G. Huber, Boston College Law School
Mary W. Oliver, University of North Carolina School of Law
Susan Westerberg Prager, University of California, Los Angeles School of Law
Albert M. Sacks, Harvard Law School, *President-Elect* (began Presidential Term when Williams resigned)
Samuel C. Thompson, Jr., University of Virginia School of Law (appointed March 1980)
David H. Vernon, University of Iowa College of Law
Jerre S. Williams, University of Texas School of Law, *President* (until June 1980, appointed to U.S. Court of Appeals for the 5th Circuit)

1981

John E. Cribbet, University of Illinois College of Law, *Immediate Past President*
Joseph D. Harbaugh, Temple University, James E. Beasley School of Law
Joseph R. Julin, University of Florida Fredric G. Levin College of Law
Sanford H. Kadish, University of California, Berkeley School of Law, *President-Elect*
David J. McCarthy, Jr., Georgetown University Law Center
Mary W. Oliver, University of North Carolina School of Law
Susan Westerberg Prager, University of California, Los Angeles School of Law
Leo M. Romero, University of New Mexico School of Law
Albert M. Sacks, Harvard Law School, *President*

1982

Mary Ann Glendon, Boston College Law School
Joseph D. Harbaugh, Temple University, James E. Beasley School of Law
Joseph R. Julin, University of Florida Fredric G. Levin College of Law
Sanford H. Kadish, University of California, Berkeley School of Law, *President*
David J. McCarthy, Jr., Georgetown University Law Center
Susan Westerberg Prager, University of California, Los Angeles School of Law
Leo M. Romero, University of New Mexico School of Law
Albert M. Sacks, Harvard Law School, *Immediate Past President*
David H. Vernon, University of Iowa College of Law, *President-Elect*

1983

Drew S. Days, III, Yale Law School
Mary Ann Glendon, Boston College Law School
Joseph R. Julin, University of Florida Fredric G. Levin College of Law, *President-Elect*,
Sanford H. Kadish, University of California, Berkeley School of Law, *Immediate Past President*
Betsy Levin, University of Colorado Law School
David J. McCarthy, Jr., Georgetown University Law Center
Leo M. Romero, University of New Mexico School of Law
David H. Vernon, University of Iowa College of Law, *President*
June M. Weisberger, University of Wisconsin Law School

1984

Paul D. Carrington, Duke University School of Law
Roger C. Cramton, Cornell Law School, *President-Elect*
Drew S. Days, III, Yale Law School
Mary Ann Glendon, Boston College Law School
Joseph R. Julin, University of Florida Fredric G. Levin College of Law, *President*
Betsy Levin, University of Colorado Law School
Victor G. Rosenblum, Northwestern University Pritzker School of Law
David H. Vernon, University of Iowa College of Law, *Immediate Past President*
June M. Weisberger, University of Wisconsin Law School

1985

Paul D. Carrington, Duke University School of Law
Roger C. Cramton, Cornell Law School, *President*
Joseph R. Julin, University of Florida Fredric G. Levin College of Law, *Immediate Past President*
Betsy Levin, University of Colorado Law School
Wade H. McCree, Jr., The University of Michigan Law School
Kenneth L. Penegar, University of Tennessee College of Law
Susan Westerberg Prager, University of California, Los Angeles School of Law, *President-Elect*
Victor G. Rosenblum, Northwestern University Pritzker School of Law
June M. Weisberger, University of Wisconsin Law School

1986

Paul D. Carrington, Duke University School of Law
Roger C. Cramton, Cornell Law School, *Immediate Past President*
Ellen Rausen Jordan, University of Georgia School of Law
Herma Hill Kay, University of California, Berkeley School of Law
Wade H. McCree, Jr., The University of Michigan Law School
Thomas D. Morgan, Emory University School of Law
Kenneth L. Penegar, Southern Methodist University, Dedman School of Law
Susan Westerberg Prager, University of California, Los Angeles School of Law, *President*
Victor G. Rosenblum, Northwestern University Pritzker School of Law, *President-Elect*

1987

Guido Calabresi, Yale Law School
Richard G. Huber, Boston College Law School, *President-Elect*
Ellen R. Jordan, University of Georgia School of Law
Herma Hill Kay, University of California, Berkeley School of Law
Wade H. McCree, Jr., The University of Michigan Law School (deceased August 1987)
Thomas D. Morgan, Emory University School of Law
Kenneth L. Penegar, Southern Methodist University, Dedman School of Law
Susan Westerberg Prager, University of California, Los Angeles School of Law, *Immediate Past President*
Victor G. Rosenblum, Northwestern University Pritzker School of Law, *President*
June M. Weisberger, University of Wisconsin Law School (effective September 1987)

1988

Guido Calabresi, Yale Law School
Richard G. Huber, Boston College Law School, *President*
Ellen R. Jordan, University of Georgia School of Law
Emma Coleman Jordan, Georgetown University Law Center
Herma Hill Kay, University of California, Berkeley School of Law, *President-Elect*
Thomas D. Morgan, Emory University School of Law
M. Kathleen Price, University of Minnesota Law School
Victor G. Rosenblum, Northwestern University Pritzker School of Law, *Immediate Past President*
Mark G. Yudof, University of Texas School of Law

1989

Guido Calabresi, Yale Law School
Richard G. Huber, Boston College Law School, *Immediate Past President*
Ellen R. Jordan, University of Georgia School of Law
Emma Coleman Jordan, Georgetown University Law Center
Herma Hill Kay, University of California, Berkeley School of Law, *President*
Thomas D. Morgan, The George Washington University Law School, *President-Elect*
M. Kathleen Price, University of Minnesota Law School
Kristine Strachan, University of Utah, S.J. Quinney College of Law
Mark G. Yudof, University of Texas School of Law

1990

Mary Louise Fellows, University of Iowa College of Law
Robert A. Gorman, University of Pennsylvania Carey Law School, *President-Elect*
Emma Coleman Jordan, Georgetown University Law Center
Herma Hill Kay, University of California, Berkeley School of Law, *Immediate Past President*
Thomas D. Morgan, The George Washington University Law School, *President*
M. Kathleen Price, University of Minnesota Law School
Geoffrey R. Stone, The University of Chicago, The Law School
Kristine Strachan, University of San Diego School of Law
Mark G. Yudof, University of Texas School of Law

1991

Robert Belton, Vanderbilt University Law School
Curtis J. Berger, Columbia Law School
Mary Louise Fellows, University of Minnesota Law School
Robert A. Gorman, University of Pennsylvania Carey Law School, *President*
Emma Coleman Jordan, Georgetown University Law Center, *President-Elect*
Mary Kay Kane, University of California College of the Law, San Francisco
Thomas D. Morgan, The George Washington University Law School, *Immediate Past President*
Geoffrey R. Stone, The University of Chicago, The Law School
Kristine Strachan, University of San Diego School of Law

1992

Robert Belton, Vanderbilt University Law School
Curtis J. Berger, Columbia Law School, *President-Elect*
Mary Louise Fellows, University of Minnesota Law School
Robert A. Gorman, University of Pennsylvania Carey Law School, *Immediate Past President*
Emma Coleman Jordan, Georgetown University Law Center, *President*
Mary Kay Kane, University of California College of the Law, San Francisco
Wallace D. Loh, University of Washington School of Law
Geoffrey R. Stone, The University of Chicago, The Law School
Judith W. Wegner, University of North Carolina School of Law

1993

Robert Belton, Vanderbilt University Law School
Curtis J. Berger, Columbia Law School, *President*
Emma Coleman Jordan, Georgetown University Law Center, *Immediate Past President*
Mary Kay Kane, University of California College of the Law, San Francisco
Wallace D. Loh, University of Washington School of Law
Elizabeth M. Schneider, Brooklyn Law School
Rennard Strickland, University of Oklahoma College of Law, *President-Elect*
Gerald Torres, University of Texas School of Law
Judith W. Wegner, University of North Carolina School of Law

1994

Taunya Lovell Banks, University of Maryland Francis King Carey School of Law
Curtis J. Berger, Columbia Law School, *Immediate Past President*
Jesse H. Choper, University of California, Berkeley School of Law
Wallace D. Loh, University of Washington School of Law
Deborah L. Rhode, Stanford Law School
Elizabeth M. Schneider, Brooklyn Law School
Rennard Strickland, University of Oklahoma College of Law, *President*
Gerald Torres, University of Texas School of Law
Judith W. Wegner, University of North Carolina School of Law, *President-Elect*

1995

Taunya Lovell Banks, University of Maryland Francis King Carey School of Law
Jesse H. Choper, University of California, Berkeley School of Law
Wallace D. Loh, University of Colorado Law School, *President-Elect*
Deborah L. Rhode, Stanford Law School
Elizabeth M. Schneider, Brooklyn Law School
Rennard Strickland, University of Oklahoma College of Law, *Immediate Past President*
Gerald Torres, University of Texas School of Law
Judith W. Wegner, University of North Carolina School of Law, *President*
Dale A. Whitman, Brigham Young University, J. Reuben Clark Law School

1996

Taunya Lovell Banks, University of Colorado Law School
Jesse H. Choper, University of California, Berkeley School of Law
Phoebe A. Haddon, Temple University, James E. Beasley School of Law
Wallace D. Loh, University of Colorado Law School, *President*
Elliott S. Milstein, American University, Washington College of Law
Deborah L. Rhode, Stanford Law School
John E. Sexton, New York University School of Law, *President-Elect*
Judith W. Wegner, University of North Carolina School of Law, *Immediate Past President*
Dale A. Whitman, Brigham Young University, J. Reuben Clark Law School

1997

Pamela Brooks Gann, Duke University School of Law
David L. Chambers, The University of Michigan Law School
Phoebe A. Haddon, Temple University, James E. Beasley School of Law
Wallace D. Loh, University of Colorado Law School, *Immediate Past President*
Elliott S. Milstein, American University, Washington College of Law
John E. Sexton, New York University School of Law, *President*
Deborah L. Rhode, Stanford Law School, *President-Elect*
Dale A. Whitman, Brigham Young University, J. Reuben Clark Law School
Gregory Howard Williams, The Ohio State University, Michael E. Moritz College of Law

1998

Judith Areen, Georgetown University Law Center
David L. Chambers, The University of Michigan Law School
Pamela B. Gann, Duke University School of Law
Phoebe A. Haddon, Temple University, James E. Beasley School of Law
Elliott S. Milstein, American University, Washington College of Law
Deborah L. Rhode, Stanford Law School, *President*
John E. Sexton, New York University School of Law, *Immediate Past President*
Lee E. Teitelbaum, University of Utah, S.J. Quinney College of Law
Gregory Howard Williams, The Ohio State University, Michael E. Moritz College of Law, *President-Elect*

1999

Judith Areen, Georgetown University Law Center
David L. Chambers, The University of Michigan Law School
Pamela B. Gann, Duke University School of Law
Elliott S. Milstein, American University, Washington College of Law, *President-Elect*
Rachel F. Moran, University of California, Berkeley School of Law
Randal C. Picker, The University of Chicago, The Law School
Deborah L. Rhode, Stanford Law School, *Immediate Past President*
Lee E. Teitelbaum, Cornell Law School
Gregory Howard Williams, The Ohio State University, Michael E. Moritz College of Law, *President*

2000

Anita L. Allen-Castellitto, University of Pennsylvania Carey Law School
Judith Areen, Georgetown University Law Center
Gregory Howard Williams, The Ohio State University, Michael E. Moritz College of Law, *Immediate Past President*
Mary Kay Kane, University of California College of the Law, San Francisco, *President-Elect*
Elliott S. Milstein, American University, Washington College of Law, *President*
Rachel F. Moran, University of California, Berkeley School of Law
Randal C. Picker, The University of Chicago, The Law School
Todd D. Rakoff, Harvard Law School
Lee E. Teitelbaum, Cornell Law School

2001

Anita L. Allen-Castellitto, University of Pennsylvania Carey Law School
Mary Kay Kane, University of California College of the Law, San Francisco, *President*
Elliott S. Milstein, American University, Washington College of Law, *Immediate Past President*
Rachel F. Moran, University of California, Berkeley School of Law
Randal C. Picker, The University of Chicago, The Law School
Todd D. Rakoff, Harvard Law School
Mark V. Tushnet, Georgetown University Law Center
Dale A. Whitman, University of Missouri School of Law, *President-Elect*
Mildred Wigfall Robinson, University of Virginia School of Law

2002

Anita L. Allen-Castellitto, University of Pennsylvania Carey Law School
Richard A. Danner, Duke University School of Law
N. William Hines, University of Iowa College of Law
Mary Kay Kane, University of California College of the Law, San Francisco, *Immediate Past President*
Todd D. Rakoff, Harvard Law School
Nancy H. Rogers, The Ohio State University, Michael E. Moritz College of Law
Mark V. Tushnet, Georgetown University Law Center, *President-Elect*
Dale A. Whitman, University of Missouri School of Law, *President*
Mildred Wigfall Robinson, University of Virginia School of Law

2003

Alison Grey Anderson, University of California, Los Angeles School of Law
Richard A. Danner, Duke University School of Law
Allen K. Easley, Washburn University School of Law
N. William Hines, University of Iowa College of Law
Mildred Wigfall Robinson, University of Virginia School of Law
Nancy H. Rogers, The Ohio State University, Michael E. Moritz College of Law
Gerald Torres, The University of Texas School of Law, *President-Elect*
Mark V. Tushnet, Georgetown University Law Center, *President*
Dale A. Whitman, University of Missouri School of Law, *Immediate Past President*

2004

Alison Grey Anderson, University of California, Los Angeles School of Law
Richard A. Danner, Duke University School of Law
Allen K. Easley, William Mitchell College of Law
John H. Garvey, Boston College Law School
N. William Hines, University of Iowa College of Law, *President-Elect*
Beverly I. Moran, Vanderbilt University Law School
Nancy H. Rogers, The Ohio State University, Michael E. Moritz College of Law
Gerald Torres, University of Texas School of Law, *President*
Mark V. Tushnet, Georgetown University Law Center, *Immediate Past President*

2005

Alison Grey Anderson, University of California, Los Angeles School of Law
Judith Areen, Georgetown University Law Center, *President-Elect*
Allen K. Easley, William Mitchell College of Law
John H. Garvey, Boston College Law School
N. William Hines, University of Iowa College of Law, *President*
Beverly I. Moran, Vanderbilt University Law School
Michael A. Olivas, University of Houston Law Center
Gerald Torres, The University of Texas School of Law, *Immediate Past President*
Stephanie M. Wildman, Santa Clara University School of Law

2006

Judith Areen, Georgetown University Law Center, *President*
John H. Garvey, Boston College Law School
H. Reese Hansen, Brigham Young University, J. Reuben Clark Law School
N. William Hines, University of Iowa College of Law, *Immediate Past President*
Beverly I. Moran, Vanderbilt University Law School
Michael A. Olivas, University of Houston Law Center
Robert C. Post, Yale Law School
Nancy H. Rogers, The Ohio State University, Michael E. Moritz College of Law, *President-Elect*
Stephanie M. Wildman, Santa Clara University School of Law

2007

Judith Areen, Georgetown University Law Center, *Immediate Past President*
John H. Garvey, Boston College Law School, *President-Elect*
H. Reese Hansen, Brigham Young University, J. Reuben Clark Law School
W. H. "Joe" Knight, Jr., University of Washington School of Law
Michael A. Olivas, University of Houston Law Center
Robert C. Post, Yale Law School
Lauren K. Robel, Indiana University Maurer School of Law
Nancy H. Rogers, The Ohio State University, Michael E. Moritz College of Law, *President*
Stephanie M. Wildman, Santa Clara University School of Law

2008

R. Lawrence Dessem, University of Missouri School of Law
John H. Garvey, Boston College Law School, *President*
H. Reese Hansen, Brigham Young University, J. Reuben Clark Law School
W. H. "Joe" Knight, Jr., University of Washington School of Law
Leo P. Martinez, University of California College of the Law, San Francisco
Rachel F. Moran, University of California, Berkeley School of Law, *President-Elect*
Robert C. Post, Yale Law School
Nancy H. Rogers, The Ohio State University, Michael E. Moritz College of Law, *Immediate Past President* (resigned May 2008, appointed Attorney General, Ohio)
Todd D. Rakoff, Harvard Law School (effective June 2008)
Lauren K. Robel, Indiana University Maurer School of Law

2009

Katharine T. Bartlett, Duke University School of Law
R. Lawrence Dessem, University of Missouri School of Law
John H. Garvey, Boston College Law School, *Immediate Past President*
H. Reese Hansen, Brigham Young University, J. Reuben Clark Law School, *President-Elect*
W. H. "Joe" Knight, Jr., University of Washington School of Law
Leo P. Martinez, University of California College of the Law, San Francisco
Rachel F. Moran, University of California, Berkeley School of Law, *President*
Lauren K. Robel, Indiana University Maurer School of Law
Daniel B. Rodriguez, The University of Texas School of Law

2010

Katharine T. Bartlett, Duke University School of Law
Dorothy Andrea Brown, Emory University School of Law
R. Lawrence Dessem, University of Missouri School of Law
H. Reese Hansen, Brigham Young University, J. Reuben Clark Law School, *President*
Leo P. Martinez, University of California College of the Law, San Francisco
Rachel F. Moran, University of California, Berkeley School of Law, *Immediate Past President*
Michael A. Olivas, University of Houston Law Center, *President-Elect*
Daniel B. Rodriguez, The University of Texas School of Law
Ann C. Shalleck, American University, Washington College of Law

2011

Katharine T. Bartlett, Duke University School of Law
Dorothy Andrea Brown, Emory University School of Law
Pat K. Chew, University of Pittsburgh School of Law
H. Reese Hansen, Brigham Young University, J. Reuben Clark Law School, *Immediate Past President*
Paul Marcus, William & Mary Law School
Michael A. Olivas, University of Houston Law Center, *President*
Lauren K. Robel, Indiana University Maurer School of Law, *President-Elect*
Daniel B. Rodriguez, The University of Texas School of Law
Ann C. Shalleck, American University, Washington College of Law

2012

Dorothy Andrea Brown, Emory University School of Law (through June 2012)
Pat K. Chew, University of Pittsburgh School of Law
Paul Marcus, William & Mary Law School
Leo P. Martinez, University of California College of the Law, San Francisco, *President-Elect*
Blake D. Morant, Wake Forest University School of Law
Michael A. Olivas, University of Houston Law Center, *Immediate Past President*
Lauren K. Robel, Indiana University Maurer School of Law, *President*
Nancy H. Rogers, The Ohio State University, Michael E. Moritz College of Law (appointed July 2012)
Ann C. Shalleck, American University, Washington College of Law
Kellye Y. Testy, University of Washington School of Law

2013

Guy-Uriel E. Charles, Duke University School of Law
Pat K. Chew, University of Pittsburgh School of Law
Paul Marcus, William & Mary Law School
Leo P. Martinez, University of California College of the Law, San Francisco, *President*
Blake D. Morant, Wake Forest University School of Law
Wendy C. Perdue, University of Richmond School of Law
Lauren K. Robel, Indiana University Maurer School of Law, *Immediate Past President*
Daniel B. Rodriguez, Northwestern University Pritzker School of Law, *President-Elect*
Kellye Y. Testy, University of Washington School of Law

2014

D. Benjamin Barros, Widener University Commonwealth Law School, Harrisburg
Devon Wayne Carbado, University of California, Los Angeles School of Law
Guy-Uriel E. Charles, Duke University School of Law
Vicki C. Jackson, Harvard Law School
Leo P. Martinez, University of California College of the Law, San Francisco, *Immediate Past President*
Blake D. Morant, Wake Forest University School of Law, *President-Elect*
Wendy C. Perdue, University of Richmond School of Law
Daniel B. Rodriguez, Northwestern University Pritzker School of Law, *President*
Kellye Y. Testy, University of Washington School of Law

2015

Devon Wayne Carbado, University of California, Los Angeles School of Law
Guy-Uriel E. Charles, Duke University School of Law
Darby Dickerson, Texas Tech University School of Law
Vicki C. Jackson, Harvard Law School
Blake D. Morant, The George Washington University Law School, *President*
Wendy C. Perdue, University of Richmond School of Law
Daniel B. Rodriguez, Northwestern University Pritzker School of Law, *Immediate Past President*
Avi Soifer, University of Hawaii, William S. Richardson School of Law
Kellye Y. Testy, University of Washington School of Law, *President-Elect*

2016

Alicia Alvarez, The University of Michigan Law School
Devon Wayne Carbado, University of California, Los Angeles School of Law
Darby Dickerson, Texas Tech University School of Law
Vicki C. Jackson, Harvard Law School
Paul Marcus, William & Mary Law School, *President-Elect*
Blake D. Morant, The George Washington University Law School, *Immediate Past President*
Vincent D. Rougeau, Boston College Law School
Avi Soifer, University of Hawaii, William S. Richardson School of Law
Kellye Y. Testy, University of Washington School of Law, *President*

2017

Alicia Alvarez, The University of Michigan Law School
Erwin Chemerinsky, University of California, Irvine School of Law
Darby Dickerson, University of Illinois Chicago School of Law
Paul Marcus, William & Mary Law School, *President*
Camille A. Nelson, American University, Washington College of Law
Wendy C. Perdue, University of Richmond School of Law, *President-Elect*
Vincent D. Rougeau, Boston College Law School
Avi Soifer, University of Hawaii, William S. Richardson School of Law
Kellye Y. Testy, University of Washington School of Law, *Immediate Past President*

2018

Mark C. Alexander, Villanova University Charles Widger School of Law
Alicia Alvarez, The University of Michigan Law School
Erwin Chemerinsky, University of California, Berkeley School of Law
Vicki C. Jackson, Harvard Law School, *President-Elect*
Gillian Lester, Columbia Law School
Paul Marcus, William & Mary Law School, *Immediate Past President*
Camille A. Nelson, American University, Washington College of Law
Wendy C. Perdue, University of Richmond School of Law, *President*
Vincent D. Rougeau, Boston College Law School

2019

Mark C. Alexander, Villanova University Charles Widger School of Law
D. Benjamin Barros, University of Toledo College of Law
Erwin Chemerinsky, University of California, Berkeley School of Law
Darby Dickerson, University of Illinois Chicago School of Law, *President-Elect*
Vicki C. Jackson, Harvard Law School, *President*
Gillian Lester, Columbia Law School
Camille A. Nelson, American University, Washington College of Law
Wendy C. Perdue, University of Richmond School of Law, *Immediate Past President*
L. Song Richardson, University of California, Irvine School of Law

2020

Mark C. Alexander, Villanova University Charles Widger School of Law
D. Benjamin Barros, University of Toledo College of Law
Darby Dickerson, University of Illinois Chicago School of Law, *President*
Gillian Lester, Columbia Law School
Austen L. Parrish, Indiana University Maurer School of Law
L. Song Richardson, University of California, Irvine School of Law
Vincent D. Rougeau, Boston College Law School, *President-Elect*
Melanie D. Wilson, University of Tennessee College of Law

2021

D. Benjamin Barros, University of Toledo College of Law
Erwin Chemerinsky, University of California, Berkeley School of Law, *President-Elect*
Danielle M. Conway, Pennsylvania State University – Dickinson Law
Darby Dickerson, University of Illinois Chicago School of Law, *Past President*
Daniel M. Filler, Drexel University Thomas R. Kline School of Law
Austen L. Parrish, Indiana University Maurer School of Law
L. Song Richardson, University of California, Irvine School of Law
Vincent D. Rougeau, Boston College Law School, *President*
Melanie D. Wilson, University of Tennessee College of Law

2022

Mark C. Alexander, Villanova University Charles Widger School of Law, *President-Elect*
Erwin Chemerinsky, University of California, Berkeley School of Law, *President*
Danielle M. Conway, The Pennsylvania State University – Dickinson Law
Daniel M. Filler, Drexel University Thomas R. Kline School of Law
Austen L. Parrish, University of California School of Law
Eloisa C. Rodriguez-Dod, Florida International University College of Law
Vincent D. Rougeau, College of the Holy Cross, *Past President*
Kevin Washburn, University of Iowa College of Law
Melanie D. Wilson, Washington and Lee University School of Law

2023

Mark C. Alexander, Villanova University Charles Widger School of Law, *President*
Erwin Chemerinsky, University of California, Berkeley School of Law, *Past President*
Danielle M. Conway, The Pennsylvania State University – Dickinson Law
Anthony Crowell, New York Law School
Daniel M. Filler, Drexel University Thomas R. Kline School of Law
Renée McDonald Hutchins, University of Maryland Francis King Carey School of Law
Eloisa C. Rodriguez-Dod, Florida International University College of Law
Kevin Washburn, University of Iowa College of Law
Melanie D. Wilson, Washington and Lee University School of Law, *President-Elect*

2024

Mark C. Alexander, Villanova University Charles Widger School of Law, *Past President*
Anthony W. Crowell, New York Law School
Risa Goluboff, University of Virginia School of Law
Renée Hutchins Laurent, University of Maryland Francis King Carey School of Law
Austen L. Parrish, University of California, Irvine School of Law, *President-Elect*
Eloisa C. Rodriguez-Dod, Florida International University College of Law
Kevin Washburn, University of Iowa College of Law
John Valery White, University of Nevada, Las Vegas, William S. Boyd School of Law
Melanie D. Wilson, Washington and Lee University School of Law, *President*

2025

Leonard M. Baynes, University of Houston Law Center
Danielle M. Conway, Penn State Dickinson Law, *President-Elect*
Anthony W. Crowell, New York Law School
Risa Goluboff, University of Virginia School of Law
Renée Hutchins Laurent, University of Maryland Francis King Carey School of Law
Stacy Leeds, Arizona State University Sandra Day O'Connor College of Law
Austen L. Parrish, University of California, Irvine School of Law, *President*
John Valery White, University of Nevada, Las Vegas, William S. Boyd School of Law
Melanie D. Wilson, Washington and Lee University School of Law, *Past President*

MEMBERS OF THE ASSOCIATION

Members of the Association

As of May 2025
Listed by current name of the school
(With Dates of Admission; Charter Members, 1900)

University of Akron School of Law, Akron, Ohio—1974

The University of Alabama School of Law, Tuscaloosa, Alabama – 1928

Albany Law School, Albany, New York—1947

American University, Washington College of Law, Washington, D.C.—1947

The University of Arizona, James E. Rogers College of Law, Tucson, Arizona—1931

Arizona State University, Sandra Day O'Connor College of Law, Tempe, Arizona—1969

University of Arkansas School of Law, Fayetteville, Arkansas—1927

University of Arkansas at Little Rock, William H. Bowen School of Law, Little Rock, Arkansas—1979

University of Baltimore School of Law, Baltimore, Maryland—1988

Baylor University School of Law, Waco, Texas—1938

Boston College Law School, Newton, Massachusetts—1937

Boston University School of Law, Boston, Massachusetts—Charter Member

Brigham Young University, J. Reuben Clark Law School, Provo, Utah—1982

Brooklyn Law School, Brooklyn, New York—1973

University at Buffalo School of Law, The State University of New York, Buffalo, New York—1937

University of California, Berkeley, School of Law, Berkeley, California—1912

University of California, Davis, School of Law, Davis, California—1968

University of California, Irvine School of Law, Irvine, California—2016

University of California, Los Angeles, School of Law, Los Angeles, California—1952

University of California College of the Law, San Francisco, San Francisco, California—Charter Member

California Western School of Law, San Diego, California—1967

Capital University Law School, Columbus, Ohio—1983

Benjamin N. Cardozo School of Law, Yeshiva University, New York, New York—1983

Case Western Reserve University School of Law, Cleveland, Ohio— Charter Member

The Catholic University of America, Columbus School of Law, Washington, D.C.—1921

Chapman University Dale E. Fowler School of Law, Orange, California—2006

University of Chicago, The Law School, Chicago, Illinois—1902

Chicago-Kent College of Law, Illinois Institute of Technology, Chicago, Illinois—1951

University of Cincinnati College of Law, Cincinnati, Ohio—Charter Member

City University of New York School of Law, Long Island City, New York— 2008

Cleveland State University College of Law, Cleveland, Ohio—1970

University of Colorado Law School, Boulder, Colorado—Charter Member

Columbia Law School, New York, New York—Charter Member

University of Connecticut School of Law, Hartford, Connecticut—1946

Cornell Law School, Ithaca, New York—Charter Member

Creighton University School of Law, Omaha, Nebraska—1907

University of Dayton School of Law, Dayton, Ohio—1984

University of Denver Sturm College of Law, Denver, Colorado—1929

DePaul University College of Law, Chicago, Illinois—1924

University of Detroit Mercy School of Law, Detroit, Michigan—1934

Drake University Law School, Des Moines, Iowa— Charter Member under the name of Iowa College of Law

Drexel University Thomas R. Kline School of Law, Philadelphia, Pennsylvania—2012

Duke University School of Law, Durham, North Carolina—1905

Thomas R. Kline School of Law of Duquesne University, Pittsburgh, Pennsylvania—1964

Emory University School of Law, Atlanta, Georgia—1920

University of Florida, Frederic G. Levin College of Law, Gainesville, Florida—1920

Florida International University College of Law, Miami, Florida—2009

Florida State University College of Law, Tallahassee, Florida—1969

Fordham University School of Law, New York, New York—1936

The Antonin Scalia Law School at George Mason University, Arlington, Virginia—1990

The George Washington University Law School, Washington, D.C.—Charter Member, under name of Columbian University

Georgetown University Law Center, Washington, D.C.—1902

University of Georgia School of Law, Athens, Georgia—1931

Georgia State University College of Law, Atlanta, Georgia—1995

Gonzaga University School of Law, Spokane, Washington—1977

Harvard Law School, Cambridge, Massachusetts—Charter Member

University of Hawai'i at Manoa, William S. Richardson School of Law, Honolulu, Hawaii—1989

Maurice A. Deane School of Law at Hofstra University, Hempstead, New York—1972

University of Houston Law Center, Houston, Texas—1966

Howard University School of Law, Washington, D.C.—1931

University of Idaho College of Law, Moscow, Idaho—1914

University of Illinois College of Law, Champaign, Illinois—Charter Member

University of Illinois Chicago School of Law, Chicago, Illinois—1979

Indiana University Maurer School of Law, Bloomington, Indiana— Charter Member

Indiana University Robert H. McKinney School of Law, Indianapolis, Indiana—1968

University of Iowa College of Law, Iowa City, Iowa—Charter Member

University of Kansas School of Law, Lawrence, Kansas—Charter Member

University of Kentucky J. David Rosenberg College of Law, Lexington, Kentucky – 1912

Lewis and Clark Law School, Portland, Oregon—1973

Louisiana State University, Paul M. Hebert Law Center, Baton Rouge, Louisiana—1924

University of Louisville, Louis D. Brandeis School of Law, Louisville, Kentucky—1933

Loyola Law School, Los Angeles, Los Angeles, California—1937

Loyola University, Chicago, School of Law, Chicago, Illinois—1924

Loyola University, New Orleans, College of Law, New Orleans, Louisiana—1934

University of Maine School of Law, Portland, Maine—Charter Member

Marquette University Law School, Milwaukee, Wisconsin—1912

University of Maryland, Francis King Carey School of Law, Baltimore, Maryland—1930

University of the Pacific, McGeorge School of Law, Sacramento, California—1974

The University of Memphis, Cecil C. Humphreys School of Law, Memphis, Tennessee—2001

Mercer University School of Law, Macon, Georgia–1923

University of Miami School of Law, Coral Gables, Florida—1946

The University of Michigan Law School, Ann Arbor, Michigan—Charter Member

Michigan State University College of Law, East Lansing, Michigan—1946

University of Minnesota Law School, Minneapolis, Minnesota— Charter Member

Mississippi College School of Law, Jackson, Mississippi—1990

University of Mississippi School of Law, University, Mississippi—1929

University of Missouri School of Law, Columbia, Missouri—Charter Member

University of Missouri–Kansas City School of Law, Kansas City, Missouri—1938

Mitchell Hamline School of Law, St. Paul, Minnesota—1982

Alexander Blewett III School of Law at the University of Montana, Missoula, Montana—1914

University of Nebraska College of Law, Lincoln, Nebraska—1905

University of Nevada, Las Vegas, William S. Boyd School of Law, Las Vegas, Nevada—2004

New England Law | Boston, Boston, Massachusetts—1998

University of New Hampshire Franklin Pierce School of Law, Concord, New Hampshire – 2014

University of New Mexico School of Law, Albuquerque, New Mexico—1948

New York Law School, New York, New York—1974

New York University School of Law, New York, New York—Charter Member

North Carolina Central University School of Law, Durham, North Carolina—2012

University of North Carolina School of Law, Chapel Hill, North Carolina—1920

University of North Dakota School of Law, Grand Forks, North Dakota—1910

Northeastern University School of Law, Boston, Massachusetts—1945

Northern Illinois University College of Law, DeKalb, Illinois—1985

Northern Kentucky University, Salmon P. Chase College of Law, Highland Heights, Kentucky—1984

Northwestern University Pritzker School of Law, Chicago, Illinois— Charter Member

Notre Dame Law School, Notre Dame, Indiana—1924

Nova Southeastern University, Shepard Broad College of Law, Fort Lauderdale, Florida—1989

Ohio Northern University, Pettit College of Law, Ada, Ohio—1965

The Ohio State University, Michael E. Moritz College of Law, Columbus, Ohio—Charter Member

University of Oklahoma College of Law, Norman, Oklahoma—1911

Oklahoma City University School of Law, Oklahoma City, Oklahoma—2003

University of Oregon School of Law, Eugene, Oregon—1919

Pace University Elisabeth Haub School of Law, White Plains, New York—1982

University of Pennsylvania Carey Law School, Philadelphia, Pennsylvania – Charter Member

Penn State Dickinson Law, Carlisle, Pennsylvania—1912

Pepperdine University Rick J. Caruso School of Law, Malibu, California – 1980

University of Pittsburgh School of Law, Pittsburgh, Pennsylvania— Charter Member

University of Puerto Rico School of Law, San Juan, Puerto Rico—1948

Quinnipiac University School of Law, Hamden, Connecticut—1985

The University of Richmond School of Law, University of Richmond, Virginia—1920

Roger Williams University, School of Law, Bristol, Rhode Island—2006

Rutgers Law School, Camden and Newark, New Jersey—1946

St. John's University School of Law, Queens, New York—1946

Saint Louis University School of Law, St. Louis, Missouri—1924

St. Mary's University School of Law, San Antonio, Texas—1949

Benjamin L. Crump College of Law at St. Thomas University, Miami Gardens, Florida—2001

University of St. Thomas School of Law, Minneapolis, Minnesota—2012

Samford University, Cumberland School of Law, Birmingham, Alabama—1952

University of San Diego School of Law, San Diego, California—1966

University of San Francisco School of Law, San Francisco, California—1937

Santa Clara University School of Law, Santa Clara, California—1940

Seattle University School of Law, Seattle, Washington—1974

Seton Hall University School of Law, Newark, New Jersey—1959

SMU, Dedman School of Law, Dallas, Texas—1929

University of South Carolina School of Law, Columbia, South Carolina—1924

University of South Dakota Knudson School of Law, Vermillion, South Dakota —1907

South Texas College of Law Houston, Houston, Texas—1998

University of Southern California Gould School of Law, Los Angeles, California—1907

Southern Illinois University Simmons Law School, Carbondale, Illinois—1982

Southern University Law Center, Baton Rouge, Louisiana—2011

Southwestern Law School, Los Angeles, California—1974

Stanford Law School, Stanford, California—Charter Member

Stetson University College of Law, St. Petersburg, Florida—1931

Suffolk University Law School, Boston, Massachusetts—1977

Syracuse University College of Law, Syracuse, New York—Charter Member

Temple University, James E. Beasley School of Law, Philadelphia, Pennsylvania—1935

University of Tennessee College of Law, Knoxville, Tennessee—Charter Member

The University of Texas School of Law, Austin, Texas—1907

Texas A&M University School of Law, Fort Worth, Texas—2012

Texas Southern University, Thurgood Marshall School of Law, Houston, Texas—2014

Texas Tech University School of Law, Lubbock, Texas—1969

University of Toledo College of Law, Toledo, Ohio—1941

Touro College, Jacob D. Fuchsberg Law Center, Huntington, New York—1994

Tulane University Law School, New Orleans, Louisiana—1909

The University of Tulsa College of Law, Tulsa, Oklahoma—1966

University of Utah, S.J. Quinney College of Law, Salt Lake City, Utah—1929

Vanderbilt University Law School, Nashville, Tennessee—1910

Vermont Law & Graduate School, South Royalton, Vermont—1982

Villanova University Charles Widger School of Law, Villanova, Pennsylvania—1957

University of Virginia School of Law, Charlottesville, Virginia—1916

Wake Forest University School of Law, Winston-Salem, North Carolina—1935

Washburn University School of Law, Topeka, Kansas—1905

University of Washington School of Law, Seattle, Washington—1909

Washington University in St. Louis School of Law, Missouri—Charter Member

Washington and Lee University School of Law, Lexington, Virginia—1920

Wayne State University Law School, Detroit, Michigan—1946

West Virginia University College of Law, Morgantown, West Virginia—1914

Western New England University School of Law, Springfield, Massachusetts—1981

Widener University Commonwealth Law School, Harrisburg, Pennsylvania—1989

Widener University Delaware Law School, Wilmington, Delaware—1987

Willamette University College of Law, Salem, Oregon—1946

William & Mary Law School, Williamsburg, Virginia—1936

University of Wisconsin Law School, Madison, Wisconsin—Charter Member

University of Wyoming College of Law, Laramie, Wyoming—1923

Yale Law School, New Haven, Connecticut—Charter Member

Member schools are listed by their current name and by the date when they first became members of the AALS. Some schools later resigned but were readmitted.

BYLAWS OF THE ASSOCIATION

Bylaws of the Association of American Law Schools

Adopted December 29, 1971; amended through January 11, 2025

ARTICLE 1. NAME AND PURPOSE

Section 1-1. Name. The name of the Association is the Association of American Law Schools, Inc.

Section 1-2. Mission. The mission of the Association is to improve and advance legal education. AALS carries out its mission by promoting the core values of excellence in teaching and scholarship, academic freedom, and diversity, including diversity of backgrounds and viewpoints, while seeking to foster justice, and to serve our many communities–local, national, and international. In support of its mission, AALS serves as both the institutional membership organization for law schools, and as the learned society for law faculty.

Section 1-3. Indemnification. Any person who was or is a director or officer of the Association or who, while serving in one of those capacities, is or was serving at the Association's request as a director, officer, partner, trustee, employee, or agent of another entity, shall be indemnified by the Association, to the extent allowed under D.C. Code Title 29, Chapter 4, Subchapter VI, Part E, against all liabilities and expenses reasonably incurred by him or her arising out of or in connection with any threatened, pending, or completed civil action, arbitration, mediation, administrative proceeding, criminal prosecution, and investigatory action. Any person who is or was an employee of the Association or a member of the Membership Review Committee shall, and other representatives and agents may, also be indemnified by the Association according to similar standards and following similar procedures.

ARTICLE 2. MEMBERSHIP

Section 2-1. Membership. The members of the Association shall be the law schools elected to membership pursuant to these bylaws.

Section 2-2. Qualification for Membership.

a. Applications for membership shall be addressed to the Executive Director accompanied by evidence that the applicant has fulfilled and is capable in the future of fulfilling the obligations of membership as reflected in these bylaws and the regulations promulgated thereunder. The Executive Committee shall examine the application and report at the Annual Meeting of the Association those applicants that have qualified. The application for membership shall be filed at the time and in the form specified by the Executive Committee.

b. In determining whether a school fulfills and can continue to fulfill the obligations of membership, the controlling issue is the overall quality of the school measured against the standards of quality articulated in the Requirements of Article 6. The Executive Committee Regulations are designed to provide guidance in making this assessment. They are not meant to be taken as implying that formal compliance with their specific terms is necessarily equivalent to satisfaction of the qualitative requirements, or that departure from any of their specific terms is automatically demonstrative of qualitative failure.

c. A law school making application for membership shall pay to the Association an application fee to defray the indirect expenses of the Association in an amount established by the Executive Committee and such direct expenses incurred in connection with the application as are specified by the Executive Committee.

d. An applicant school may appeal to the House of Representatives the decision of the Executive Committee not to recommend it for membership. The grounds and procedures for the appeal shall be those specified by regulation adopted by the Executive Committee. Representatives of the applicant school are entitled to the privileges of the floor during the consideration of its appeal by the House.

Section 2-3. Annual Membership Dues.

a. Each year each member school shall pay membership dues to the Association in an amount fixed annually by the Executive Committee by Executive Committee Regulation; however, the Executive Committee may not fix dues for any year that are greater by more than 10% of the dues imposed in the immediately preceding dues year, unless a larger increase is approved by a two-thirds majority of the member schools voting at an Annual Meeting. The dues shall be graduated in steps based on student enrollment of the school.

b. Membership dues are due and payable on January 1 of each year. Dues for the calendar year that are not paid on or before April 15 of that year are delinquent. A school that is delinquent in the payment of its dues is not eligible to vote at the Annual or any special meeting. Unless the Executive Committee finds that there are extraordinary circumstances explaining the nonpayment, a school that is 18 months or more delinquent in the payment of its dues shall be suspended from the Association at the next Annual Meeting.

c. The Executive Committee shall define what constitutes a "student" for these purposes, determine the date at which enrollment should be counted for these purposes, and issue other interpretative and implementing regulations.

ARTICLE 3. MEETINGS

Section 3-1. Meetings. The Association shall meet annually at a time and place (including the option of a virtual location) fixed by the Executive Committee. The Executive Committee may call a special meeting at such time and place as it shall select. The Executive Director shall give thirty-day notice of a special meeting to the members of the Association and shall state the purpose of the meeting.

Section 3-2. House of Representatives. The authority to conduct Association business at the Annual Meeting or special meetings is vested in a House of Representatives composed of one representative from each member school. The faculty of each member school shall select the individual who is to represent the school in the House of Representatives and an alternate representative to serve in the absence of the regular Representative. Faculty members of the member schools may attend the meetings of the House of Representatives and have the privileges of the floor, but voting will be restricted to the selected Representatives. In the event of a public health risk or other extraordinary event such as a natural disaster, or a severe economic challenge facing member schools, the Executive Committee may authorize the House of Representatives to act without a meeting by ballot within 60 days before the Annual Meeting as provided in Section 5-13. Results of such action by ballot shall be announced at the Annual Meeting.

Section 3-3. Attendance at Meetings. Meetings of the House of Representatives are open to members of the faculties of member schools and to the Executive Director and staff and, unless excluded by a ruling of the presiding officer, to the bar, the bench, and others.

Section 3-4. Quorum, Voting, and Rules of Procedure. A quorum of the House of Representatives consists of Representatives from a majority of the member schools. Each school has one vote, to be cast by the Representative duly selected under the provisions of Section 3-2 or, in the absence of the Representative, by the duly selected alternative Representative. Members shall not be entitled to vote by proxy, and no person may serve as a Representative for more than one member school at any given time. The House of Representatives is authorized to determine its rules of procedure, so long as they are consistent with these bylaws, the articles of incorporation, and the law.

ARTICLE 4. OFFICERS

Section 4-1. Officers: Designation: Election. The officers of this Association shall be a President, a President-Elect, an Immediate Past President, and an Executive Director who shall be the Chief Executive Officer and shall also serve as the Association's Secretary. Each year a President-Elect shall be elected by the House of Representatives at the Annual Meeting from among the faculty members of the member schools. Election is by a majority of the votes cast. The President-

Elect shall automatically assume the presidency after one year and shall serve as President during the second year following his or her election, and as immediate Past President during the third year following his or her election. The Executive Director shall be appointed and may be removed by the Executive Committee.

Section 4-2. Officers: Powers and Functions. The Executive Director shall perform the functions and exercise the powers customarily those of a chief executive officer of an association. The Executive Director shall designate a staff member to serve as Treasurer. The President shall serve as the Chair of the Executive Committee created and empowered by Article 5 and of the House of Representatives created by Section 3-2 and of the Officers' Council created by Section 4-4. The President-Elect shall appoint members to committees to serve terms to begin during his or her term as President.

Section 4-3. Officers: Filling Vacancies in Cases of Resignation, Ineligibility to Serve, or Death. Vacancies in an office may occur if an officer resigns, becomes ineligible to serve, or dies. In case of a vacancy in the office of President, the President-Elect shall immediately become President for the remainder of the unexpired term as well as serving his or her own full term as President. In case of a vacancy in the office of President-Elect, a President as well as a President-Elect shall be elected at the next Annual Meeting. If a vacancy in the office of President-Elect occurs three or more months before the Annual Meeting, the President, in consultation with the other Executive Committee members, shall appoint a person to serve as Interim Vice President until the next Annual Meeting. The Interim Vice President shall be an officer of the Association and a member of the Executive Committee, shall assume the presidency if the President resigns, becomes ineligible to serve or dies, and is eligible to be elected President or President-Elect.

Section 4-4. Officers: Officers' Council. The officers as a group shall compose the Officers' Council, as confirmed annually by the Executive Committee. The Officers' Council shall have and may exercise the full authority of the Executive Committee between meetings of the Executive Committee when prompt action is necessary to avoid loss or harm to the organization and action by the full Executive Committee is impracticable, except that the Officers' Council shall not have the power to approve a dissolution or merger, or the sale of all or substantially all of the Corporation's assets; to appoint or remove Executive Committee members; to remove members of committees; to admit or sanction member schools; to authorize corporate distributions; to amend the Articles of Incorporation or these bylaws; to approve or propose to the House of Representatives action that by law must be approved by it; to approve and amend the mission statement; to approve the budget; or to hire and fire the Executive Director. The Officers' Council (other than the Executive Director) shall conduct an annual performance review of the Executive Director, and shall approve his or her salary and negotiate his or her contract, if any.

ARTICLE 5. EXECUTIVE COMMITTEE

Section 5-1. Executive Committee: Composition: Election.

a. The Executive Committee of the Association shall consist of the officers and six members elected as committee members.

b. At each Annual Meeting there shall be elected from among the faculty members of member schools two members of the Executive Committee, each to serve a three-year term. If a committee member resigns, becomes ineligible to serve, or dies, the President shall, with the advice of the President-Elect, Immediate Past-President and other committee members, appoint a person to serve as Executive Committee member until the successor is elected at the next Annual Meeting.

c. The President-Elect shall appoint a nominating committee. Ten or more months before the day on which the next Annual Meeting begins, the Executive Director shall inform the member schools of the membership of the nominating committee and invite suggestions of persons to be considered by it for nomination. Two or more months before the day on which the next Annual Meeting begins the nominating committee shall inform member schools of the individuals it plans to place in nomination.

d. By a petition signed by the members of the House of Representatives of at least 10% of the member schools and received by the Executive Director one month or more before the day on which the next Annual Meeting begins, an eligible person may be nominated for President-Elect, President (if under Section 4-3 a President must be elected) or Executive Committee member. If the nomination is as candidate for a member of the Executive Committee other than an officer, the petition must state for which place and against which nominee of the nominating committee the nominee is nominated. Twenty or more days before the day on which the next Annual Meeting begins the Executive Director shall notify the member schools of the nominations made by petition and provide biographical information concerning the nominees.

e. The House of Representatives shall elect the officer and Executive Committee members during the Annual Meeting. Election is by majority of the votes cast. If there are more than two candidates for an office or other place on the Executive Committee and no one receives a majority of the votes cast on the first ballot, there shall be a second ballot between the two candidates receiving the greater number of votes on the first ballot. The candidate receiving the greater number of votes in the run-off is elected.

Section 5-2. Executive Committee: Eligibility.

a. No two people from the same member school shall serve on the Executive Committee at the same time, although a member of the Executive Committee who moves from one member school to another shall not thereby be disqualified from completing a term of service. A retiring officer or other Executive Committee member is ineligible for immediate election to the Executive Committee, except that a retiring or continuing member of the Executive Committee who is not an officer may be elected president or president-elect. An officer or other member of the Executive Committee other than the Executive Director becomes ineligible to serve upon ceasing to be a full-time member of the faculty of an American institution of higher education.

b. If the President-Elect or other member of the Executive Committee is absent from a regular or special meeting of the Executive Committee, the President shall determine whether the absence was without adequate excuse. If the President-Elect or other member of the Executive Committee is absent without adequate excuse from two regular or special meetings of the Executive Committee within a twelve-month period, the Executive Committee may declare that the individual is deemed to have resigned the position and the President shall appoint a successor under Bylaw Section 5-1(b).

Section 5-3. Powers and Duties. The Executive Committee shall:

a. Oversee the conduct of the affairs of the Association in the interim between Annual Meetings.

b. Receive and act upon complaints relating to the conduct of officers or other Executive Committee members, or members of any committee, as well as complaints from staff that need to be raised outside of the staffing structure.

c. Have the authority itself or through a committee to appoint, reappoint, or terminate an independent auditor to perform a financial audit of the Association, to agree on compensation for that auditor, and to receive, review, and decide whether to accept an audit report prepared by that auditor.

d. Impose or recommend sanctions upon member schools in accordance with Article 7.

e. Make an annual report to the Association and circulate to the member schools such other reports and publications as seem desirable.

f. Interpret and implement the Association's requirements.

g. Appoint an Executive Director who has had substantial experience as a full-time member of the faculty of a member school when appointed. The Executive Director shall serve full-time for a period of not more than five years, subject to renewal. The Executive Director shall be paid a salary and shall receive retirement and other benefits as determined by the Executive Committee. The Executive Director shall assist the Committee to discharge its powers and duties, and shall be the recording secretary to the Committee. The Executive Director shall also assist the Association's other committees and member schools to attain the purposes of the Association.

h. Maintain a headquarters office of the Association in a suitable location under the management of the Executive Director and ensure the availability of adequate facilities and personnel to carry on the Association's business and to maintain its records and the records of the committees.

i. Establish such Standing and Special Committees as it considers desirable to carry on the work and promote the purposes of the Association. Standing Committees shall be those expected to be of unlimited duration; Special Committees shall be those formed for a specific period of time or to complete a specific task or set of tasks. In establishing Committees, the Executive Committee shall establish the number of their members, the term for which they serve, the duration of the Committee's existence (for Special Committees), and the subject matter of its jurisdiction. If a vacancy exists because a Committee is created to begin work before the next annual meeting of the House of Representatives or for any other reason, the President shall appoint the members. The President shall fill any vacancy in the position of Committee Chairperson that occurs during her or his Presidency, and the President-Elect shall designate the Committee Chairpersons to serve terms to begin during his or her Presidency. To be eligible to serve as a member of a Committee, a person must be a member of the faculty or staff of a member school.

j. Establish Sections, Conferences and Commissions.

(i) A Section is composed of members of the faculty and professional staff of member schools and others who may join as associate members of the Section; only members of the faculty (including retired faculty) and professional staff of member schools of the Association may vote and serve as officers of a Section. The Executive Committee shall issue regulations concerning the creation, dissolution, governance and funding of Sections and the payment of dues by members and associate members thereof.

(ii) A Conference is an interest group established by action of the Association and one or more other associations of lawyers or college and university educators and administrators.

(iii) A Commission is a body appointed by the President to investigate and study a matter and whose members include persons who are not members of the faculty and professional staff of member schools; the Chairperson of a commission and a majority of its members shall be members of the faculty and professional staff of member schools.

Section 5-4. Regulations and Rulings. In interpreting and implementing the Association's requirements as set forth in Article 6, the Executive Committee may promulgate, repeal, or amend general regulations and, in individual instances, make rulings. A copy of a regulation promulgated by authority of this section shall be sent promptly to each member school. If within sixty days of mailing, ten member schools express objection to the regulation, it shall not become effective, but shall be laid before the next Annual Meeting for approval or disapproval. If objection is not so expressed, the regulation shall be a continuingly authoritative indication of Association policy unless modified by action at an Annual Meeting or by subsequent Executive Committee resolution. The Association at an Annual Meeting may by majority vote, upon motion of a member school, adopt, amend, or repeal a Regulation, provided the notice requirements for amending these bylaws have been followed.

Section 5-5. Power to Grant Variances. Upon application by a member school, the Executive Committee may grant to the member school such variance from the terms of these articles and regulations thereunder as will not be contrary to the core values of this Association. The Executive Committee shall grant the variance upon the conditions that the member school report the results of the variance to the Executive Committee and that the variance be effective for a stated time not to exceed eight years.

Section 5-6. Regular Meetings. The Executive Committee shall hold at least four regular meetings annually, except in exigent circumstances. Notice of regular meetings shall be provided at least fourteen days in advance, but the Committee may set a schedule for meetings at the beginning of each one-year (or shorter) period, and notice of that schedule shall be sufficient notice of all regularly scheduled meetings for that period.

Section 5-7. Special Meetings. Special meetings may be called by the President or by any two Executive Committee members. The notice of a special meeting must precede the meeting by at least twenty-four hours.

Section 5-8. Notice of Meetings. Notice of any Executive Committee meeting shall be communicated in person or in writing (including electronic communication). Notice shall be deemed given at the earliest of (1) when received; (2) when left at the recipient's residence or usual place of business; (3) 5 p.m. on the fifth day after deposit in the US mail or with a commercial delivery service; (4) 5 p.m. on the date

shown on a return receipt; or (5) if sent electronically to an address provided by the Executive Committee member for the purpose, when it enters the information processing system designated for receipt of electronic communications.

Section 5-9. Waiver of Notice. Whenever notice is required to be given to any Executive Committee member under any provision of law, the Articles of Incorporation, or these Bylaws, a waiver in writing signed by the Executive Committee member entitled to such notice, whether before or after the time stated therein, shall be the equivalent to the giving of such notice. The waiver must specify the meeting for which notice is waived and must be filed with the minutes or the corporate records. An Executive Committee member's presence at a meeting, in person or by teleconference, waives any required notice to the Executive Committee member of the meeting unless the Executive Committee member, at the beginning of the meeting, or promptly upon her or his arrival, objects to holding the meeting or transacting business at the meeting and does not thereafter vote for or assent to any action taken at the meeting.

Section 5-10. Quorum. Unless a greater proportion is required by law, a quorum shall consist of a majority of the total number of Executive Committee members in office. Unless otherwise stated in these Bylaws or required by law, all actions shall be by majority vote of those present at a meeting at which a quorum is present.

Section 5-11. Action Without a Meeting. Any action required or permitted to be taken at a meeting of the Executive Committee may be taken without a meeting if all of the members of the Committee consent in writing (including electronic communication) to the specific action and the written consents are included in the minutes or filed with the corporate records reflecting the actions taken. Action taken under this section is effective when the last Executive Committee member signs (including by electronic means) the consent, unless the consent specifies an earlier or later effective date. A consent signed under this section has the effect of a meeting vote and may be described as such in any document.

Section 5-12. Virtual Attendance at Executive Committee Meetings. While expected to attend regular meetings in person absent highly unusual circumstances, a member of the Executive Committee may virtually participate in a meeting (i.e., by remote communications technology) with advance permission of the Executive Director, so long as all the members of the Executive Committee participating in the meeting can hear one another simultaneously. Such virtual participation shall constitute presence in person at the meeting.

Section 5-13. Electronic or Mail Vote. The Executive Committee may submit proposals to the member schools for mail votes when it determines that there is an urgent need for timely action, except that a vote on the exclusion of a school shall be taken only at an Annual Meeting. Ballots may be solicited and cast electronically,

and shall be delivered to every member school entitled to vote on any matter under consideration. A vote by mail ballot shall be conducted as provided in D.C. Code § 29-405.09 or the corresponding provision of any future D.C. Code.

Section 5-14. Visitation. The Executive Committee may request an advisor to visit a school whenever a school requests it or whenever in the opinion of the Committee legal education would be promoted by a visitation. During a visitation, all records of the school shall be made available to the advisor. The reasonable cost of visitation shall be paid by the member school unless the Executive Committee directs otherwise.

ARTICLE 6. REQUIREMENTS OF MEMBERSHIP

Section 6-1. Core Values.

a. The obligations of membership imposed by this Article and the Executive Committee Regulations are intended to reflect the Association's core values and distinctive role as a membership association, while according appropriate respect for the autonomy of its member schools.

b. The Association values and expects its member schools to value:

(i) a faculty composed primarily of full-time teacher-scholars who constitute a self-governing intellectual community engaged in the creation and dissemination of knowledge about law, legal processes, and legal systems, and who are devoted to fostering justice and public service;

(ii) academic freedom;

(iii) diversity of viewpoints;

(iv) excellent scholarship;

(v) excellent teaching;

(vi) a rigorous academic program in the context of a dynamic curriculum that is both broad and deep;

(vii) a diverse faculty hired, promoted, and retained based on meeting and supporting high standards of teaching and scholarship and in accordance with principles of nondiscrimination;

(viii) competent and professional staff to support the mission of the law school;

(ix) selection of students based upon intellectual ability and personal potential for success in the study and practice of law, through a fair and nondiscriminatory process designed to produce a diverse student body and a broadly representative legal profession; and

(x) honesty, integrity, and professionalism in dealing with students, faculty, staff, the public, and the Association.

Section 6-2. Admissions.

a. A member school shall admit only those applicants whose applications have been evaluated pursuant to a process consistent with Bylaw Section 6-3 and who appear to have the capacity to meet its academic standards.

b. In order that appropriate intellectual rigor may be maintained, a member school shall admit to its first professional degree program only those applicants who have the level of intellectual maturity and accomplishment normally demonstrated by the award of an undergraduate degree.

c. A member school shall deal fairly with applicants for admission.

Section 6-3. Diversity: Nondiscrimination and Affirmative Action.

a. A member school shall provide equality of opportunity in legal education for all persons, including faculty and employees with respect to hiring, continuation, promotion and tenure, applicants for admission, enrolled students, and graduates, without discrimination or segregation on the ground of race, color, religion, national origin, sex, gender (including identity and expression), sexual orientation, age, or disability.

b. A member school shall pursue a policy of providing its students and graduates with equal opportunity to obtain employment, without discrimination or segregation on the ground of race, color, religion, national origin, sex, gender (including identity and expression), sexual orientation, age, or disability. A member school shall communicate to each employer to whom it furnishes assistance and facilities for interviewing and other placement functions the school's firm expectation that the employer will observe the principle of equal opportunity.

c. A member school shall seek to have a faculty, staff, and student body which are diverse with respect to race, color, and sex. A member school may pursue additional affirmative action objectives.

Section 6-4. Faculty.

a. A member school shall attract and maintain a faculty of high competence and suitable size, with a sufficient number of full-time faculty members to provide ready professional relationships among the faculty and between the faculty and the students and to offer a reasonably broad curriculum. "Full-time faculty member" means a faculty member who devotes substantially all of his or her working time to the responsibilities of teacher, scholar, and educator. Professional activities outside the law school are not precluded if limited so as not to divert the faculty member from the primary interest and duty as a legal educator.

b. A member school shall have a full-time dean who devotes substantially all of his or her working time to the responsibilities of being a dean, including the dean's responsibilities as a member of the faculty.

c. A faculty's competence shall by judged primarily with reference to the full-time members. Competence shall be determined in the aggregate, with emphasis upon the following criteria:

(i) Quality of teaching and attention given to law students both as individuals and as a group;

(ii) Faculty training and experience;

(iii) Scholarly interests and performance; and

(iv) Responsible participation in the self-governing and deliberative processes of the law faculty.

d. In each division of a member school's program, each student shall have the opportunity to obtain most of his or her instruction leading to the Juris Doctor degree from the school's full-time faculty.

Section 6-5. Law School Governance.

a. In keeping with the principles of shared governance of the American Association of University Professors, a member school shall vest in the faculty primary responsibility for determining academic policy.

b. To determine academic policy, the law faculty shall be properly constituted and organized, meet regularly according to orderly procedures, and maintain a record of its deliberations.

c. The faculty shall exercise substantial control over faculty appointments or changes in faculty status, such as promotions and tenure designations. The faculty (acting as a whole or by a representative portion determined by reasonable criteria), assembled in a meeting of which suitable notice has been given, should make the initial choice with respect to faculty appointments or changes in faculty status for submission through any intermediate approving authorities to the final appointing authority.

d. The faculty shall have meaningful involvement in the selection of the dean or interim dean. The faculty, individually or collectively, should be consulted with respect to appointment of the dean or interim dean before submission of any official recommendation to the final appointing authority, or, when no official recommendation is contemplated, before action by the final authority.

e. Except in rare cases and for compelling reasons, no decanal or faculty appointment or change in faculty status is made over the expressed opposition of the faculty (acting as a whole or by a representative portion determined by reasonable criteria).

Section 6-6. Faculty Development.

a. A member school shall maintain conditions conducive to the faculty's effective discharge of its teaching and scholarly responsibilities and service obligations.

b. A member school shall assign faculty teaching and scholarship responsibilities so as to permit the continuous and energetic study of new developments in the faculty members' areas of interest and so as to be compatible with a climate of research in which faculty members may find opportunity to undertake investigations of their own choosing that will allow them to develop and continue as effective teachers and scholars.

c. A member school shall assist its faculty to discharge their responsibility to advance as well as to transmit ordered knowledge. To determine whether a school is fulfilling this obligation, the following factors shall be considered:

(i) Recognition accorded creative scholarship in the appointment and advancement of members of the faculty;

(ii) Number of teaching hours and subject matter areas for which each faculty member is responsible;

(iii) Policies and practices concerning reduced teaching loads, relief from committees or administrative assignments, and compensated or uncompensated leaves of absence in order to permit the faculty member to engage in creative scholarship;

(iv) Policies and practices concerning financial support for research assistants, field studies, travel, and related research activities;

(v) Adequacy of administrative, library, and technology support; and

(vi) Percentage or amount of school's budget allocated to research.

d. A faculty member shall have academic freedom and tenure in accordance with the principles of the American Association of University Professors.

e. A member school shall not limit the number of full-time faculty members who may be granted tenure.

Section 6-7. Juris Doctor Degree Program; Curriculum and Pedagogy.

a. A member school shall maintain as its central academic feature a program of resident study and instruction leading to a Juris Doctor degree, the first professional degree in law. The school shall have a program of appropriate duration and rigor to assure its graduates have a comprehensive understanding of legal institutions and an appreciation for the role of law and lawyers in society, and that they are academically qualified to participate effectively and responsibly in the legal profession.

b. The curriculum of a member school shall be the result of a curriculum planning process by the faculty, which shall include a periodic review of the curriculum for its content and pedagogical effectiveness.

c. A member school shall provide varying methods of instruction related to its curricular objectives. These methods shall include significant opportunities for instruction on an individual or small-group basis and for instruction regarding professional skills.

d. A member school shall offer courses in a wide variety of fields and shall assure that every student receives significant instruction in legal writing and research.

Section 6-8. Library.

a. A member school shall maintain access to a library that supports the curricular needs and research of its faculty and students. A law library of a member school shall possess or have ready and reliable access to a physical collection, electronic resources or other information resources that substantially:

(i) meet the research needs of its students, satisfy the demands of its curricular offerings, and facilitates the training of its students in various research methodologies;

(ii) support the individual research interests of its faculty members;

(iii) serve any special research and educational objectives expressed by the school or implicit in the missions and role of the law school.

b. Whether physical or virtual, the library is central to the law school and shall be organized and administered to perform its educational function and to assure a high standard of service.

c. A member school shall have a full-time director of the law library and a staff of sufficient number and with sufficient training to develop and maintain a high level of service.

Section 6-9. Physical Facilities and Technology. A member school shall have an adequate physical plant and adequate technology to support a broad range of curricular offerings and the development of an intellectual community outside the classroom, and to support the research needs of its faculty and students.

Section 6-10. Financial Resources.

a. A member school shall maintain a financial structure sufficiently strong to enable it to pursue excellence and to fulfill the obligations of membership.

b. The faculty's judgment concerning the school's opportunities and needs shall be given appropriate weight by the law school administration and by the university of which it is a part in the decisions regarding the allocation of resources so as to support the school's ability to comply with the obligations of membership.

c. A member school, acting in consultation with faculty, shall have wide discretion, compatible with the university's overall interests, to raise funds to supplement the financial support it receives from the university.

ARTICLE 7. SANCTIONS

Section 7-1. Applicable Sanctions.

a. In response to a material failure to comply with the requirements of membership, a member school may be censured, placed on probation, suspended, or excluded from membership. Except in extraordinary circumstances, no school shall be suspended or excluded from membership unless it has been previously placed on probation. Prior to imposing or recommending a sanction, the Executive Committee shall, to the extent feasible, provide a member school with reasonable opportunity to correct noncompliance with the requirements of membership and shall give due consideration to any corrective measures in imposing or recommending a sanction.

b. Censure shall not result in the loss of the privileges of membership. Probation shall result in the loss of particular privileges of membership only if imposed by the Executive Committee and, if appealed, approved by the House of Representatives. Suspension shall result in a loss of the privileges of membership unless the Executive Committee recommends and the House of Representatives approves continuation of particular privileges. Exclusion shall result in the loss of all privileges of membership.

c. The imposition of any sanction shall be published in relevant publications of the Association.

Section 7-2. Action by the Executive Committee.

a. If the Executive Committee finds that a member school has materially failed to comply with the requirements of membership and concludes that a sanction should be imposed, it shall inform the dean and the chief executive officer of the institution of the deficiency and censure the member school or its parent institution or both, place the school on probation, or recommend to the House of Representatives that it take action to censure, place on probation, suspend, or exclude.

b. A member school may appeal to the House of Representatives for review of a sanction imposed by the Executive Committee by filing a written notice of appeal with the Executive Director within twenty days after notice is given of the initial decision by the Executive Committee to censure the member school or its parent institution or both or to place the school on probation. If the school appeals, the effect of the Executive Committee's action shall be stayed until the House of Representative acts on the appeal. The procedures for the appeal shall be those specified by regulations adopted by the Executive Committee. The President shall take the steps necessary to assure the orderly and fair consideration of the appeal by the House. Representatives of the school are entitled to the privileges of the floor during the consideration of its appeal by the House.

Section 7-3. Action by the House of Representatives. If the Executive Committee recommends that the House of Representatives take action with respect to a member school, the Executive Committee shall give the member school written notice of its recommendation at least one month before the House of Representatives meets to consider the recommendation. The House may not act with respect to a school's membership without first obtaining a recommendation from the Executive Committee. Representatives of the school are entitled to the privileges of the floor during the House's consideration of a recommendation for action.

Section 7-4. Duration of Sanctions; Reinstatement.

a. At the conclusion of a period of probation or suspension, if the Executive Committee or the House of Representatives finds that a member school is in compliance with the requirements of membership, it shall remove the school from probation or suspension and restore the school to full membership.

b. A school may remain on probation for no more than two years, unless the Executive Committee, for good cause shown, extends the probation. If the Executive Committee finds that a member school that is on probation is not taking steps sufficient to bring it into compliance with the requirements of membership in a reasonable time, it shall recommend that the House suspend or exclude the school, whichever is appropriate. After two years, probation shall expire if the Executive Committee has not removed or extended probation or recommended to the House that it suspend or exclude the school.

c. The same procedures specified in Bylaw Section 7-2(b) shall apply to an appeal by a school from a decision by the Executive Committee not to remove the school from probation. If the House finds upon hearing such an appeal that the school is currently in compliance with the requirements of membership, then it shall remove the school from probation.

d. If a school whose membership is suspended is not restored to full membership at or before the second Annual Meeting after having been suspended, it is excluded from membership in the Association at the end of that Annual Meeting without further action by the House. For good cause shown, the Executive Committee may extend suspension for one year.

e. A school that has been excluded from membership may regain its membership by making an application for membership as any other nonmember school and by meeting the requirements therefore.

ARTICLE 8. AMENDMENTS

Section 8-1. Amendments: Proposal. Amendments to these Bylaws may be proposed by any officer, by the Executive Committee, or by any member school. Proposed amendments must be submitted to the Executive Director at least three months before the Annual Meeting. No less than 60 days before the Annual Meeting, the Executive Director shall forward to each member school a copy of each proposed amendment. The Association shall gather comments from the member schools and shall create a mechanism (such as posting to a web site) for comments that are received at least three weeks in advance of the Annual Meeting to be shared with all other member schools.

Section 8-2. Amendments: Substitution. A proposed amendment to these Bylaws shall be subject to amendment and substitution at the Annual Meeting of the Association to which it is presented, so long as the amendment or substitution is germane to the proposed amendment of the Bylaws.

Section 8-3. Amendments: Voting. A proposed amendment to these Bylaws shall not be adopted unless it is approved by two-thirds of the member schools voting on the proposed amendment at the Annual Meeting or by ballot as provided in Section 3-2, and by at least one-third of the member schools of the Association. A member school shall not be counted as voting unless it votes for or against the amendment.

ARTICLE 9. INCORPORATION

The Executive Committee is authorized to form one or more additional corporations under the law of any state or the District of Columbia in order better to serve the interests of the Association or of its members.

EXECUTIVE COMMITTEE REGULATIONS OF THE ASSOCIATION OF AMERICAN LAW SCHOOLS

Executive Committee Regulations of the Association of American Law Schools

As last amended January 11, 2025

CHAPTER 1. SECTIONS

1.1 Sections: Purpose.

The purpose of Sections of the Association of American Law Schools (AALS) is to enable the AALS to serve as the learned society for legal educators and law school professional staff. Sections are encouraged to advance AALS's core values by presenting programs at the AALS Annual Meeting and engaging their members through other activities including online discussion lists and announcements, periodic newsletters, mentoring programs for junior faculty, and calls for papers.

1.2 Requirements for Sections.

a. A Section should sponsor a program session during at least every other Annual Meeting. The Section program should be held at the time and location assigned by the Executive Director.

b. A Section should elect its officers and the members of its executive committee annually. A Section may elect its officers and the members of its committee at the Annual Meeting or, provided that timely notice is given of the nominees, by electronic means. AALS may dissolve a Section if it fails to elect officers and members of its executive committee annually.

c. No person may serve as Chair of the same Section for more than two consecutive years. No person may serve as Chair of more than one Section concurrently.

d. A Section may hold a lecture, regional seminar, or other event outside the Annual Meeting with the prior approval of the Executive Director. The Executive Director may approve an event if, in consultation with the President, he or she determines that it is consistent with AALS's core values.

1.3 Review by the Committee on Sections.

a. The Committee on Sections should periodically review Sections to enhance the intellectual depth, quality, and diversity of their programs and speakers, as well as their activities outside of the Annual Meeting. If the Committee on Sections finds, after affording the officers a reasonable opportunity to respond to the inquiry,

that a Section is inactive, materially duplicates the activities of other Sections, or has materially violated AALS's core values, Bylaws or these Regulations, the Committee should recommend that the Executive Committee dissolve the Section, merge it with another Section, replace the Section's officers with other individuals designated by the President, or take other appropriate action.

b. A Section's officers may voluntarily petition the Executive Committee to dissolve the Section. When a Section fails to retain at least 20 members from at least eight member schools, the Section officers should take steps to increase Section membership or recommend dissolution to the Executive Committee.

1.4 Section Membership.

a. Regular Membership. All faculty and professional staff of member law schools are eligible for regular membership in a Section. Sections that concern international issues or comparative law may include as regular members faculty and professional staff at law schools that participate as AALS International Subscribers.

b. Associate Membership. Subject to restrictions set by a Section in its bylaws, any person may join a Section as an associate member. An associate member is not eligible to vote in Section meetings, to hold office in a Section, or to serve on a Section's executive committee. Associate members who are not affiliated with a member or a non-member fee-paid school may be required to pay an annual membership fee in an amount established by the Executive Committee. Faculty and professional staff affiliated with fee-paid schools may join a Section without paying the annual membership fee.

c. A Section may recommend additional limits on membership so long as those limits are consistent with the AALS's core values, Bylaws, these Regulations, and any other AALS policies. Additional limits on Section membership must be approved in advance by the Executive Committee.

d. Individuals who meet a Section's membership requirements may join a Section by communicating their interest to AALS's staff member designated for handling these requests.

e. For purposes of this chapter, "faculty and professional staff of member law schools" excludes adjunct faculty, visiting faculty or temporary professional staff who do not have a continuing professional relationship with a member law school as their principal employment.

1.5 Relationship of Sections to the AALS and Public.

a. The AALS recognizes three types of Sections: Academic Sections, Affinity Group Sections, and Administrative Sections. A current listing of Sections, by type, is located in the AALS Handbook and on the AALS website.

b. A Section may take a position on a matter related either to the subject matter of the Section or concerning legal education when the Section's executive committee, after giving Section members an adequate opportunity to review and submit comments on a proposed position, reasonably believes that the position reflects the views of a majority of the Section's membership.

c. Academic and Affinity Group Sections may communicate a position taken in accordance with Chapter 1.5(b) to others within and outside AALS with a disclaimer that states that the position is that of the Section only and not necessarily of AALS. The disclaimer should use the following or similar language: "The following is a statement of the ____ Section of the Association of American Law Schools only. It does not necessarily represent the position of the Association." With the same disclaimer, Administrative Sections may communicate a position taken in accordance with Chapter 1.5(b) to members of the Section and deans and faculty of member and ABA-approved schools. An Administrative Section may not otherwise publish a statement. In no event may a Section communicate, publish, or otherwise disseminate a position that is inconsistent with the core values of AALS as stated in the Bylaws. Nor may a Section communicate the Section's views concerning a school's compliance with the rules of membership of AALS or concerning the quality of characteristics of the School's educational program or institutional policies. If a Section has reason to think a position it has adopted might violate the core values of the Association, it should submit the position to the Executive Director for evaluation before it is communicated outside the Section. A Section may submit to the Executive Committee a recommendation that AALS take a stated position.

d. Any applications for grants, sponsorships, or other funding from external sources should be made only in AALS's name. No Section may itself make any application for, or receive funding from, an external source. After receiving the Executive Directors' approval, a Section may make preliminary contact with an external funding source. After the Section makes approved preliminary contact, it may ask the Executive Committee to apply for a grant, sponsorship or funding from an external source in AALS's name.

e. Newsletters, websites, and similar Section communications must bear a legend in the following or similar language: "This newsletter/website is a forum for the exchange of points of view. Opinions expressed here are not necessarily those of the Section and do not necessarily represent the position of the Association of American Law Schools."

f. A Section may not file amicus curiae briefs.

g. Any survey or questionnaire that a Section wants to distribute to groups or individuals other than Section members must be approved in advance by the Executive Director who shall act in consultation with the President.

1.6 Relationships of Sections with Other Organizations.

a. With the approval of the Executive Committee, a Section may establish a liaison relationship with its counterpart Section of the American Bar Association and with similar national organizations. Before contacting any organization for this purpose, the Chair should inform the Executive Director of the Section's interest and purpose in establishing a liaison relationship.

b. A Section may not become a member of another organization or join with an organization outside AALS in sponsoring a program or project unless it obtains prior approval from the Executive Committee. The Executive Committee may approve the membership or joint action if it finds that AALS's interests are served and the program or project is limited in time and scope.

1.7 Finances.

a. Upon request by a Section, the Executive Committee may appropriate general AALS funds to support Section activities and programs.

b. A Section through its bylaws may impose dues upon its members.

c. All funds of a Section, including dues received, must be banked through AALS's national office. The national office will disburse funds upon the authorization of the officer designated by the Section.

d. General funds of AALS appropriated to a Section may be used, among other purposes, to: (i) compensate students for performing research and similar tasks for a Section project; (ii) reimburse a person who participates as a speaker or panelist in a Section program and who is not a faculty member of any U.S. law school for the person's travel and other expenses in accordance with AALS's travel reimbursement policies; and (iii) purchase, for a reasonable amount, a plaque or other memorial of an approved award or citation.

e. General funds of AALS appropriated to a Section may not be used to:

(i) reimburse a faculty member of any U.S. law school, whether on leave or not, for travel;

(ii) pay honoraria; or

(iii) pay for food, drink, or entertainment for Section members.

f. Revenue generated by a Section project will first be used by AALS to recapture any costs incurred by AALS in connection with the project. Two-thirds of any remaining revenue generated by the project should be distributed to the Section, and the remaining one-third to AALS.

1.8 Procedures for Section Awards and Citations. A Section may make a periodic or occasional award for distinguished scholarship or service provided that its award criteria and procedures are approved in advance by the Executive Director.

1.9 Establishing Sections.

a. Upon receiving a petition signed by at least 50 full-time faculty members or professional staff from at least 25 member schools, AALS's Executive Committee may provisionally establish a Section. The petition should include: (1) the Section's proposed name, (2) subject area(s) that will be the Section's concern, (3) proposed programs and activities of the Section, (4) the names of the initial officers and executive committee members of the Section (who will serve until the first Annual Meeting of AALS after the Section is granted provisional status), and (5) the Section's proposed bylaws (which will become the initial bylaws of the Section, if provisional status is granted).

b. The Executive Committee may grant provisional status to the proposed Section if it finds that:

(i) the petition and the proposed bylaws conform to the requirements of this chapter;

(ii) the proposed subject area(s) do not materially duplicate that of another Section; and

(iii) establishing the Section serves the interests of AALS.

c. Each Section's bylaws (whether having full or provisional status) should provide for an executive committee of at least five persons including a Chair, a Chair-Elect, and any other officers the Section determines. Section officers should file proposed amendments to a Section's bylaws with the Executive Director who should review them for conformity with the Bylaws and Regulations of AALS. If a proposed amendment to the Section's bylaws does not comply with AALS's Bylaws or these Regulations, the Executive Director or the Executive Director's designee should notify the Section Chair and work with the Section to ensure that the proposed amendments are consistent with AALS Bylaws and these Regulations.

d. Two years after receiving provisional status, a Section may petition the Executive Committee for full status. A Section has up to three years from receiving provisional status to file the petition. The petition should (i) describe the Section's activities during the period of provisional status, including all programs presented, (ii) state the estimated attendance for each program, (iii) attach copies of newsletters and other publications and (iv) provide funding details. The petition must be signed by the Chair and the Chair-Elect of the Section. If the Executive Committee finds that the Section has served the interests of AALS during its provisional status and that it will continue to do so, it may grant full status to the Section.

e. Failure to petition for full status on or before the third anniversary of the grant of provisional status will automatically dissolve the Section unless the period of provisional status is extended by the Executive Committee. A Section with provisional status will automatically dissolve upon failure to apply for full status at the end of any extension period granted by the Executive Committee.

CHAPTER 2. DEANS FORUM AND STEERING COMMITTEE

2.1 Purpose. The purpose of the Deans' Forum is to provide the deans of all AALS member and fee-paid law schools a venue for working together on institutional and national matters of importance to legal education.

2.2 Deans' Forum Membership. Membership in the Deans Forum is restricted to current deans of AALS member and fee-paid law schools.

2.3 Steering Committee of AALS Deans' Forum. The mission of the Steering Committee of the Deans' Forum ("Steering Committee") is to identify issues affecting legal education and to develop strategies to assist law school deans to build great law schools and improve legal education.

a. Membership in the Steering Committee. All members of the Steering Committee should be current deans of AALS member law schools.

b. Officers and Terms. The Steering Committee will be composed of a Chair who serves for two years, and eight or nine members who serve for staggered three-year terms. In addition, all members of the Executive Committee of AALS who are current law school deans also serve as Steering Committee members.

c. Nominating Committee. The AALS President will appoint annually a Nominating Committee consisting of at least three members of the Deans' Forum. This Nominating Committee should solicit nominations from all members of the Deans' Forum for open positions on the Steering Committee. The nominees recommended by the Nominating Committee should reflect the diversity of institutional membership in the Deans' Forum. Members of the Steering Committee should not serve consecutive terms. In alternate years, the AALS President-Elect should also appoint a Chair of the Steering Committee from among deans who have served on the Steering Committee.

2.4 Relationship of Deans' Forum to AALS. The Deans' Forum and its Steering Committee may not speak for AALS, the House of Representatives, or the Executive Committee. They should make clear in any public statements or appearances that the views they express do not necessarily represent the view of AALS.

CHAPTER 3. COMMITTEES

3.1 Establishing Committees. Committees of AALS are established and appointed as provided in Section 5-3(h) of the AALS Bylaws.

3.2 Meetings. AALS Committee meetings should be scheduled by the Executive Director in consultation with the Committee Chair. Except for meetings scheduled in conjunction with the AALS Annual Meeting, Committees will ordinarily meet virtually or at AALS's national office.

3.3 Communications with Law Schools and with Other Organizations.

a. Committees may recommend AALS policies and positions to the Executive Committee. Unless specifically authorized by the Bylaws, these Regulations, or the Executive Committee, no Committee may take a position on behalf of AALS. A Committee may submit to the Executive Committee a recommendation that AALS take a stated position.

b. When appropriate to a Committee's work, a Committee may communicate with deans, faculty, and professional staff of member and fee-paid law schools for the purpose of gathering information or consulting with them, but these communications must be approved in advance by the Executive Director. Any draft position or statement contained in these communications should include a notation that the statement has not been adopted by AALS.

c. Any survey or questionnaire that a Committee wants to distribute must be approved in advance by the Executive Director who should act in consultation with the President.

d. Unless specifically authorized to do so by the Executive Committee, a Committee should not communicate to a member school nor to the public the Committee's views concerning the school's compliance with the rules of membership, or the quality or characteristics of the school's educational program or institutional policies.

e. A Committee may not become a member of another organization or join with an organization outside AALS in sponsoring a program or project unless it obtains prior approval from the Executive Committee.

f. A Committee may not file amicus curiae briefs.

3.4 External Funding. All applications for grants, sponsorships, or other support from external funding sources should be made only by AALS. No Committee may itself apply for, or receive funding from, an external source. After receiving the Executive Director's approval, a Committee may make preliminary contacts with an external source regarding possible grants, sponsorships, or other funding.

After approved preliminary contacts have been made, a Committee may ask the Executive Committee to apply for a grant, sponsorship, or other funding from an external source in the name of AALS.

3.5 Finances. The Executive Committee may appropriate AALS funds to support the activities of Committees. Except for the ordinary travel expenses of Committee members, a Committee may not commit to pay or use AALS funds without the prior approval of the Executive Director or Executive Committee.

3.6 Reports and Minutes of Committees.

a. At the end of each year, each Committee Chair should submit to the Executive Director a brief report of the Committee's activities.

b. Committees may keep minutes of their meetings. Committees should submit the minutes and any reports to the Executive Committee through the Executive Director. Committee records and reports are subject to policies of AALS concerning AALS records contained in Chapter 5 of these Regulations.

3.7 Committee on Academic Freedom and Tenure. The Committee on Academic Freedom and Tenure ("CAFT") is a standing committee created by the Executive Committee pursuant to AALS Bylaw Section 5-3(h).

a. Definition of Faculty Member. For purposes of this section, "faculty member" means a professional who is or was tenured, on the tenure track, or, although not on the tenure track, engaged in teaching or scholarship, including work in a clinical or research and writing program at a member school.

b. Definition of Academic Freedom. Bylaw Section 6-6(d) provides: "A faculty member shall have academic freedom and tenure in accordance with the principles of the American Association of University Professors." Those principles are defined by the American Association of University Professors' 1940 Statement of Principles on Academic Freedom and Tenure with 1970 Interpretive Comments. Specifically, AALS adopts the position of the 1970 Interpretive Comments: "most church-related institutions no longer need or desire the departure from the principles of academic freedom implied in the 1940 Statement, and we do not now endorse such a departure."

c. Assessments of Procedures for Academic Freedom and Tenure at Member Schools. When a member school requests an assessment of its procedures for protecting academic freedom or tenure, the Executive Director will determine how the assessment can best be provided by consulting with the Chair of CAFT, consulting with and seeking advice from CAFT, or by referring the matter to the Department of Academic Freedom, Tenure & Governance within the American Association of University Professors [AAUP].

d. Requests for Assistance from a Faculty Member. The Executive Director will refer a faculty member requesting assistance to the Department of Academic Freedom, Tenure, & Governance within the AAUP. A faculty member who reasonably believes that there is an academic freedom or tenure problem at the faculty member's school should consult the Resources on Academic Freedom on the AAUP website or may write to academicfreedom@aaup.org.

e. Confidentiality. AALS will treat as confidential all matters and material relating to requests under this section. A person receiving any of these materials may not show, read, or deliver them to a person not authorized under this section to receive them unless required by law. The CAFT Chair or the Executive Director may make material available to CAFT, the Executive Committee, the Managing Director of Accreditation and Legal Education of the Section on Legal Education and Admissions to the Bar of the American Bar Association, or other persons in the discretion of the Executive Director or the CAFT Chair. If information disclosed pursuant to this chapter becomes public at any time, the President, after consulting with the Executive Director and the CAFT Chair, may release any further information necessary to correct the public record if such disclosure serves the interests of AALS.

CHAPTER 4. ASSOCIATION FINANCES-MEMBERSHIP DUES

4.1 Annual Dues. Each year each member school shall pay membership dues to the Association. For the calendar year 2025, the dues shall be $11,700 for a school whose enrollment does not exceed 250 students; $16,930 for a school whose enrollment exceeds 250 students but does not exceed 500 students; $21,370 for a school whose enrollment exceeds 500 students but does not exceed 800 students; $25,445 for a school whose enrollment exceeds 800 students but does not exceed 1100 students; $29,235 for a school whose enrollment exceeds 1100 students but does not exceed 1400 students; $32,990 for a school whose enrollment exceeds 1400 students but does not exceed 1700 students; and $36,960 for a school whose enrollment exceeds 1700 students.

4.2 Determining Enrollment. The following rules and definitions determine a member school's enrollment for purposes of computing its annual AALS dues:

a. The applicable enrollment date is the date established by the American Bar Association in its annual law school questionnaire for reporting enrollment.

b. "Student" means a person enrolled in a law school course to obtain credit towards a degree supervised by the faculty of the member school, whether the degree is the first professional degree or other degree. "Student" does not include a person enrolled only as a candidate for a degree in another school or college who is auditing or taking a law school course for credit on that degree. "Student" also does not cover a lawyer enrolled in a non-credit continuing legal education offering of the member school.

c. The number of students enrolled is determined by counting each person enrolled in the J.D. program as one student. For persons enrolled in either LL.M. or Master's programs, each person enrolled full-time is counted as one student while persons enrolled in part-time programs will count as one-half of a student.

CHAPTER 5. ACCESS TO ASSOCIATION MEETINGS AND DOCUMENTS

5.1 Definition. As used in this Chapter, the term "record" means report, memorandum, letter, or any other writing or communication in any form or format.

5.2 Access to AALS Meetings. After paying the registration fee, any individual may attend a program at the AALS's Annual Meeting or other academic conferences or workshops unless program attendance is limited by the President. The Executive Director, in consultation with the President, may waive the registration fee for special guests of AALS.

5.3 AALS Records. The Executive Director may classify certain AALS records as confidential. A record should be classified confidential if it relates to (i) the professional credentials, performance, or competence of an identified or identifiable individual, who is a present, former, or potential officer, Executive Committee member, member of an AALS committee, or staff member, (ii) an alleged violation of academic freedom or tenure or discrimination in employment by a member or other law school, (iii) litigation in which AALS is a party, (iv) materials received in confidence from other organizations, (v) a sensitive matter affecting AALS's relations with another organization, government agency, or individual, or (vi) other matters that would unduly invade the privacy of individuals or organizations if released. Site evaluation reports and related documents should be classified confidential subject to the special provisions of Regulation 5.6 below, unless subject to state or federal public disclosure laws.

5.4 Access to Association Records. AALS records that are not designated confidential may be disclosed outside AALS at the discretion of the Executive Director. Confidential records may be distributed only to current members of the Executive Committee, AALS committees and staff, and to those persons designated by the Executive Director or the President on a need-to-know basis.

5.5 Access to Site Evaluation Reports.

a. The site evaluation report on a member or applicant law school made on behalf of AALS, whether or not it is also made on behalf of the American Bar Association, should be furnished to the dean of the school and the president or chief executive officer of the institution. The AALS should inform the recipients that the report is not for publication, but in the spirit of Bylaw Section 6-5, nothing in these Regulations limits or impedes them from providing a copy of the report to members of the full-time faculty and professional staff of the law school and the

governing board and to officials in the university administration who have official reason to see the report.

b. The dean of the law school and the president or chief executive officer of the institution should be provided with the letter or minutes adopted by the Executive Committee in response to the site evaluation report and should be informed that the letter or minutes may be published. The dean and president or chief executive officer should also be informed that those persons to whom subsection (a) authorizes them to show or give a copy of the inspection report are entitled to read or receive a copy of the letter or minutes. If denied access to the letter or minutes, a member of the full-time faculty may obtain a copy of AALS's response from the AALS office.

5.6 Access for Research. The Executive Director may provide a researcher with access to or copies of confidential AALS records if the researcher demonstrates that the researcher and the project are qualified, and signs an agreement that safeguards will be established to assure the integrity and security of the records. The factors that should be considered in determining whether the researcher is qualified include the researcher's experience, education, and training. The factors that should be used in determining whether the research project is qualified include the research design, relevance of the confidential records to the research project, and plans for the research report. The confidential records must be relevant to the project and its purpose, the research project must relate to legal or higher education or the legal profession, and the research design must assure that the report does not contain data in a form that identifies or makes identifiable a member or other law school or individual. If the Executive Director determines that the researcher's access should be to copies instead of the original records, the researcher must pay the reasonable cost of making copies. The Executive Committee may establish additional restrictions on the disclosure of Faculty Appointments Register (FAR) data collected by AALS.

5.7 Reclassifying Confidential Records. The Executive Director is authorized to periodically review and reclassify AALS records previously designated as confidential.

5.8 Access to Documents of Other Organizations in AALS's Possession. Access to confidential documents of another organization that are in AALS's possession, such as documents prepared for or by the American Bar Association, may be obtained only with the approval of the Executive Committee and with the consent of the other organization.

5.9 Access to Records of Member Law Schools. An individual who wishes access to records in AALS's possession but that belong to a law school must apply to the Executive Director in writing designating the school, a description of the records

requested, and the research or other purposes sought to be served. Upon receipt of the request, the Executive Director should inform the dean of the law school. If the dean grants the written request, the Executive Director may make the records available. If the school is no longer in existence and there is no successor school, the Executive Director may grant access unless doing so has the potential for violating the privacy rights of any person or violating AALS core values. The person requesting records must pay the cost of copying and mailing any paper records disclosed by AALS.

CHAPTER 6. MEMBERSHIP REQUIREMENTS

6-2.1 Evaluating Applicants for Admission to the Juris Doctor Program. In determining whether an applicant has the capacity to meet its academic standards, a member school should consider the applicant's undergraduate academic record, experience, and an admission test score or other indicia in a manner consistent with Bylaw 6-3. A decision to admit an applicant whose degree was earned outside the United States should be supported by careful evaluation of the applicant's academic record. Member schools should require each applicant to make full written disclosure of any prior attendance at any law school.

6-2.2 Financial Considerations. A member school may not permit financial considerations to distort its overall admissions policies either by admitting students who appear to lack the capacity to meet the school's academic standards in order to achieve enrollment targets or by making admissions determinations premised on students' financial needs.

6-2.3 Recruitment. A member school should make available to anyone requesting an admissions application the following information: admissions data; tuition and fees, living costs, and financial aid; conditional scholarships; enrollment data, including academic, transfer and other attrition; numbers of full-time and part-time faculty, professional librarians, and administrators; class sizes for first-year and upper-class courses and number of seminars, clinics, and co-curricular offerings; employment outcomes and bar passage data; recent historical data regarding the academic qualifications of its student body; student activities and groups; and information concerning the school's grading system, retention rules and procedures, and nondiscrimination policies.

6-2.4 Conditions of Admission. A member school may not require an applicant to accept an offer of admission or to submit a deposit any earlier than necessary to protect the school's admissions priorities and other applicants' opportunities for admission or financial aid.

6-3.1 Law Schools with a Religious Affiliation or Purpose. It is not inconsistent with Bylaw Section 6-3(a) for a law school with a religious affiliation or purpose to adopt preferential admissions and employment practices that directly relate to

the school's religious affiliation or purpose so long as (1) notice of the practices is provided to members of the law school community (students, faculty and staff) before their affiliation with the school; (2) the practices do not interfere with the school's provision of satisfactory legal education as provided for in the AALS's Bylaws and these Regulations, whether because of lack of a sufficient intellectual diversity or for any other reason; (3) the practices comply with all other Bylaws and these Regulations; (4) the practices do not discriminate on the ground of race, color, national origin, sex, age, disability, sexual orientation or gender (including identity and expression); and (5) the practices contain neither a blanket exclusion nor a limit on the number of persons admitted or employed on religious grounds.

6-3.2 Equal Opportunity in Employment.

a. A member school should inform employers of its obligation under Bylaw 6-3(b), and require employers, as a condition of obtaining any form of placement assistance or use of the school's facilities, to provide an assurance of the employer's willingness to observe the principles of equal opportunity stated in Bylaw 6-3(b).

b. A member school has an obligation to investigate credible complaints concerning discriminatory practices against its students that are inconsistent with the core values of AALS to assure that placement assistance and facilities are made available only to employers whose practices are consistent with the principles of equal opportunity stated in Bylaw 6-3(b).

6-4.1 Full-time Faculty Requirement. A member school demonstrates compliance with Bylaw 6-4(d) if in each division of its program, the school's full-time faculty during the academic year offer at least sixty percent of the Juris Doctor credit hours or of student contact hours leading to the Juris Doctor degree.

6-4.2 Limits on Outside Professional Activities. To determine whether outside professional activities are properly limited so as not to divert a full-time faculty member from the faculty member's primary interest and duty as a legal educator, the following factors should be considered:

(i) The extent to which the outside activity coincides with the full-time faculty member's major fields of interest as a teacher and scholar;

(ii) The character of the professional activity as a source of novel and enriching experience that can be directly utilized in the person's capacity as teacher and scholar;

(iii) The degree to which the demands of the outside activity interfere with the faculty member's regular presence in the law school and availability for consultation and interchange with students and colleagues; and

(iv) The extent to which the outside activity may properly be characterized as public service, as distinct from the pursuit of private purposes.

6-7.1 The Juris Doctor Degree Program. A member school should arrange the curriculum and class schedule of its full-time Juris Doctor program to require substantially the full working time of enrolled students. It is not inconsistent with this regulation for a law school to have, for example, different length semesters for first year students than for upper-class students, as well as mini-semesters and summer sessions.

6-7.2 Compensation Standards. A member school may not tie its staff's compensation to the number of students taught or to the fees received.

6-7.3 The Juris Doctor Degree Program in Special Circumstances. A member school may modify the normal duration of its Juris Doctor degree program to accommodate special circumstances of individual students. For example, a school that offers only a full-time program may offer a part-time schedule to an individual student with special needs. A member school should establish minimum and maximum limits on the duration of its program to assure that those individual students with special needs complete their course of study within a reasonable time.

6-7.4 Joint Degree Programs. All joint degree programs must be approved by the full-time faculty. A member school may reduce the number of law school credit hours required for the Juris Doctor degree for those students who are completing a graduate degree in another field as part of a joint degree program. Schools should plan the joint degree program to assure rigor and appropriate integration of law with the other discipline.

6-7.5 Academic Credit Earned at Another Institution.

a. Advanced standing and credit hours granted for study at a non-ABA approved law school by an admitting member school may not exceed one-third of the total required for its Juris Doctor degree. A member school may grant advanced standing for foreign study up to one-third of the total number of credits required for its Juris Doctor degree.

b. If a member school permits a student who has already matriculated to earn academic credit for course work offered by a foreign institution, the academic credit allowed must be commensurate with the time and effort expended and the educational benefits derived by the student. In no case may a school award a student more than one-third of the total number of credits required for its Juris Doctor degree for participation in foreign programs. The full-time faculty must approve each foreign study program in advance and should periodically review the program for its academic content and benefit. For individual student-initiated study abroad for which academic credit is sought, a full-time faculty member should monitor each student's experience to assure that the educational goals of the member school are being met.

c. A member school may seek a variance from paragraph b of this Chapter from the Executive Director, subject to review by the Executive Committee, if the school and the foreign school have established, or seek to establish, a joint degree program by which students may receive degrees from both institutions by recognizing more than one-third of the total required credits at each school for their degree programs.

6-7.6 Other Programs. A member school may provide other educational programs so long as the Juris Doctor degree program is not impaired. Before establishing such a program, a member school should ensure compliance with Chapter 8.2 of these Regulations.

6-7.7 Study and Instruction. A member school should maintain a program of study and instruction approved by the full-time faculty. A member school may employ adjunct faculty primarily in advanced and specialized offerings if it maintains effective procedures for their selection, orientation, and evaluation.

6-7.8 Evaluating Student Performance. Evaluation of student performance should be based in primary part on written work, such as written examinations, research papers, drafting exercises, or briefs. Oral examinations may also be used. In addition, student performance may be evaluated on demonstrated ability to investigate, counsel, interview, negotiate, litigate, and to perform other lawyering activities.

6-7.9 Course Content.

a. To effectively implement Bylaw 6-7(a), member schools should offer courses in a wide variety of subject matters, and provide students with an opportunity to study some areas of the law in depth and to gain an understanding of the lawyer's professional responsibility. Further, member schools are encouraged to offer instruction that develops jurisprudential, transnational, multicultural, and interdisciplinary perspectives on law, lawmaking, and legal practice.

b. To effectively implement Bylaw 6-7(c), member schools should offer instruction that provides students with an opportunity to develop the skills of legal research, written and oral communication, and critical analysis of primary legal materials. Further, member schools are encouraged to offer additional instruction in dispute resolution, planning and problem solving, drafting, and counseling.

6-7.10 Externship Programs.

a. If a member school offers opportunities for students to obtain credit for externships in a legal office, including, but not limited to, externships with the judiciary, public policy institutes, legislative bodies, international organizations, or in other legal practice settings, the academic credit awarded should be commensurate with the time and effort expended and the educational benefits derived by the student.

b. To ensure the academic value of externship programs, a member law school with an externship program should set out the goals and methods of the program and explain how its structure is designed to achieve those goals. The faculty should approve the introduction of any such program and remain responsible for ensuring that the program is meeting its objectives.

c. Member schools are encouraged to include an academic component designed to prepare students to participate effectively as externs and to enable students to derive substantial educational benefits from their externship. The academic component should be taught by one who has the necessary expertise and who is selected and reviewed in the same manner as persons responsible for teaching other courses in the academic program.

6-8.1 Library Governance.

a. To ensure that the library policies appropriately reflect and advance the teaching and research objectives of the law school, the library should formulate its policies with faculty participation.

b. The law library should have sufficient autonomy within the university in matters of administration, including budget and personnel, to assure a high standard of service.

6-8.2 Planning. A member school, with the participation of the library director and faculty, should prepare, periodically review, and implement a written plan of library development, identifying in detail steps appropriate and resources sufficient to achieve its objectives, including appropriate growth of the collection, sufficient personnel to provide services, suitable physical facilities, and an effective system for facilitating access to materials.

6-8.3 Maintaining Physical Condition of Collection. The law library should assure the preservation of its collection.

6-8.4 Access to Information Resources. To support and encourage the instruction and research of its faculty and students, the law library should offer reasonable access in terms of time and form to a wide array of matters including central collections, databases, jointly held special collections, numerous supportive interdisciplinary materials, and other types of off-site auxiliary resources.

6-8.5 Conditions Conducive to Library Use.

a. The law library should be designed, organized, equipped, operated, and have adequate space to contribute to efficient, comfortable, and productive use by its patrons, and to provide access to appropriate research technology.

b. The law library should be designed, organized, and equipped to enable its staff to carry out research, teaching, and administrative responsibilities.

6-9 Faculty Support. Member schools should provide enough space to faculty to facilitate interaction between faculty and students and to enhance faculty research.

CHAPTER 7. PROCEDURES FOR ADMISSION TO OR WITHDRAWAL FROM MEMBERSHIP IN THE ASSOCIATION; PROCEDURES FOR APPEALS FROM DECISIONS NOT TO RECOMMEND MEMBERSHIP OR TO IMPOSE SANCTIONS

7.1 Membership Application.

a. Time to Apply. A law school seeking AALS membership should, at least 21 months before the Annual Meeting at which it seeks to have its application for membership considered by the House of Representatives, notify the Executive Director of its intention to file an application. Thirteen months before that Annual Meeting, the school should file a notice of readiness, and at least 11 months before that Annual Meeting the school should file its application for membership.

b. Eligibility for Admission. A law school may not be admitted to AALS membership until it has offered five years of instruction and has graduated its third class.

c. Application Fee-Site Evaluation Expenses. An applicant for membership in AALS should pay an application fee of $35,000. The applicant school should also reimburse each member of the team who inspects the school in connection with the application for all expenses reasonably incurred in making the site evaluation and preparing the site evaluation report and the member of the site evaluation team designated to confer with the Membership Review Committee concerning the site evaluation for all expenses reasonably incurred in attending the conference with the Membership Review Committee.

d. Withdrawing an Application for Membership. A law school that has applied for membership may withdraw its application without prejudice at any time before the Executive Committee makes a final decision. If the Executive Committee denies an application, the law school may not file a new application for at least 24 months.

7.2 Appeals from an Executive Committee Decision to Not Recommend Membership or to Impose Sanctions.

a. Appeal by Applicant for Membership. If, after considering a law school's application for membership, the Executive Committee decides not to recommend that the House of Representatives admit the school to membership, the applicant school may appeal this decision to the House by giving written notice to the Executive Director within ten days after notice of the decision is mailed to the applicant school. The appeal may be based only on the ground that the Executive

Committee improperly applied a Bylaw or Executive Committee Regulation to the school and its program in determining not to recommend the school for membership.

b. Appeal by a Member School from Action by the Executive Committee. Under Bylaw Secs. 7-2 and 7-3, a member school may appeal to the House of Representatives a decision of the Executive Committee to censure a school or place it on probation by filing a written notice of appeal with the Executive Director within 20 days after notice of the censure or probation by the Executive Committee is given [Bylaw 7-2(b)]. If the Executive Committee recommends that the House of Representatives suspend or exclude a member school, the Executive Committee must give the member school written notice of its recommendation at least one month before the House of Representatives meets to consider the recommendation [Bylaw 7-3].

c. Procedures for Consideration of Appeals.

(i) The Executive Director should prepare a statement of the pertinent facts concerning the school and its program. If the AALS President and the dean of the law school cannot agree on the statement, the President, after consulting the president or chief executive officer of the applicant's institution, should designate an impartial person to prepare the statement. This person shall determine the procedure for formulating this statement after consulting with both AALS and the school. The school will pay the cost of preparing the statement of facts.

(ii) Within 10 days after the statement of facts is formulated, the Executive Director should send it to the members of the House. The Executive Director should also send to the House the statements prepared on behalf of the school that is bringing the appeal and the Executive Committee describing, in the case of an applicant school, the different interpretations of the Bylaw and Executive Committee Regulation and the reasons, and, in the case of a sanctioned member, the opposing arguments concerning whether the school is materially failing to meet the requirements of membership and whether it has taken or is taking steps that will bring it into compliance, and when.

(iii) At the next Annual Meeting held at least 20 days after these statements are mailed, the House should consider the appeal. The President should take the steps necessary to assure the orderly and fair consideration of the appeal by the House. Representatives of the school are entitled to the privileges of the floor during the consideration of its appeal by the House. The pendency of the appeal does not preclude further consideration of the issues by the Executive Committee on its own motion and consequent modification of its action or recommendation.

7.3 Withdrawal from Membership. A member school may withdraw from membership by (1) non-payment of membership dues [Bylaw 2-3[b]], or (2) sending written notice of withdrawal to the Executive Director, signed by the dean of the law school and, if applicable, the president or chief executive officer of the sponsoring institution. Membership dues will not be refunded if a school withdraws.

CHAPTER 8. RECORDS AND REPORTS

8.1 Compliance Reports. A member school must report periodically or on particular occasions as may be directed by the Executive Committee to disclose whether it has fulfilled the obligations of AALS membership.

8.2 Significant Change of Operation of a School.

a. A member school that contemplates a significant change in its operation should report its plans and undergo review as specified in this Chapter. A significant change in operation means a major institutional change, including, but not limited to, the following: creating a new full- or part-time Juris Doctor program; creating a new division; establishing a branch or other separate location; relocating a school's principal campus to a new and substantially different site; transferring in whole or part of the school and its program to a new entity; merging with a university or education entity that had not previously been affiliated with the school; creating or affiliating with a related or subsidiary education entity to provide legal education; or closing a school or a related or subsidiary education entity.

b. A member school should report fully to the Executive Committee and allow for its review before implementing a significant change in operation. The school's report should address whether it is in compliance currently with AALS's requirements and policies; the school's objectives in making the proposed change; the character of the change; the effects of the change on the school's existing program and operations; and the school's anticipated ability to comply with membership requirements in connection with its implementation of the proposed change and the school's future operations. However, in the case of a (1) transfer in whole or part of the school and its program to a new entity, (2) merger, (3) affiliation with a university or education entity with which it was not previously affiliated, or (4) change in the governance structure of a law school, the member school may, if circumstances justify, delay, notify and report to the Executive Committee immediately after the transfer, merger, affiliation, or change in governance structure has occurred. When there is a delay in reporting to the Executive Committee, the member school should also identify and explain those circumstances.

c. The Executive Committee should review the report of the member school to determine whether the school complies with the requirements of membership, and whether it appears that the school will remain in compliance. The Executive

Committee may defer a final determination pending receipt of additional information concerning the school's initial experience in implementing the change. The Executive Committee may require an inspection of the school at the school's expense to assist it in making this determination. If the Executive Committee requires such an inspection of a member school that has completed a transfer, merger, affiliation, or change in governance structure, the member school's membership in AALS will be continued contingent on the school's remaining in compliance with AALS's membership requirements and policies.

d. The Executive Committee may advise a school that additional review will be required before a final determination can be made concerning the membership status of the school or its affiliated programs. In making this determination, the Executive Committee should consider such elements as existing arrangements and anticipated changes in the character of the school's educational programs; student recruitment and enrollment patterns; faculty hiring, teaching assignments and participation in governance; relationships between the dean, faculty, other administrators, staff, and students; arrangements for provision of educational, library, and student services; and financial and institutional relationships between the school and related entities.

ARTICLES OF INCORPORATION OF THE ASSOCIATION OF AMERICAN LAW SCHOOLS

Articles of Incorporation of the Association of American Law Schools

Revised in 2024

We, the undersigned natural persons who are at least twenty-one years of age, acting as incorporators of a non-profit corporation, adopt the following Articles of Incorporation pursuant to the District of Columbia Nonprofit Corporation Act:

NAME AND TERM

Article 1. Name. The name of the corporation is: THE ASSOCIATION OF AMERICAN LAW SCHOOLS, INC.

Article 2. Term. The term for which this corporation is organized is unlimited and perpetual.

PURPOSE

Article 3. Purpose. The mission of the Association is to improve and advance legal education. The corporation is being organized, and shall be operated, exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Code). The corporation shall not be operated for profit and no part of its net earnings shall inure to the benefit of any of its officers or members or of any private individual. No substantial part of the activities of the corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation; and the corporation shall not participate in, or intervene in (including the publishing or distributing of statements), any political campaign on behalf of any candidate for public office.

POWERS

Article 4. Powers. The corporation shall have all the powers necessary, appropriate or convenient for accomplishing its purposes, including the power to acquire the property and assets of the unincorporated association known as the Association of American Law Schools and to assume that association's obligations and liabilities, the power to adopt rules and procedures governing the admission, accrediting, disciplining and expulsion of its members, and the powers enumerated as general powers possessed by all corporations in the District of Columbia Non-profit Corporation Act (or the corresponding provision of any future statute applicable to a corporation of the kind here being organized).

MEMBERSHIP

Article 5. (a) Members. The corporation shall have one or more classes of members, of which the designations, the manner of election or appointment, and the qualifications or rights of each class shall be set forth in the bylaws.

(b) Meetings of Members. The membership of the corporation shall meet annually at a time and place selected by the Board of Directors. The Board of Directors shall have the power to call special meetings of the membership at such times and places as it shall designate, if it considers such meetings necessary or appropriate.

BOARD OF DIRECTORS

Article 6. Composition and Function of Board of Directors. The affairs of the corporation shall be managed by a Board of Directors which may be designated in the bylaws as the "Executive Committee," selected in accordance with the bylaws, and subject to the provisions of the corporation's bylaws and the directions of the corporation's members expressed at a time and in a way authorized by the corporation's bylaws and consisting of such officers of the corporation and other members as are provided in the bylaws. The President, Secretary and Treasurer of the Corporation shall be elected, have powers and bear titles as provided in the bylaws.

DISTRIBUTION OF ASSETS ON DISSOLUTION

Article 7. Distribution of Assets on Dissolution. If the corporation is dissolved, its property and assets of every kind remaining after the payment of its creditors shall, upon recommendation of the Board of Directors and approval of two-thirds of the then members of the corporation qualifying as such under Article 5(a) of these articles, be transferred to one or more corporations, funds, foundations, societies or organizations engaged in activities similar to those of this corporation and organized and operated exclusively for religious, charitable, scientific, literary or educational purposes, no part of the net earnings of which inure to the benefit of any private shareholder, member or individual. If the Board of Directors does not make such a recommendation or the required approval of two-thirds of the members is not obtained, the corporation's remaining property and assets shall be distributed among the then members of the corporation qualifying as such under Article 5(a), in the same proportion as their respective last preceding payment of dues, provided that all such members are then non-profit educational institutions; and if any is not, the assets shall be distributed among such members as are non-profit educational institutions.

INITIAL REGISTERED OFFICE AND AGENT

Article 8. Initial Registered Office and Agent. The initial registered office of the corporation shall be at Suite 370, One Dupont Circle, N.W., Washington, D.C. 20036, and the initial registered agent at that address shall be Michael H. Cardozo.

INITIAL BOARD OF DIRECTORS

Article 9. Number of Members on Initial Board of Directors and their Names and Addresses. The initial Board of Directors shall consist of six members. The names and addresses of the initial Board of Directors, who shall serve until their successors are elected and qualified, are as follows:

Member of Board	Address	City and State
Alfred F. Conard	School of Law, University of Michigan	Ann Arbor, Michigan 48104
Richard C. Maxwel	Law School, University of Minnesota	Minneapolis, Minnesota 55455
Ian R. Macneil	Cornell Law School	Ithaca, New York 14850
Paul Oberst	College of Law, University of Kentucky	Lexington, Kentucky 40506
Willard H. Pedrick	College of Law, Arizona State University	Tempe, Arizona 85281
Maurice Rosenberg	School of Law, Columbia University	New York, New York 10027

INCORPORATORS

Article 10. Names and Addresses of Incorporators. The names and addresses of the incorporators of this corporation are as follows:

Incorporator	Address	City and State
Alfred F. Conard	School of Law, University of Michigan	Ann Arbor, Michigan 48104
Michael H. Cardozo	Association of American Law Schools, 1201 Connecticut Ave, N.W. Suite 800	Washington, D.C. 20036
Peter L. Wolff	Association of American Law Schools, 1201 Connecticut Ave, N.W. Suite 800	Washington, D.C. 20036

IN WITNESS WHEREOF, we hereby subscribe to these Articles of Incorporation this 27th day of January 1971, in Washington, D.C.

(signed) Alfred F. Conard

Alfred F. Conard

(signed) Michael H. Cardozo

Michael H. Cardozo

(signed) Peter L. Wolff

Peter L. Wolff

District of Columbia: ss

I, Eleanor Quill, a Notary Public in and for the District of Columbia, do hereby certify that Alfred F. Conard, Michael H. Cardozo and Peter L. Wolff, parties to the above Articles of Incorporation of the Association of American Law Schools, Inc., appeared before me in this District, the said persons being personally well known to me as the persons who executed the said Articles, and acknowledge the same to be their act and deed.

Given under my hand and seal this 27th day of January, 1971.

(signed) Eleanor Quill (SEAL)

(Certificate of Incorporation issued February 2, 1971, Office of Recorder of Deeds, D.C., Amended January 23, 2024)

RULES OF PROCEDURE FOR THE HOUSE OF REPRESENTATIVES OF THE ASSOCIATION OF AMERICAN LAW SCHOOLS

Rules of Procedure for the House of Representatives of the Association of American Law Schools

As last amended January 8, 2022

1. Credentials. The credentials of representatives of member schools in the House of Representatives must be filed with the Executive Director of the Association as much in advance of the Annual Meeting as possible. The credentials should include an alternate representative to serve in the absence of the regular representative. Credentials may take the form of a letter to the Executive Director from the Dean or Acting Dean of the member school. In the event of any dispute concerning the credentials of any representatives, the Membership Review Committee of the Association shall serve as the Credentials Committee.

2. Attendance. Meetings of the House of Representatives are open to members of the faculties of member schools and to the Executive Director and staff and, unless excluded by a ruling of the presiding officer, to others.

3. Seating. An area shall be maintained at in-person meetings of the House for the exclusive use of members of the House of Representatives.

4. Presiding Officer. The President of the Association shall preside at the meetings of the House. In the absence of the President, the President-Elect of the Association shall preside. In the absence of both the President and President-Elect, the President's designee shall preside.

5. Agenda. The agenda for the Annual Meeting of the Association shall be prepared and presented by the Executive Committee for adoption by the House of Representatives at the beginning of in-person meetings of the Association, or by electronic communication in advance of virtual meetings.

6. Privileges of the Floor.

a. Representatives and Alternate Representatives. Each representative has the right to speak, to move, to vote, to object, to appeal, and other rights appropriate to members of parliamentary bodies; if the representative is absent, the duly accredited alternate becomes the representative. A representative or alternate may not delegate these privileges, unless specially authorized to do so by the school represented.

b. Faculty Members. Any member of the faculty of a member school may speak to a question before the House.

c. Committee and Section Officers. The Chair of a section or committee or other representative designated by it may speak and offer a motion in connection with a report submitted by the committee or section. If a minority report is filed, a representative of the minority of the committee or section may also speak and offer a motion in connection with the report.

d. Executive Director. If the presiding officer approves, the Executive Director may address the House.

e. Other Persons. Any other person may apply for recognition by the presiding officer. If recognition is denied by the presiding officer, or if objection to recognition is made, the applicant may be recognized upon affirmative vote of two-thirds of those voting.

7. Agenda Items Initiated by Others Than the Executive Committee.

a. A section or a representative of a member school may have a resolution or main motion placed on the agenda of the House by complying with Subsection (b).

b. Resolutions or Main Motions. Resolutions to be presented for consideration by the House of Representatives must be submitted in writing and received at the office of the Executive Director 45 days prior to the first business session of the Annual Meeting. When so submitted, such a main motion or resolution shall be placed on the agenda and promptly circulated to members of the House of Representatives. The 45-day notice requirement may be suspended by a two-thirds vote of the House upon a finding of an emergency.

c. Other Matters. Before a session of the House, a representative may request that the President set an order of business that authorizes discussion of a subject germane to the purposes of the Association. The President may authorize that a stated time, not exceeding 15 minutes, be allocated to a discussion of the subject by the requesting representative and an equal time to others to respond. At the beginning of the session the president shall state the requests received and the decision thereon.

8. Reports. Unless specific provision is made to the contrary, reports of standing and ad hoc committees shall be presented in writing.

9. House Record and Summary. The proceedings of the House of Representatives shall be recorded and a record of action taken shall be prepared by the Executive Director of the Association. As soon as practicable after the final business meeting, the record of action shall be sent to all member schools, the President, and

members of the Executive Committee. A member of the House who believes that an error was made in that record should notify the Executive Director promptly. Action on a proposed correction shall be taken at the next session of the Executive Committee.

10. Voting. Voting by representatives at in-person meetings shall be by voice, unless a vote by show of hands or by roll call is ordered by the presiding officer. A roll call vote shall be ordered on demand of three representatives.

11. Written Ballot. If there is more than one nomination for an office of the Association, or if there are more nominations than the number of persons to be elected to the Executive Committee the election must be by written ballot. The presiding officer shall appoint five members of the House to act as tellers. For in-person meetings the tellers shall prepare, distribute, collect, and count the ballots.

12. Quorum. A quorum of the House of Representatives consists of representatives from a majority of the member schools.

13. Parliamentary Authority. The current edition of Roberts' Rules of Order governs the House of Representatives in parliamentary situations that are not covered by the constitution, the bylaws, or these rules of procedure.

14. Officers of the House. The presiding officer shall appoint such officers of the House as he or she considers appropriate, including the parliamentarian, clerk, and sergeant at arms.

15. Amendments. These rules of procedure may be amended by a vote of two-thirds of those voting, but not less than one-third of the total number of member schools. These rules of procedure may be amended by ballot in advance of the Annual Meeting, which can include an electronic balloting system, subject to these same requirements. Ballots shall provide an opportunity to vote either for or against the proposed amendment(s). Solicitations for votes by ballot shall (1) Indicate the number of responses needed to meet the quorum requirements; (2) State the percentage of approvals necessary to approve each matter other than election of directors; and (3) Specify the time by which a ballot must be received by the Association in order to be counted. Once cast, a ballot may not be revoked.

16. Suspension of Rules. Any provision of any rule may be suspended at any time by a vote of three-fourths of those voting but not less than half of the total number of member schools.

INTERPRETIVE PRINCIPLES TO GUIDE RELIGIOUSLY AFFILIATED MEMBER SCHOOLS AS THEY IMPLEMENT BYLAW SECTION 6-3(A) AND EXECUTIVE COMMITTEE REGULATION 6-3.1

Interpretive Principles to Guide Religiously Affiliated Member Schools as They Implement Bylaw Section 6-3(a) and Executive Committee Regulation 6-3.1

These principles are intended to guide religiously affiliated member schools as they implement Bylaw Section 6-3(a) and revised ECR 6-3.1. They seek to strike a fair and sensitive balance between the values of religious liberty and nondiscrimination based upon sexual orientation. These principles are based on the premise that Bylaw 6-3(a) protects against discrimination on the basis of sexual orientation. When applied to religiously affiliated schools, that absolute protection of the status of sexual orientation continues, but in the unique context of religious liberty, Bylaw 6-3(a) and ECR 6-3.1 should be interpreted to permit the regulation of conduct when that conduct is directly incompatible with the essential religious tenets and values of a member school. These principles will guide the Accreditation Committee in reviewing whether a member school is in compliance with the Association's Bylaws and Executive Committee Regulations.

1. We reaffirm that the academic freedom principles set forth in ECR 3.7(b) bind all member schools. This principle in no way changes the current situation, since religiously affiliated schools have never been exempt from academic freedom principles. However, it is important to recognize that, insofar as alleged discrimination occurs in a context that also suggests the denial of academic freedom, the fact that the acts occurred as a result of a religiously held tenet and value in no way alters the need to determine whether the individual's academic freedom has been denied.

2. No school may make any direct inquiry into the sexual orientation of applicants for admission or candidates for faculty or staff position. Given the importance of assuring the privacy interests of applicants, this principle affirms that inquiries into an applicant's sexual orientation are proscribed.

3. No individual or organization of students, staff, or faculty should suffer disadvantage solely because of the status of the individual's sexual orientation or the organization's focus on the subject of sexual orientation. Recognition of individual dignity and the need for all persons to coexist require all institutions to refrain from discrimination based solely on the identified status of an individual or on an organization's focus on the subject of sexual orientation. This principle recognizes

that students, staff, and faculty have a right to establish such organizations. At the same time, however, religiously affiliated institutions which have core values directed toward conduct within their communities are entitled to protect those values if they do so in a manner consistent with principle #4 below.

4. In any circumstance in which a school finds that the conduct of an individual or an organization conflicts with the religious values of the school, the school shall make a good faith examination whether and in what ways it can accommodate the rights of the individual or the organization under Bylaw 6-3(a) consistent with the school's essential religious tenets, and it shall act accordingly. The key to coexistence and tolerance between groups of divergent beliefs is the willingness to try to accommodate each other's beliefs to the fullest extent possible. In affirming the essential importance of both religious liberty and nondiscrimination, this principle provides that religiously affiliated schools will periodically review and evaluate their policies and procedures so that exclusion of members from or limitation on the participation of members within the law school community based upon conduct occurs only to the extent necessary, in compelling circumstances, and when essential religious tenets require such a result. The conclusions reached after such a searching inquiry may change over time, since few things remain static, and this principle affirms the continuing need for careful and serious reflection when the invocation of a particular rule or tenet threatens the right of an individual or an organization to be free of discrimination. This principle is not designed to suggest the appropriate outcome of any particular conflict, but it does impose a good faith obligation on the institution to make whatever accommodations appear feasible under the circumstances presented. Moreover, if the essential religious tenets lead to a prohibition of all nonmarital sexual conduct, the school must, nevertheless, comply with Bylaw 6-3(a), which prohibits differences in treatment based on sexual orientation.

5. Religiously affiliated schools have an obligation to give clear notice of the religious tenets and values of the institution to prospective members of the law school community prior to their affiliation with the school. This notice requirement parallels that now found in ECR 6-3.1, which pertains only to the preference that institutions may give to their coreligionists. However, the requirement seems equally important here, to the extent that the preceding principles acknowledge that there may be some circumstances in which, because of a deeply held religious tenet and value, a particular religiously affiliated institution may engage in practices that otherwise would be deemed to violate the regulation. It is most important that individuals seeking to become members of a particular law school community become fully aware of the culture of the institution so that they can make informed decisions about whether they will feel comfortable in an environment where they will be expected to conform their behavior to those tenets and values. In this regard, if the school has a conduct code that implicates the concerns addressed in

these Interpretive Principles (including a ban on all nonmarital sexual conduct), the school's bulletin and admissions materials should state these restrictions clearly so as to avoid misunderstanding.

Adopted by the Executive Committee, August 5, 1993

STATEMENTS OF GOOD PRACTICES

Statement of Good Practices on Diversity, Equal Opportunity and Affirmative Action

The purpose of the Association of American Law Schools, as stated in the first article of its bylaws, is "the improvement of the legal profession through legal education." Toward this end, one requirement of the bylaws is that member schools "seek to have a faculty, staff and student body which are diverse with respect to race, color, and sex."

AALS' commitment to equality of opportunity and diversity reflects the judgment of the member schools that these are core values in legal education and in the legal profession. The objective reaches beyond simply ensuring access to all who are qualified. It seeks to increase the number of persons from underrepresented groups in law schools, in the legal profession and in the judiciary in order to enhance the perception of fairness in the legal system, to secure legal services to all sectors of society, and to provide role models for young people.

Diversity means more, however, than expanding access to those historically underrepresented in and underserved by legal education and the legal profession. Its objective is also to create an educational community—and ultimately a profession—that incorporates the different perspectives necessary to a more comprehensive understanding of the law and its impact on society; and to assure vigorous intellectual interchanges essential for professional development. It also implies changing the culture of educational institutions—making learning, the curriculum, and pedagogy more responsive to the needs of a changing student population and a changing world. It presumes an obligation to create a greater sense of belonging, of connectedness, and of place for all members of the educational community.

In an increasingly multicultural nation with a global reach, a commitment to diversity—to broadening the boundaries of inclusiveness of American institutions—is economically necessary, morally imperative, and constitutionally legitimate. In higher education, diversity is also vital to intellectual pursuits. Different backgrounds affect the way people see the world. These differences enrich learning, scholarship, public service, and institutional governance. The voices from diverse cultures bring to the classroom important and different perspectives.

Although there has been great progress in recent decades in respect to the number of women and members of minority groups in American law schools, legal 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.

Adopted by the Executive Committee, November 1995

Amended July 12, 2017

Statement of Good Practices on Gender Identity and Gender Expression

In 2016, AALS added gender identity and gender expression to the list of bases on which member schools are required to protect students, faculty and staff from discrimination. See Bylaw Section 6-3. Because this is a developing area of antidiscrimination law, the AALS offers this Statement of Good Practices, not as a disciplinary code, but to provide guidance to our member schools.

At the most general level, deans and other administrative leaders should set the tone regarding the importance of respecting the gender identity and expression of members of the law school community. They might do so, for example, by framing the prohibition against discrimination on the bases of gender identity and gender expression as part of a broader institutional commitment to achieve equity, diversity, and inclusion for all members of the law school community. Law schools can also shape the tone of their institutions by being clear about this gender identity and gender expression antidiscrimination mandate and by being transparent about the processes in place, both at the school and, when appropriate, campus-wide level, to respond to both forms of discrimination.

With respect to gender identity specifically, law schools should be mindful that members of the community may go through gender transition prior or subsequent to joining the law school community. Gender transition refers to the process in which transgender individuals begin asserting the sex that corresponds to their gender identity instead of the sex they were assigned at birth. During gender transition, individuals begin to live and identify as the sex consistent with their gender identity and may dress differently, adopt a new name, and use pronouns consistent with their gender identity. Transgender individuals may undergo gender transition at any stage of their lives, and gender transition can happen swiftly or over a long duration of time.

Because a person's gender identity may be different from or the same as the person's sex assigned at birth, requiring members of the law school community to provide legal or medical evidence in order to treat them in accordance with their gender identity, or refusing to call people by the name and pronouns consistent with their gender identity, potentially burdens people's freedom to choose and define their gender. Schools should be thoughtful when counseling or directing students about acceptable dress and appearance, particularly when grades or professional opportunities are involved. In situations where school staff or administrators are required by law to use or to report a transgender student's legal name or gender, such as for purposes of sitting for the bar examination,

school staff and administrators should adopt practices to avoid the inadvertent disclosure of such confidential information.

Prohibiting members of the law school community from using restrooms, locker rooms, or other sex-segregated facilities that are consistent with their gender identity, or forcing them to use separate facilities, may also burden a person's freedom to define or choose their gender. To accommodate transgender members of the community, law schools may consider designating at least some facilities single-use facilities for everyone.

With respect to gender expression specifically, law schools should be mindful that people express their gender through personal appearance, mannerisms, and other social cues. Some people's gender expression may not conform to societal expectations based on their sex assigned at birth. For instance, a person who identifies as a woman who has a more androgynous or masculine gender expression could be considered gender non-conforming. Law schools should not adopt policies or practices that are based on the view that a person's expressions of gender (for example, as masculine or feminine) must align with their gender identity or their sex assigned at birth (for example, as a man/male or a woman/female).

Protecting people from discrimination on the basis of gender identity and gender expression includes respecting the choices they make about how to define and express their gender, respecting people's privacy concerning their transgender status, including details relating to gender transition, not excluding anyone from law school opportunities, activities, or events because of their gender identity or gender expression, and, upon learning that a person is being discriminated against—including being harassed or bullied—because of their gender identity or expression, taking action to stop and remediate the discriminatory conduct.

The AALS has revised its Bylaws to include gender identity and gender expression to reflect changes in societal norms and the law, and has published this Statement of Good Practices to assist member schools in meeting their commitment to create and maintain inclusive and non-discriminatory institutional environments.

Adopted by the Executive Committee, July 12, 2017

Statement of Good Practices by Law Professors in the Discharge of their Ethical and Professional Responsibilities

A law professor occupies a unique role in the legal profession. As detailed below, among other commitments, law faculty hold responsibilities as teachers and scholars, and as community members, mentors, advocates, leaders, and guardians of the rule of law. Law professors help prepare students to become active and capable members of the legal profession. In furtherance of this role, law professors bear a special relationship to the law and hold a close connection to the bench and bar.

As role models for students and other members of the legal profession, law professors should act with the highest ideals and ethics. As members of a learned profession, law professors have a duty to uphold the rule of law, to seek justice, to share knowledge, and to improve the lives of others. Law professors should adhere to the Code or Rules of Professional Conduct of the state bars to which they belong as well as the professional guidelines of the institutions in which they teach. Law professors are also dedicated to excellence in teaching and scholarship, and support academic freedom and diversity, including diversity of backgrounds and viewpoints, while seeking to foster justice in serving our many communities–local, national, and international.

This Statement is intended to provide general guidance to law professors concerning ethical and professional standards of our profession. While this Statement is primarily directed to full-time law faculty, much of the advice may also assist part-time faculty. The Statement recognizes that full-time law faculty may have different responsibilities, depending upon the nature of their school and the specifics of their faculty role. The effort here is to provide guidance at a level of generality to assist most law faculty and to provide guidance to law professors concerning their responsibilities (1) to students, (2) as scholars, (3) to colleagues, (4) to the law school and university at which they teach, and (5) to the bar and the general public.

I. RESPONSIBILITIES TO STUDENTS

As teachers, scholars, counselors, mentors, and friends, law professors can profoundly influence students' attitudes concerning professional competence and responsibility. Professors should assist students in recognizing the responsibility of lawyers to advance justice.

Because they function as role models, professors should be guided by relevant ethical and professional standards. In all their pursuits, professors should seek to model and encourage in others the highest standards of professionalism, anti-bias, and justice.

Law professors should aspire to excellence in teaching and to mastery of the doctrines and theories of the subjects they teach. They should prepare conscientiously for class and employ teaching methods appropriate for the subject matter and objectives of their courses. The objectives and requirements of their courses, including applicable attendance and grading rules, should be clearly stated. Classes should meet as scheduled or, when this is impracticable, classes should be rescheduled at a time reasonably convenient for students, or alternative means of instruction should be provided.

Law professors have an obligation to treat students professionally and with respect and to foster a stimulating and productive learning environment in which the pros and cons of debatable issues are fairly acknowledged. Teachers should nurture and protect intellectual freedom for their students and colleagues and should nurture a sense of belonging and an inclusive environment where all voices matter. If a professor expresses views in class that were espoused in representing a client or in consulting, the professor should make appropriate disclosure.

Evaluation of student work is one of the fundamental obligations of law professors. Examinations and assignments should be conscientiously designed and all student work should be evaluated with impartiality. Grading should be done in a timely fashion and should be consistent with standards recognized as legitimate within the professor's institution and the profession. A student who so requests should be given an opportunity to discuss the graded material with their professor and should be provided with an explanation of the grade assigned.

Law professors should be reasonably available to counsel students about academic matters, career choices, and professional interests. In performing this function, professors should make reasonable efforts to ensure that the information they share is timely and accurate. When in the course of counseling a student a professor receives information that the student may reasonably expect to be confidential, the professor should not disclose that information to anyone unless required to do so by a university or law school rule or applicable law. Professors should inform students concerning the possibility of such disclosure.

Professors should be as fair and complete as possible when communicating evaluative recommendations for students and should not permit invidious or irrelevant considerations to infect these recommendations. If information disclosed in confidence by the student to the professor makes it impossible for the professor to write a fair and complete recommendation without revealing the

information, the professor should so inform the student and respectfully decline to provide the recommendation unless the student consents to full disclosure.

Discriminatory conduct based on factors such as race, color, religion, national origin, sex, sexual orientation, gender identity and expression, ability or handicap, age, or political beliefs is unacceptable in the law school community. Law professors should seek to make the law school an inclusive and equitable community for all students and should be sensitive to the harmful consequences of professorial or student conduct or comments in classroom discussions or elsewhere that perpetuate stereotypes or prejudices involving such factors.

Sexual or romantic relationships between a professor and a student who are not already married to each other or who do not have an analogous relationship are inappropriate. A professor who is closely related to a student by blood or marriage, or who has a preexisting analogous relationship with a student, normally should eschew roles involving professional responsibility for the student.

II.RESPONSIBILITIES AS SCHOLARS

A basic responsibility of the community of higher education in the United States is to refine, extend, and transmit knowledge. As members of that community, law professors share with their colleagues in the other disciplines the obligation to discharge that responsibility. Law schools also have a responsibility to maintain an atmosphere of academic freedom and respect for diverse viewpoints in which knowledge can be sought and shared without hindrance. Law professors are obligated, in turn, to make the best and fullest use of that freedom to fulfill their scholarly responsibilities.

In teaching, as well as in research, writing, and publication, the scholarship of others is indispensable to one's own. A law professor thus has a responsibility to be informed concerning the relevant scholarship of others in the fields in which the professor writes and teaches. To keep current in any field of law requires continuing study. To this extent the professor, as a scholar, must remain a student. As a corollary, law professors have a responsibility to engage in their own research and publish their conclusions. In this way, law professors participate in an intellectual exchange that tests and improves their knowledge of the field, to the ultimate benefit of their students, the profession, and society.

The scholar's commitment to truth requires intellectual honesty and open-mindedness. Academic freedom enables and encourages a professor to state arguments and conclusions frankly, even if unpopular. Although a law professor should feel free to criticize another's work, misrepresenting facts or another's work is always unacceptable. Relevant evidence and arguments should be addressed, not elided or distorted.

When another's scholarship is used–whether that of another professor or that of a student–it should be fairly summarized and candidly acknowledged. The same is true when using artificial intelligence or other evolving technologies. Significant contributions require acknowledgement in every context in which ideas are exchanged. Publication permits at least three ways of doing this: shared authorship, attribution by footnote or endnote, and discussion of another's contribution within the main text. Which of these will suffice to acknowledge scholarly contributions by others will, of course, depend on the extent of the contribution.

To preserve scholarly integrity, a law professor should disclose material facts in each covered activity (defined below) concerning any receipt of direct or indirect payment for, or any personal or familial economic interest in, the subject of the publication. Disclosure is not required for normal academic compensation, such as salary, internal research grants, and honoraria and compensation for travel expenses from academic institutions, or for book royalties. Disclosure of material facts should include: (1) the conditions imposed or expected by the funding source on views expressed in the covered activity and (2) the identity of any funding source, except where the professor has provided legal representation to a client in a matter external to legal scholarship under circumstances that require the identity to remain privileged under applicable law. If such a privilege prohibits disclosure the professor shall generally describe the interest represented.

A law professor should also disclose the fact that views or analysis expressed in any covered activity were espoused or developed in the course of either paid or unpaid representation of or consultation with a client when a reasonable person would be likely to see that fact as having influenced the position taken by the professor. Disclosure is not required for representation or consultation that is sufficiently remote in time that a reasonable person would not expect it to be disclosed. Disclosure should include the identity of any client, where practicable and where not prohibited by the governing Code or Rules of Professional Conduct. If such Code or Rules prohibit a professor from revealing the identity of the client, then the professor shall generally describe the client or interest represented or both. Covered activities include any published work, oral or written presentation to conferences, drafting committees, legislatures, law reform bodies and the like, and any expert testimony submitted in legal proceedings.

A law professor should make, to the extent possible, all disclosures discussed in this policy at the earliest possible time. The earliest possible time should be when the professor is invited to produce the written work for publication or to make a presentation or when the professor submits the written work for publication or delivers the presentation.

III. RESPONSIBILITIES TO COLLEAGUES

Law professors should treat colleagues and staff members professionally and with respect. Tenured law professors should be particularly sensitive to the terms of any debate involving their untenured colleagues and should so conduct themselves that those colleagues will understand that no adverse professional consequences would follow from expression of, or action based upon, beliefs or opinions contrary to those held by the tenured professor.

Matters of law school governance deserve the exercise of independent judgment by each voting member of the faculty. It is therefore inappropriate for a law professor to apply any sort of pressure other than persuasion on the merits in an effort to influence the vote of another member of the faculty.

Law professors should comply with institutional rules and policies requiring confidentiality concerning oral or written communications. Such rules or policies frequently will exist with respect to personnel matters and evaluations of student performance. The Family Educational Rights and Privacy Act (FERPA), for instance, has strict rules about student privacy and professors should become familiar with its requirements. If there is doubt whether such a rule or policy is in effect, a law professor should seek clarification.

An evaluation made of any colleague for purposes of promotion or tenure should be based exclusively upon appropriate academic and service criteria fairly weighted in accordance with standards understood by the faculty and communicated to the subject of the evaluation.

Law professors should make themselves reasonably available to colleagues to discuss teaching methods, content of courses, possible topics of scholarship, scholarly work in progress, and related matters. Professors should honor requests from their own law schools for evaluation of scholarship and teaching in connection with promotion or tenure decisions. Law professors should also give sympathetic consideration to similar requests from other law schools.

As is the case with respect to students (Part I), sexual harassment, or discriminatory conduct involving colleagues or staff members on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity or expression, ability or handicap, age, or political beliefs is unacceptable.

IV. RESPONSIBILITIES TO THE LAW SCHOOL AND UNIVERSITY

Law professors have a responsibility to participate in the governance of their university and particularly the law school itself. Although many duties within modern universities are assumed by professional administrators, the faculty retains substantial collective responsibility to provide academic leadership.

Individual professors have a responsibility to assume a fair share of that leadership, including the duty to serve on faculty committees and to participate in faculty deliberations.

Law professors are frequently in demand to participate in activities outside the law school. Such involvement may help bring fresh insights to the professor's classes and writing. Excessive involvement in outside activities, however, reduces the time that the professor has to meet obligations to students, colleagues, and the law school. A professor thus has a responsibility both to adhere to a university's specific limitations on outside activity and to assure that outside activities do not significantly diminish the professor's availability to meet law school obligations. Professors should comply with applicable laws and university regulations and policies concerning the use of university funds, personnel, and property in connection with such activities.

When a law professor resigns from a university to assume another position, or seeks a leave of absence to teach at another institution, or assumes a temporary position in practice, government or other sector, the professor should provide reasonable advance notice.

Although all law professors have the right as citizens to take positions on public questions, each professor has a duty not to imply that the professor speaks on behalf of the law school or university. A professor should take steps to assure that any designation of the professor's institution in connection with the professor's name is for identification only. A professor may face other limitations under applicable laws and university regulations and policies.

V. RESPONSIBILITIES TO THE BAR AND GENERAL PUBLIC

One of the traditional obligations of members of the bar is to engage in uncompensated public service or pro bono legal activities. As role models for students and as members of the legal profession, law professors should accept this responsibility with enthusiasm. This responsibility can be met in many ways, including direct client contact through legal aid or public defender offices (whether or not through the law school), participating in the legal work of public interest organizations, lecturing in continuing legal education programs, educating public school students, advising local, state and national government officials on legal issues, engaging in legislative drafting, or other law reform activities.

Law professors' responsibilities extend beyond the classroom to include out-of-class mentoring of students and other professional activities in support of students' professional development. Members of the law teaching profession should have a strong sense of the special obligations that attach to their calling. They should recognize their responsibility to serve others and not be limited to pursuit of self-interest. This general aspiration cannot be achieved by edict, for moral integrity and dedication to the welfare of others cannot be legislated. Nevertheless, a public statement of good practices concerning ethical and professional responsibility can enlighten newcomers and remind experienced teachers about basic ethical and professional tenets—the ethos—of their profession.

Although the norms of conduct set forth in this Statement may be relevant when questions concerning propriety of conduct arise in a particular institutional context, the Statement is not promulgated as a disciplinary code.

Adopted by the Executive Committee, November 17, 1989

Amended May 22, 2024

Statement of Good Practices for the Recruitment and Hiring of Entry-Level Faculty Members

The Association of American Law Schools recognizes that the processes used by law schools to recruit new faculty members into the legal academy have important implications for candidates, for schools competing for candidates, and for the culture of legal education. The Association also recognizes that flexibility in the recruitment and hiring process is important. Law schools have different needs and varying internal and external pressures at different times that make it difficult, even for an individual school, to follow the same process for every candidate. These difficulties multiply when one considers the many differences that contribute to each law school being unique. Even simple differences like size, budgetary flexibility, timing of budget cycles, and geographic location have an impact on how each school approaches the hiring process.

Nevertheless, some recruitment and hiring practices raise concerns about fairness to prospective appointees and about the unintended messages these practices might send about the culture of legal education.

I. Offers of Employment to Individuals in the Faculty Appointments Register: *When a law school offers a teaching position to an individual listed in the Faculty Appointments Register, it is unfair to the prospective appointee and to other member schools to make an offer that expires sooner than four weeks from the conclusion of the Faculty Recruitment Conference. (This four-week timetable applies only to offers made to individuals who listed themselves in the Faculty Appointments Register.)*

The Association recognizes that not all entry-level faculty members are found or hired through the Faculty Appointments Register, and that there is significant value added by entry-level recruitment and hiring activities that take place independent of the Faculty Appointments Register and Faculty Recruitment Conference. However, the Register and Conference provide an open, vigorous, and competitive market in which recruiting and hiring activities take place. There is value in preserving that market.

If a law school makes an offer to an individual listed in the Register that expires sooner than four weeks from the conclusion of the Conference, the school may deprive that candidate of the chance to participate fully in the recruiting market impliedly promised to those who entered the Register. At the very least, it puts a heavy burden on the candidate to turn down the offer in hand to participate more fully in the market. Using short-fused offers that expire

before, during, or soon after the Faculty Recruitment Conference is also unfair to member schools. Their dues help to support the AALS Faculty Recruitment Services, and they reasonably expect that their support will give them an opportunity to seek interviews with those in the Register at the Conference. Over time, using short-fuse offers would encourage other law schools to engage in similar behavior. Candidates who feel that they were unfairly pressured into accepting an early offer might choose to remain in the market to see what other offers might come their way. The potential for undermining the open and competitive market created by the Faculty Appointments Register and the Faculty Recruitment Conference is obvious.

II. Entry-Level Faculty Member Offers Not Covered by Part I: *In circumstances beyond those governed earlier in Part I, it is a normal and desirable practice that the candidate be given at least two weeks to respond to an offer. Only in rare circumstances should a law school give a candidate less than one week to respond to an offer of employment.*

The practice of making offers that expire after a specified date or period of time is common in legal education. When a school has specific hiring needs and a short list of candidates who in the school's judgment meet those needs, it is often necessary to place a time limit on a candidate's ability to accept the offer to ensure that if the preferred candidate declines the offer, other acceptable candidates will still be available. AALS survey data indicate that when schools place time limits on offers, they are typically for periods of two weeks or longer, often with some willingness communicated to the candidate that the deadline might be extended at the candidate's request. But situations exist when a school will feel compelled to require a response to an offer in a shorter time frame with less flexibility, particularly if the list of available candidates that can fill a specific need is very short and the candidates are highly sought after. Response periods of less than one week should rarely be used, however, because they impose a heavy burden on a candidate trying to make an important decision that will have a significant impact on the candidate's future.

Adopted by the Executive Committee, May 2007

Amended July 12, 2017

Statement of Good Practices for the Recruitment of and Resignation by Full-Time Faculty Members

The Association of American Law Schools recognizes that the mobility of faculty members among law schools and other professional positions is both inevitable and desirable. Yet the departure of a full-time faculty colleague always requires changes at a law school. Unless the school is given sufficient time to find another faculty member to offer the instruction given by the departing teacher, the reasonable expectations of students will be frustrated and the school's educational program otherwise disrupted. To serve the best interests of the program of legal education from which the teacher is departing and that to which she or he may be going, the Association suggests that law schools and law faculty members consider the following principles. These principles are entirely voluntary. The Association recognizes that these principles will not apply in all situations and that individual schools and faculty members will make their own decisions in each individual situation. Individual schools remain free to adopt their own policies to ensure that their educational program is not disrupted.

Importance of Early Recruitment. Negotiations regarding the appointment for the following academic year of a full-time faculty member at another law school should be started and completed as early as practicable in the academic year.

Offer of Appointment. Each individual law school is free to make offers of appointment at any time. However, in keeping with their educational mission, in developing individual practices about when to make offers, law schools can appropriately consider how the timing of their offers might impact the educational program of law students at other schools. Individual laws schools should also recognize that the faculty member will need time to fully consider the offer and provide timely notice of resignation or request for leave of absence from his or her current position. In the Association's experience, many law schools aim to have their educational programs for the next academic year set by the end of the spring of the prior academic year, and thus appointment offers for the following academic year that are made by the early spring are less likely to disrupt the educational program and more likely to provide faculty members with sufficient time to consider the offer and to provide adequate notice to their existing employers.

Resignation or Request for Leave of Absence. Individual law schools are encouraged to develop their own policies consistent with applicable law to limit the impact of faculty resignations and requests for leave of absence on their

educational program. These policies could include, for example, requirements that faculty members provide a certain amount of advance notice before accepting another position or deadlines by which faculty members must inform the school of their intentions for the next academic year. In addition, a full-time faculty member should endeavor to reduce the disruption to the educational program of his or her current law school when resigning to accept a teaching appointment at another law school during the next academic year. Accordingly, faculty members should accept offers as soon as practical. In AALS's experience, resignations and requests for leave of absence that occur before mid-spring are in general less likely to disrupt the educational program of the existing law school.

Recruitment of the Dean or Director of the Library. An offer to serve as dean starting the following academic year should be made to a full-time law teacher or dean as early as practicable in the academic year. Because the impact on a school's program is significantly different in having to defer appointment of the dean for a year from that of having to defer appointment of a full-time teacher, the appointment of a dean may appropriately follow a later schedule than that for the appointment of a full-time faculty member. This standard also applies to the director of the law school library.

Adopted by the Executive Committee,

August 12, 1979

Amended,

February 25, 2019

Statement of Good Practices for the Recruitment and Retention of Minority Law Faculty Members

A core value of the Association of American Law Schools is a commitment to recruiting and retaining a diverse faculty. See Section 6-1 of the AALS Bylaws. Law schools should embrace racial and ethnic diversity, including diversity among faculty, as a factor that strengthens the institution and its educational mission. Many schools have experienced particular difficulties, however, satisfying the AALS core value and their own value of a diverse faculty. Although many of the strategies suggested below would improve the recruitment and retention of faculty generally, this set of Good Practices is especially relevant to recruiting and retaining diverse faculty. The AALS recognizes that every member school is subject to the particular constraints of its geographic locale, its public or private setting, its local jurisdiction, and other defining characteristics. The practices suggested in this statement can be adapted to the needs of each school, and other strategies may be effective in achieving faculty diversity for both full and part-time faculty.

I. RECRUITMENT

Setting the Tone. Deans should set the tone regarding the importance of diversity in faculty hiring and recruiting by emphasizing the value of hiring racially and ethnically diverse candidates to their faculty.

Self-Study and Evaluation. Law schools should undertake serious and ongoing self-study and evaluate their progress toward achieving a diverse faculty and develop strategies as a community for improving this progress. Regular faculty meetings are not always the best setting to advance a school's efforts. Faculty retreats or other dedicated events may better focus the faculty's efforts.

Discussions About Faculty Searches and the Role of Diversity. At the commencement of the hiring season, Deans should lead their faculties in discussions regarding the qualities being sought in faculty candidates and how those qualities give practical effect to the school's mission or goals. Before any consideration of individual candidates, deans should also lead their faculties in a conversation about the value of diversity, its role and significance in faculty searches, and the institution's commitments under the AALS Bylaws. Deans should consider charging their Appointments Committees broadly so that their Committees may pursue promising minority candidates even if the candidates do not fit a pressing curricular need of the law school.

Diverse Committees. When constituting Appointments Committees, deans, associate deans and faculties should lay a solid foundation for success with the appointment of Committees that are themselves diverse. At the same time, deans and associate deans should be careful not to overburden underrepresented minorities on their faculties with committee service, especially if they are pretenure.

Accountability. Appointments Committees should report to their deans and associate deans regularly to ensure that any faculty search includes a diverse pool of candidates and to explain any lack of diversity in a search pool. Whenever possible, the dean and the Committee should develop diversity goals and should periodically assess at every stage of the search process, including early stages, whether they are meeting these goals. Deans and associate deans should be willing to reject non-diverse pools and/or to continue their searches if it is determined that the developed pools could have been more racially and ethnically diverse. Deans should also assess the performance of the Appointments Committee by its success in attaining these diversity goals.

Expansion of Searches. Law schools should seek diverse faculty candidates through both the AALS Faculty Appointments Register (FAR) and non-traditional avenues, including searching state, local, and federal government agencies; working with minority specialty bars to find good candidates; seeking faculty candidates through workshops and programs such as the regional people of color legal scholarship conferences, legal writing institutes, and clinical conferences; and accessing existing academic structures such as teaching fellowships, LL.M. programs, Visiting Assistant Professor programs, and PhD programs. Deans should encourage their faculty members to be on the lookout for promising minority talent at conferences and in other venues and, if appropriate, work with minority specialty bars to find good candidates. Deans can reach out individually to faculty of color and solicit suggestions for expanding the pool of potential applicants. Deans should encourage each individual Appointments Committee member to search through all the files available in the FAR or to assign more than one person to review individual forms rather than splitting the files among the Committee membership so that each candidate receives appropriate attention from more than one Committee member. Faculties should consider candidates who are promising but who may not fit the traditional model of faculty candidates. Faculties should broaden search criteria by considering candidates who, for example, may have graduated from a broad array of law schools or who have practiced for extended periods of time or who have worked in the public interest sector. Faculties and deans should keep in mind that the pool of JD/PhD candidates of color is small and competitive.

Transparency. Faculties should create a document that describes on-campus interviews, including the goals and objectives of the job talk and other important aspects of the campus visit, the expected duration, the standards likely to be employed by the faculty and interview questions to be expected. Thereafter, faculties should distribute the document to each candidate well in advance of on-campus interviews. A committee member should be assigned responsibility for answering questions raised by the candidates.

Pipeline Strategies. Faculties should be vigilant in working to build a pipeline of diverse students who may become law professors. Faculty should encourage minority students to seek journal positions and clerkships and to develop good seminar papers into longer law review articles. Faculty should encourage promising minority students to consider law teaching and should advise them on the hiring processes including when to enter the market and what alternative educational and writing opportunities such as fellowships and LL.M. programs exist that may give the student a competitive edge.

Fair Discussions. Every minority candidate who is called back for an on-campus interview should be fairly discussed on the merits and the dean should be appraised on the progress of that assessment and/or whether a vote is taken at the Committee level. Deans should assess whether to charge the committee to have further discussion on candidates in light of the specific diversity goals.

Visiting Assistant Professor Programs (VAPs). If possible, schools should consider creating Visiting Assistant Professor Programs or fellowships that include underrepresented persons. These programs should provide good, but not burdensome, teaching opportunities and allow substantial time and support for writing articles. These can be post-JD or post PhD programs or fellowships and do not have to have teaching responsibilities.

II. RETENTION

Law schools invest substantial faculty time, resources, and institutional funds identifying and recruiting new hires. These resources will prove unproductive if new hires do not receive tenure, or relocate early in their careers because of dissatisfaction with an institution. When schools successfully retain new hires, especially those who are racially, ethnically, or culturally diverse, schools are oftentimes better able to experience continued success in their recruiting of other diverse faculty.

Setting the Tone. As with hiring, the dean is responsible for setting a positive tone for retention. Deans should find occasions to talk about the reasons diversity is important, the obstacles the school must overcome to achieve diversity, and his or her expectations about what the faculty will do to succeed in this area. The dean should also be active in hiring and retention matters, in order to keep diversity issues on the front burner.

Self-Assessment. Tenured faculty members at a law school should reflect upon the law school's past experiences with tenure-track hires of color and identify ways to improve their retention efforts. This informal work by faculty should be part of an ongoing process of self-evaluation.

Education About How Bias Operates, Including Implicit Bias. Deans and associate deans should take steps to ensure that the faculty are informed about the nature of bias in today's law school environment and the obstacles that law faculty of color face. These obstacles include double standards or extra scrutiny in reviewing their scholarship, extraordinary service burdens, and students' presumptions of teaching incompetence. Deans should ensure discussion of these issues by the faculty.

As part of the education process, Deans should provide resources to the faculty, including law review articles that may assist them in understanding potential obstacles and problems for pretenure faculty of color. Trained outside consultants can also provide insight into the experiences of faculty members of color on predominantly white faculties. Additionally, on-campus speakers, events, web resources, and other similar steps can help raise awareness of these issues among faculty, staff and students.

Creating a Supportive Environment. Law schools should create a supportive work environment for all faculty members. A work-place environment with a diverse faculty, staff, and student body and on-campus programming that explores the many aspects of diversity and cultural competence are key to this goal. Creating this kind of workplace environment includes appointing persons of color to leadership roles in the law school, including associate/assistant deans, directors, and committee chairs. It also includes hiring enough minority law faculty so that no minority faculty member feels the burden of being a "society of one."

Critical Mass Hiring. When law schools have only one or very few faculty members of color, a true culture of inclusiveness is difficult to achieve. When a law school has only one or a very small number of faculty members of color, a faculty member of color may be placed on a committee or included in a discussion for the sake of the appearance of having diversity, but his or her opinions may not be valued and respected when they reflect disagreement with majority faculty members. One way to avoid this potential problem is to have a critical mass of faculty of color at one's law school.

Use of University or External Resources in Evaluation. Law schools also should look to University committees that address diversity or to external resources such as trained outside consultants to help them evaluate their environments and their failures and successes with minority faculty retention. For example, a consultant or a University committee that addresses diversity may

be able to assess the law school environment, by way of anonymous surveys/interviews. Anonymity is crucial for obtaining true assessments about law school environments for minorities and for ensuring that pre-tenured faculty members of color are not placed in the position of complaining about the law school environment to members of the faculty who will then vote on their tenure.

Active Mentoring. Studies show that individuals tend to mentor and seek out mentees who are like them, which can leave faculty members of color on predominantly white faculties at risk of being overlooked. Strong mentors are especially important to the success of pretenure faculty of color. Deans and associate deans should make mentoring a regular part of the performance evaluation process for tenured faculty. This should include adding a section on contributions related to diversity and mentoring on any Annual Faculty Report forms. Tenured faculty members also should ensure that their pretenure faculty members of color are not isolated on the faculty. They should help to make sure that their pretenure colleagues of color meet other faculty members by inviting them to lunch or to their home with other colleagues.

Deans and faculty members should consider the successes of their pretenure faculty as their own and of the institution and should invest in and celebrate those achievements. Good mentors will be aware of these successes and will broadcast the achievements of their mentees to the rest of the faculty; pretenure faculty members often find it difficult to promote themselves and their accomplishments to their colleagues. Senior faculty members should understand that mentoring involves assisting a pretenure faculty member to develop to his or her fullest potential, and not necessarily to follow the same intellectual path as themselves.

Proactive and Early Responses to Possible Problems. Studies show that minority faculty members, particularly women of color, are more harshly judged than majority faculty members for the same work in student evaluations. Deans should have a system in place both to help untenured faculty with their teaching, and to ensure that teaching is evaluated without bias. Classroom issues need to be solved immediately because once a professor develops a negative reputation, it is hard to overcome. Thus, the system for providing help on teaching issues should have an early warning component.

Faculties should consider professionally-developed teaching evaluations or evaluations developed with the assistance of experts to minimize the influence of bias in course evaluations. In discussing teaching as part of a faculty member's annual evaluation process or tenure review, deans and faculties should also take care not to replicate bias that may be present in the student teaching evaluations.

Clear, Communicated Tenure Expectations. Faculties should define in writing the promotion and tenure standards applicable to each candidate, whether entry-level or pretenure lateral hires. The standards should be fixed at hiring and remain unaltered during the candidate's progression to tenure. These written standards should be provided to and discussed with the faculty member at hiring. The standards should specify the process for securing tenure and other promotions, the quantity and quality standards for scholarship, the requirements for obtaining peer reviews, and the standards for teaching effectiveness and service expectations.

The dean, or an appropriate committee designated to provide guidance and/or mentoring to faculty should meet annually with each pretenure faculty member to discuss their progress toward tenure, encourage any needed adjustments, and identify the time and resources available for professional development in teaching and scholarship. These meetings should be memorialized in writing.

Support for Gaining Tenure. Faculties should provide formal mechanisms for assisting faculty as they progress toward tenure review. Each law school should be flexible in terms of course scheduling, committee assignments, and other responsibilities allocated to pretenure faculty to ensure that the assignments are not so heavy as to serve as an impediment toward securing tenure. Many schools assign a lighter than average teaching load to entry-level instructors in their first year of teaching. Some schools assign a lighter than average teaching load in the year before tenure. The purpose of these lighter teaching loads is to permit sufficient time for teaching and scholarly development.

In evaluating workloads, the dean should consult with pretenured faculty about taking on new courses, the size of classes, and weighty service responsibilities. Law schools should be particularly sensitive to the fact that law faculty members of color often perform a great deal of invisible and burdensome service work in terms of mentoring and assisting students of color on campus. Other support for pretenure faculty might include pretenure sabbaticals and other release time; regular informal consultation with the dean and associate dean on teaching, scholarship, service obligations, progress toward tenure, and related matters; assignment of supportive mentors; programs on scholarship and teaching; adequate funding of research assistance and monies to travel to academic conferences; support for teaching a seminar in one's area of primary research; facilitation of local opportunities for faculty to meet and present and discuss their scholarship, teaching and service; and related measures designed to support the professional development of the faculty member.

Support Resources Outside of One's Law School. Deans and associate deans should regularly provide law faculty members of color with information about resources that will enable them to develop the support networks necessary for success in legal academia. Deans and associate deans also should encourage law faculty members of color, especially those who have not yet earned tenure, to attend the annual AALS Workshop for Pretenured Law School Teachers of Color as well as Regional People of Color Legal Scholarship Conferences and other relevant conferences. Deans and associate deans also should encourage mentors and tenured faculty members to forward information about writing competitions and conferences in the pretenure faculty members' fields as the tenured faculty members learn of them.

Interaction Between Faculty and Students. Deans should encourage the development of positive relationships between a faculty member of color and his or her students. This might include funding to enable faculty members to host coffees, meals, or class events that will further the development of good relationships with their students. Such interactions are good policy generally, but often especially help faculty of color, who may be viewed more as outsiders by students in predominantly white institutions.

Supportive and Effective Reviews. To ensure successful development of pretenure colleagues, faculties should adopt and adhere to an open and supportive, rather than opaque or adversarial, pretenure process. The first evaluation, completed at a time early in an entry-level faculty member's career, is best utilized for helping faculty identify areas of strength to continue and areas of weakness to improve. While there should be an early warning system for possible classroom issues, as a general matter, faculties should not engage in mandatory peer reviews of teaching until the faculty member's second year of teaching. Faculties should work formally and informally with each candidate in a timely and ongoing manner to assist him or her in improving in any areas of concern. Individual faculty of color should be encouraged to sit in on other tenured faculty members' class as well as be visited in their own classrooms by experienced, supportive teachers. Deans should identify the tenured faculty who are most suitable for this role. Finally, deans and associate deans should not tolerate faculty speaking poorly about other faculty with students.

Avoiding an Overload in Service Obligations. Deans and associate deans must play a special role in ensuring that faculty members of color are not overburdened in terms of service. They particularly must resist the temptation to place pretenure faculty of color, who may represent limited diversity within the law school, on important and time-consuming committees that have the effect of burdening them with more service commitments than their majority peers. Deans and associate deans should especially shy away from appointing pretenure minority faculty members to chair committees and should avoid

placing pretenure minority faculty members on very time-consuming and politically sensitive committees such as the Appointments Committee or Admissions Committee. In addition, deans and associate deans should avoid placing pretenure minority faculty members on Dean Search Committees or on curriculum committees if there is a controversial issue on the agenda. Deans and associate deans who find it impossible to avoid burdensome service obligations for faculty members of color may, however, achieve more balance by providing relief to such faculty members by adjusting other obligations, such as course selection and course load.

Adopted by the Executive Committee, November 2012

Amended July 12, 2017

POLICY STATEMENTS ISSUED BY AALS EXECUTIVE COMMITTEE

Statement of the Association of American Law Schools in Support of Academic Freedom for Clinical Faculty

The Association of American Law Schools has embraced from its very beginning the principle that law professors at member schools must enjoy the benefit of academic freedom to pursue effectively their teaching and research obligations. Bylaw 6-6(d) provides, "A faculty member shall have academic freedom and tenure in accordance with the principles of the American Association of University Professors." For many years the Association has fully supported the principle that academic freedom applies equally to all law faculty including clinical faculty. The broad scope of Bylaw 6-6(d) is also made explicit by Executive Committee Regulation 3.7(a), which provides that the principles of academic freedom apply to all "engaged in teaching or scholarship, including work in a clinical or research and writing program at a member school" without regard to whether the position is eligible for a grant of tenure.

The resolve of the Association has been reflected in the public positions that it has taken in support of clinics at member schools that have been the subject of external pressure. The Association reaffirms that academic freedom is critical to achieving the objectives of clinical legal education and that the principle of academic freedom applies equally to clinical law faculty.

Adopted by the Executive Committee, January 3, 2001

Amended July 12, 2017

2025 STANDING, SPECIAL, AND PLANNING COMMITTEES; COOPERATION WITH OTHER ORGANIZATIONS; SECTION CHAIRS AND CHAIRS-ELECT; TRIENNIAL AWARD WINNERS; AND FELLOWS

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Triennial Award Winners

Established by the AALS Executive Committee in 2006, the AALS Triennial Award for Lifetime Service to Legal Education and to the Law recognizes career contributions by an outstanding faculty member or retired faculty member at an AALS member school.

2006 Norman Dorsen, New York University School of Law

In recognition of his contributions to the law and to legal education, Professor Norman Dorsen, New York University was awarded the first AALS Award for Lifetime Contributions to the Law and to Legal Education. Professor Dorsen served as president of the American Civil Liberties Union 1976-91. Earlier, while general counsel to the ACLU 1969-76, he participated in dozens of Supreme Court cases, arguing among others those that won for juveniles the right to due process, upheld constitutional rights of nonmarital children, and advanced abortion rights. He was the author or editor of many articles and books (sometimes with others), including The Evolving Constitution (1987), Human Rights in Northern Ireland (1991), Democracy and The Rule of Law (2000) and The Unpredictable Constitution (2001).

2009 Guido Calabresi, Yale Law School

Professor, Dean and Judge Calabresi's service "to the law" is best exemplified in the body of his scholarship which transformed our profession's thinking about tort law. Two of his four books earned recognition from the American Bar Association, and one received the Order of the Coif's Triennial Book Award. The American Bar Foundation honored him with its Award for Outstanding Research in Law and Government. He has received the Morton A. Brody Distinguished Judicial Service Award and continues his active judicial service after fifteen years as a Judge on the U.S. Court of Appeals for the Second Circuit.

2012 Derrick Bell, Harvard Law School

The Association is proud to announce the late Professor Derrick Bell as the 2012 recipient of the AALS Triennial Award for Lifetime Service to Legal Education and to the Law. Professor Bell was deeply engaged with lawyers and students, concretely demonstrating why law teaching should become their calling. As one of the many scholars who credit Bell with her entry into law teaching puts it: "He was so unqualifiedly selfless that many of us called him Father Derrick… because he was such a wise provider to those of us stumbling about in a professional world that was new, inscrutable and not altogether welcoming. He was a mentor before we had a word for it."

2015 Herma Hill Kay, University of California, Berkeley School of Law

Spanning more than 50 years, Professor Kay's career was defined by her enormous contributions to teaching, scholarship, and leadership. Professor Kay started her career at the University of California, Berkeley School of Law in 1960, at a time when there were few women law professors. She became dean of the law school in 1992 and served in that position until 2000. Professor Kay was widely recognized for her teaching and public service. At the 2015 AALS Annual Meeting, she was presented the Ruth Bader Ginsburg Lifetime Achievement Award by Justice Ginsburg herself. "I couldn't imagine anyone in the world I would rather have receive this award than Herma Hill Kay," Justice Ginsburg said. "She's a grand human in all respects."

2018 Michael Olivas, University of Houston Law Center

Spanning nearly 40 years, Professor Olivas' career has been defined by his numerous contributions to teaching, scholarship, and leadership. He is the William B. Bates Distinguished Chair in Law (Emeritus) and previously served as director of the Institute for Higher Education Law and Governance at the University of Houston Law Center before retiring in 2019. "Being a law faculty member at UHLC all these years has been an honor and has enabled me to serve this institution I love, and to which I have dedicated my career," Olivas said in a press release from UHLC. "We all live to serve our students, and to advance scholarship in our fields, and I have never looked back. There is so much work to do, and so many legal needs. This opportunity for service has always animated and inspired me."

2021 Kimberlè Crenshaw, Columbia Law School and University of California, Los Angeles School of Law

Professor Crenshaw's career has been defined by her numerous contributions to the advancement of civil rights, critical race theory, feminist legal theory, and race and the law. She is known for establishing the concept of intersectionality, which examines how class, gender, race, and other characteristics overlap and compound to help explain systemic discrimination and inequality in society.

2024 Charles Ogletree, Harvard Law School

During his 30 years at Harvard Law School, he became known as a civil rights icon who helped frame the national conversation on criminal justice, discrimination, and reparations. He was a fierce trial lawyer, a dedicated teacher, and an invaluable mentor to a generation of Black attorneys. Professor Ogletree took responsibility for many of Harvard Law's experiential learning programs. Shortly after joining the faculty, he began leading the school's Trial Advocacy Workshop, which brought in a network of lawyers and judges to teach students lawyering skills and judgment. He became a faculty director and associate dean for clinical programs, and founded Harvard's criminal defense clinic, the Criminal Justice Institute.

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