



April 2014



## AALS Presidential Address

January 4, 2014

### Daniel B. Rodriguez

Members of the House of Representatives, visitors and guests, I am glad to be with you in this setting and I am pleased and honored to be serving the Association of American Law Schools as its president for 2014. I want to thank all of my executive committee colleagues with whom I have served, both in this past year as the president-elect and in my previous stint as member of the EC. I would also like to thank the two extraordinary leaders of the association with whom I served during my time on the EC, Susan Prager and Judith Areen. I know I speak for all of us in the association in saying how grateful we have been to have able energy and leadership from these two lions and legends of legal education.

So far as my own road to this position is concerned, I am grateful to all of my colleagues in the legal academy and certainly to my friends and family for their support and guidance. In my career as a law professor, I have been a faculty member at four outstanding law schools: Berkeley, San Diego, Texas, and, for the past two years, Northwestern. These four institutions, along with my alma mater, Harvard Law School, have contributed immeasurably to what I have accomplished as a professor and an educational leader.

So here we meet again. To paraphrase the great Tennessee Ernie Ford, we're another year older and deeper in debt – or at least deeper into the chaos that is our present lot in legal education. With another year, comes another address by an AALS president about the sig-

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<sup>1</sup> *Dean and Harold Washington Professor, Northwestern University School of Law (2012–present). Previously: Minerva House Drysdale Regents Chair in Law, The University of Texas (Austin) School of Law (2007–2011); Dean and Warren Distinguished Professor of Law, University of San Diego School of Law (1998–2007); Professor of Law, University of California (Berkeley), Boalt Hall School of Law (1988–98).*

## The Global Importance of a Strong Future Relationship Between Chinese and U.S. Law Schools

### Elizabeth R. Parker

Dean Emerita, University of the Pacific, McGeorge School of Law and Chair, AALS Advisory Committee on Global Engagement

*Speech to the China Association of Legal Education at the Forum on Legal Education and the Legal Profession, October 19, 2013*

Good morning, President Zhang, Dean Han, distinguished delegates, and dear Chinese and American friends.

It is a pleasure to be back in China, my fifteenth visit to seven of your provinces, but my first to historic Changsha and Hunan Province. It is an honor to address the 2013 Annual Meeting of the China Association of Legal Education, representing the Association of American Law Schools and its 167 member schools. Thank you for your warm welcome to me and my American colleagues.

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## Daniel Rodriguez, continued

nificant challenges we face in American law schools. Leo Martinez and Lauren Robel, my predecessors as presidents, must be feeling some *déjà vu*. Lauren stood before you two years ago speaking about our effort to “imagine and reimagine our schools, our teaching, and our scholarship in light of the changing world.”<sup>2</sup> In Leo’s year as president and at this meeting we focus on “legal education in the 21st century.”<sup>3</sup> Perhaps all that has truly changed of late has been the intensity of the debate. Thus we find ever new ways of expressing our angst, or worry. “Legal education at the crossroads” is my expression of this anxiety; perhaps an even more fretful turn of phrase will be on offer next year as Blake Morant takes the reins. “Legal education in the crosshairs,” perhaps?

But there is another, less angst-filled, way to look at the matter. Let us acknowledge the crisis in our midst, the crocodile in the bathtub. But let us acknowledge, too, the opportunities these challenges present to undertake meaningful reform, to improve legal education, to address our significant challenges with an eye toward lasting effect.

Happily, this process is well underway. There are, indeed, significant changes in the air. Just as the drumbeat of criticism of our educational and business model is becoming ever louder, the ample energies of our stakeholders, our member schools and the administrators and faculties who make them up, are turning toward imaginative reform. Necessity continuing to be the mother of our invention, we see around us remarkably valuable strategies to respond to the dynamic changes in the legal profession.

It is impossible to focus in earnest on the theme of constructive reform without at least acknowledging the broad critiques of contemporary legal education. For there may be no greater influence on the functioning and performance of our member schools in the past half-decade or so than the relentless criticism of American law schools in many different fora. We may wish it otherwise, but this criticism has undoubtedly contributed to the applicant decline, even if the principal reasons for this decline are embedded in the changing job market for lawyers; it has also contributed to a zeitgeist of self-consciousness and occasionally even guilt among the law professoriate about our work as professors and deans and in our complicity in this present predicament.

And yet, beyond the extremism of the current attack on law schools, there remain a set of critics and of critiques that rightly point out the deeply embedded problems in our collective enterprise. Their ar-

rows find real targets; their analyses form the basis of a predicament and problems that we need to attend to.

I have announced as the theme of my presidential year, “Legal Education at the Crossroads.” In one sense, this is just a general phrase that captures the point that we are facing significant challenges in our law schools. But there is another sense of this “crossroads” metaphor that is intentionally more ominous. Those of you who are fans of the Delta Blues may recall the story from Robert Johnson’s 1936 ballad.<sup>4</sup> The basic story is one of a Faustian bargain, as the blues player stands at the crossroads where four roads meet, considering whether to make the deal with the devil, a deal which gives the journeyman his great music-making skills in return for a claim on his soul. Maybe, just maybe, we are the protagonist in the story. For the opportunity to do big things, to bulk up our reputations, to achieve a high place in the pecking order, we have made choices that are misguided or, even worse, threaten to sow the seeds of our demise. In the manner of the crossroads fable, we have perhaps made our own pact with the devil, who comes to us in the earthly form of U.S. NEWS & WORLD REPORT, to do seriously wrongheaded things.

I hope during the course of this year we will explore both senses of this “crossroads” theme. While considering how we can best adapt to changes in our professional environment, I hope as well that our inquiry will run to a deeper place. Like the Faustian parable of the blues player, I hope we will consider how our deliberate choices have negatively impacted our students and the legal profession of which we are a central part.

Let me turn for a few minutes to the nature of the problems we face.

What we face is what some shrewd policy analysts labelled memorably “wicked problems.”<sup>5</sup> These are problems which defy easy resolution in that they reflect, as Harvard’s Richard Lazarus describes it, “enormous interdependencies, uncertainties, circularities, and conflicting stakeholders implicated by any effort to develop a solution.”<sup>6</sup> Another group of policy analysts advanced this same line of thinking by noting that there are a species of these problems that can be labelled “super wicked problems.” These bear the same set of difficulties, but, in addition, these are problems which worsen over time, so that the longer it takes to address the problem, the harder it will be to do so. And, in addition, those tasked with solving these problems are those who contributed to causing the problems or, in any event, have built-in incentives to neglect reform and to keep fresh solutions at bay.<sup>7</sup>

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<sup>2</sup> Lauren Robel, “Association of American Law Schools Presidential Address 2012,” *AALS Newsletter* 2012.

<sup>3</sup> Leo Martinez, “Looking Forward: Legal Education in the 21<sup>st</sup> Century,” *AALS Newsletter* 2013.

<sup>4</sup> The song, “Cross Roads Blues,” is a staple of the Blues repertoire. “I went down to the crossroads,” Mr. Johnson wails, “and fell down on my knees, asked the Lord up above for mercy, save poor Bob if you please.”

<sup>5</sup> See generally Jeff Conklin, *Dialogue Mapping: Building Shared Understanding of Wicked Problems* 3-40 (2006); Horst W.J. Rittel & Melvin M. Webber, “Dilemmas in a General Theory of Planning,” 4 *POL’Y SCI.* 155, 160-69 (describing “wicked problems”).

<sup>6</sup> Richard J. Lazarus, “Super Wicked Problems and Climate Change: Restraining the Present to Liberate the Future,” 94 *CORNELL L. REV.* 1153, 1159 (2009).

<sup>7</sup> *Id.* at 1160.

## Elizabeth Parker, continued

I would like to begin by introducing each of these highly accomplished members of the American legal academy to you: Kif Augustine-Adams, Associate Dean and Professor, Brigham Young University Law School and 2013-2014 Fulbright Scholar at Renmin University of China Law School; Penelope Bryan, Dean, Whittier Law School; Michael Gerber, Professor, Interim Dean Emeritus and Director of China Programs, Brooklyn Law School; David Meyer, Dean, Tulane School of Law; John Smagula, Professor and Director of Asian Programs, Temple University Law School; Jeffery Thomas, Associate Dean and Professor University of Missouri Kansas-City; and John Trasvina, Dean, University of San Francisco School of Law.

Our two associations, CALE and AALS, are both dedicated to advancing legal education. They can learn much from each other about improving legal education world-wide. After yesterday's conversations with President Zhang and Dean Han, I am sure this meeting will begin a series of successful exchange visits. In the words of the Chinese saying, a good beginning is one half of success. We look forward to welcoming some of you to the 2014 Annual Meeting of the Association of American Law Schools in New York this coming January.



I am humbled to serve as your Keynote American speaker and to share a few of my own thoughts with this distinguished group of legal academics. My topic is "The Global Importance of a Strong Future Relationship Between Chinese and US Law Schools". But I want to begin with a story.

In October, as you celebrated China's national day, I traveled twice across the United States. This journey of 2,600 miles is slightly less than traveling across China. My first trip, by airplane, took five hours; my second, by car, required seven days. Both trips were less than the 58 days required in 1919 when, at the end of World War I, our future President Dwight D. Eisenhower joined an experiment. He wanted to see how long it would take to move military troops across our country. He concluded that the U.S. needed a better national road system. Forty years later, in 1956 when he was President, he signed a law to build this system, but it was not finished until 1991--seventy years later. Today our national road system is the second longest in the world--just after that of China!

These days U.S. citizens give little thought to the importance of this national road system. They take it for granted. I was reminded of how important our roads are, however, by an Indian colleague on my flight from San Francisco to Boston. I asked him: "what would most help your nation advance?" He answered: "Roads, so that people can connect and markets can develop."

This surprised me. I had expected he would agree with my view: nations need education and strong legal systems to grow and advance.

Who was right? I asked myself this as my husband and I drove across the United States.

On our trip, we visited friends and family, saw new places and made new friends. We shared the roads with trucks carrying all manner of goods and fresh produce. I was reminded how our roads connect people; introduce strangers across the country; and allow farmers and manufacturers to move goods to distant markets. California's

fresh fruit is available in Boston because of these roads. Without them, we would be a nation of strangers. Our economy would be limited to small local markets.

Previous visits to China teach me that your leaders also recognize the importance of good roads. Since 1995, I have watched your remarkable progress. In three visits over six months I saw you build the beautiful parkway which today connects Beijing to the Great Wall. In the U.S., such a project would have required years, not months!

My Indian friend, President Eisenhower, and China's leaders were right: roads are important to a national economy.

You may wonder, "What do roads have to do with the importance of a strong relationship between Chinese and American legal education to the world of today and tomorrow?"

My answer has three parts.

First, good roads are important, but they are not enough. Another type of road system is required for a successful economy and society: "legal roads". They alone can create the trust a California farmer needs to trade with someone he has never met in New York--or perhaps Changsha. Legal roads enable markets to expand beyond a personal network of trusted personal relationships. These legal roads are of two types: internal and domestic for each nation; external and international between many nations.

China has recognized this in its work to build a world-class system of legal education. Here your progress has been amazing. Since 1982 the number of Chinese law schools has increased from just a few to over 600.

This Annual Meeting of the China Association of Legal Education adds proof that you agree with me: all nations must have two types of roads to grow and advance. My Indian colleague was only half right.

# Sights and Scenes from the 2014 Annual Meeting

January 2-5 | New York, NY



Lauren Robel, AALS President Dan Rodriguez, Immediate Past-President Leo Martinez



Deputy Undersecretary of the Department of Education Jamieenne Studley



Order of the Coif Biennial Book Award Winners, Dennis E. Curtis and Judith Resnick



AALS Gala Reception



AALS Exhibit Hall



Scholarly Papers Award Winner: Christopher W. Schmidt (center)  
Honorable Mentions: Hiro N. Aragaki (left), Ozan O. Varol (right)



AALS President-Elect Blake D. Morand



AALS Executive Director Judith Areen,  
AALS Immediate-Past President Leo Martinez



## AALS Welcomes New Member Law Schools

On January 3, 2014, the House of Representatives approved the membership of the University of New Hampshire School of Law and Texas Southern University, Thurgood Marshall School of Law.

### The University of New Hampshire School of Law

The University of New Hampshire School of Law was founded in 1973 as the Franklin Pierce Law Center, with an emphasis on teaching professional skills and intellectual property law. In 2010, Franklin Pierce Law Center signed an affiliation agreement with the University of New Hampshire and officially became the University of New Hampshire School of Law. Under the current affiliation, the two schools are formally linked, but the School of Law remains a separate, nonprofit educational institution. The integration process was finalized on December 31, 2013, and the School of Law is officially a school of the university.

The school has succeeded in increasing the quantity and quality of faculty scholarship. Under the leadership of Dean John Broderick, the school has placed a new importance on scholarship, diversity, and public service, as well as on curricular reform. The faculty, proud of its history of strong teaching and public service, devotes an increasing amount of time to scholarship. The faculty remains admirably and passionately devoted to ensuring the success of their students and their students have been successful in entering the practice of law, and in working to serve the public interest.

### Texas Southern University School of Law

Texas Southern University is one of the nation's largest historically black universities. The School of Law was founded in 1947 in Austin and in 1948 relocated to Houston as the Law School at Texas State University for Negroes. In 1951, it became the Texas Southern University School of Law. With the consent of Justice Marshall, the school was officially renamed the Thurgood Marshall School of Law in 1978.

Texas Southern University consistently rates as one of the most diverse law schools in the nation. It has made significant progress in recent years in creating an advanced academic support system which contributed to an increase in the student bar passage rate. The law school has also developed an assessment department that systematically gathers and reports information from measured outcomes to evaluate the effectiveness of programs. There has been an increase in both quality and quantity of faculty scholarship.

While these law schools differ from each other in significant ways, they share a commitment to quality and the core values of the AALS. Growing forward, each of these schools will contribute to the work of AALS in important ways.

### Daniel Rodriguez, continued

When viewed through this frame, I think it apparent that we in contemporary legal education are beset by super wicked problems.

How do we get to the fruitful task of tackling these problems? First, by asking the right set of questions. There are matters of perception and of reality; both are meaningful. Think about framing our constructive project around four fundamental questions:

How do we combat the perception that our academic programs and educational content are ill-suited to the contemporary legal profession and to the fundamental task of preparing our law students to perform at a high level in their legal careers?

How do we ensure that our academic programs do indeed perform these tasks well and are sufficiently adaptive to shifts and changes in the legal profession?

How do we combat the perception that our academic programs are not worth the costs to our students?

Are our academic programs truly worth the cost and, further, how can we meet the challenge of educating law students efficiently and with due regard to the burdens of student debt?

These are our central questions and they frame our obligations and aspirations as law schools.

It is fitting in this forum to acknowledge the yeoman efforts of our colleagues, deans, professors, and administrators, who have been working in concrete ways on solutions to these super wicked problems. Innovation and experimentation is all around us. Great energy is being directed to the question of how to marry teaching of substantive doctrine with legal theory, historical perspectives with empirical analysis. Law schools with diverse missions, performing in a framework of what our colleague John Garvey memorably called a few years back "institutional pluralism,"<sup>8</sup> work on how to strike the right balance in our curricula content among local, national, and even cross-national law. Energy is being devoted to new modalities of skills training and experiential learning. Thanks to the creative work of clinical law professors, we will look back on this era as perhaps the heyday of clinical education in American legal education. And high-level, high-impact legal scholarship thrives in this innovative era as well. This is something about which we should be proud, not defensive, and something which we should support, not shrink from. In this forum, a few years back, my friend and colleague, Rachel Moran, noted the remarkable impact of our scholarly endeavors, insisting that "transformative scholarship may largely be understood by noting what it is not: it is neither arcane nor disinterested. It engages real-world problems in ways that those charged with solving such problems can understand."<sup>9</sup>

That said, I don't want to leave you with the Panglossian impres-

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<sup>8</sup> John Garvey, "Institutional Pluralism," *AALS Newsletter*, February 2008.

<sup>9</sup> Rachel Moran, "Transformative Law," *AALS Newsletter*, March 2009.

## Daniel Rodriguez, continued

sion that everything is peachy and that the problem is one of a lack of suitable attention, that our critics simply don't see what is going on around them. Some of the most interesting and potentially most transformative developments in legal education are truly new, and like new ideas, await dissemination and publicity. They are in every way experiments, ideas that emerge from bold choices, often borne of necessity, and always of acute imagination, made by our faculty, administrators, alumni, and, yes, occasionally even by a dean.

So far as the content of these experiments are concerned, I will note just a few developments which, for my money, have the potential to be the sort of "disruptive innovations," that may help accomplish real change in the long run. The first I will mention is the impact and significance of technology on our law schools. This has two dimensions, the first being the exposure of our students to the powerful impact of information technology on legal practice. In his recent book, *Tomorrow's Lawyers*, Richard Susskind draws an interesting lesson from Moore's Law, by way of Google engineer Ray Kurzweil.<sup>10</sup> From the observation that every couple of years the processing power of computers essentially doubles, while its costs halve, Susskind declares that "if we can see the day in which the average desktop machine has more processing power than all of humanity combined, then it might be time for lawyers to rethink some of their working practices."<sup>11</sup> He goes on: "It is simply inconceivable that information technology will radically alter all corners of our economy and society and yet somehow legal work will be exempt from any change."<sup>12</sup> The impact of information technology on the economic and legal world in which our students are entering is undeniable; it is both significant and admirable that many of our member schools are engaging this new reality in fruitful ways.<sup>13</sup> Moreover, technology is providing us with opportunities to enrich the educational experience in our law schools. To be sure, these initiatives take many different forms. The classic venue of doctrinal legal instruction through in-class instruction via a modified Socratic method is being rethought through the rise of the so-called flipped classroom.<sup>14</sup> This may well be a radical change, although there is a part of me that thinks that Socrates would have welcomed this development, as it would create more space for illuminating give-and-take between professors and their informed students. Experimentation with online courses and even some online degree programs has created avenues of innovation and, yes, new sources of revenue. While time will tell whether new devices such as MOOCs will represent creative adaptation,<sup>15</sup> the debate has surely shifted away from the question whether technology will place a key role in reforming legal

pedagogy to precisely how technology will impact how we teach, how we reason, how we practice law. For those who fret that law schools are hiding away from the rapid disruptions that are reshaping the landscape of higher education, there is no better example of a contrary hypothesis than how law schools are looking at the potentialities and impact of technology.

Another interesting development is the reconfiguration of what we might call the temporal structure of legal education. We are taking a fresh look at whether the six-semester structure of post-graduate legal education is the right one – or, to put it more precisely, whether it is right for all law schools, all jurisdictions, all law students. Not all of us agree, to be sure, that this rethinking is sensible. I had an op-ed in the *NEW YORK TIMES* with Sam Estreicher a few months back in which I signed on in support of the initiative being pushed in New York for credentialing after two years,<sup>16</sup> only to hear from my good friend and former president of this august association, Michael Olivas, that this was, and I quote, a "poopy-headed idea." But, wherever you look, there are examples of engagement in our member schools with the hard question of whether the temporal structure of legal education makes good sense. In recent years, we see the emergence of accelerated programs, of so-called 3+3 arrangements (arrangements whereby a student spends three years in an undergraduate setting, before turning to three years of law school), of novel joint and dual degrees, of extended externships, partnerships with law firms, businesses, and even legal process outsourcers, and other innovative devices. Time will tell whether these experiments will bear fruit. And it is not wholly up to us and our member schools to think outside the box. After all, these particular experiments take place within the shadow of accreditation standards that make innovation difficult and expensive, to say the least. But that law schools are being pushed by key opinion leaders to reconsider the basic temporal model is, to me, a welcome development.

The last development I want to mention is one reflected in some interesting developments in the universities of which most of our member schools are a part. There is underway a significant rethinking in how we conceive of interdisciplinary education in the modern university and in how professional schools engage in the critical task of educating and training professionals who will do interdisciplinary things in their careers. Twenty years from now, I believe we will look back on how universities train individuals to become lawyers, doctors, business people, and engineers and will wonder why we clung so tightly to the idea that these professionals should be trained in si-

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<sup>10</sup> See generally Ray Kurzweil, *The Singularity is Near* (2005).

<sup>11</sup> Richard Susskind, *TOMORROW'S LAWYERS* 11 (2013).

<sup>12</sup> *Id.*

<sup>13</sup> I demur on the particulars of law school initiatives in this regard, in that any effort to list law school projects will inevitably leave out some key innovators. Judging by the expanding depth and breadth of novel uses of information technology in our law schools, we are surely in the midst of an exciting new world of law school innovation.

<sup>14</sup> See, e.g., Pascal-Emanuel Gobry, "What is the Flipped Classroom Model and Why is it Amazing?," *Forbes Online*, December 11, 2012.

<sup>15</sup> See, e.g., Stephen Colbran & Anthony Gilding, "MOOCs and the Rise of Online Legal Education," 63 *J. L. EDUC.* 405 (2014).

<sup>16</sup> Daniel B. Rodriguez & Samuel Estreicher, "Make Law Schools Earn a Third Year," *NEW YORK TIMES*, A21, January 17, 2013.

## Daniel Rodriguez, continued

los, with only episodic connections among these schools and departments. Likewise, we will look upon the legal profession and wonder why there was such a scrupulous separation between the institutions of large law firms and businesses, in their economic structures and in their scheme of incentives. Indeed, we might see the concept of the “practice of law” as at least incomplete, as the legal work and other situations in which entrepreneurs and business leaders are deploying so-called legal analysis is being carried out by individuals who are not lawyers in the narrow sense. Many of our member schools are deeply engaged in these questions of how best to negotiate the law-technology-business interface.<sup>17</sup> Our law schools are building into our curricula business and leadership skills; we are exposing our students to the complex dimensions of technology, regulation, and business strategy; we study legal analytics and look to harness the power of big data in the practice of law and of business; and we are recognizing, albeit with heavy doses of skepticism and caution, the reconfiguration of traditional legal practice through legal outsourcing and the ubiquitous impact of globalization on our functioning. Many of our member schools are closely engaged with this project of rethinking interdisciplinary professional education, of breaking down these silos and of imagining new modalities of legal training and education – and, if you will indulge me in a bit of radicalism – of considering whether legal education in the future will not be only about turning law students into licensed attorneys, but about training a diffuse group of smart, savvy students in law and legal analysis, in order to pursue a diversity of careers and, in the process, in democratizing law and legal practice.

So, these are just a few ways in which imaginative law schools are tackling these super wicked problems. There are certainly other wonderful examples as well. One of the central characteristics of these sorts of problems is that those who are tasked with the principal responsibility for solving these problems are those who were deeply responsible for creating these problems in the first place. This is real; no two ways about it. Reform doesn’t just happen because it is right that it happen; progress isn’t preordained. Growing up a few miles up the road from Disneyland, I had the chance to spend some time at that theme park, and my favorite ride was the “carousel of progress.” It’s basically a machine-driven wheel that circulates while animatronic families chart through four scenes the technological advances of the 20th century, from the hand-cranked washing machine, to the radio, to the automatic dishwasher, and then to high-definition television and virtual reality games. It was a memorable perspective, leaving the audience with a sense that progress simply happens, as the wheel ever turns and with the help of the ghost in the machine.

But, of course, our world doesn’t operate that way. There are human beings who turn the levels; and the path of progress is an unstable one. But what ought to give us reason for hope and for optimism is

that it is truly in our collective interest in getting these super wicked problems solved and, moreover, we have great wisdom in the community of our member schools and in the thousands of talented faculty and administrators who will achieve progress through their ingenuity and commitment to excellence.

Confronting the challenges we face in legal education requires constructive contributions by a mélange of institutions. And it requires that we collaborate with these organizations and they with us. No one is the spokesperson of all that we do and aspire to do in legal education; each organization contributes its own expertise in its own way. We are on a journey down a turbulent river indeed. There are many stakeholders in this trip down the rapids. We partner with well-intentioned organizations in order to better understand at least the shape of the river, if not its “million trifling variations...”

Progress will surely require collective effort and energy from a broad array of individuals, including many of you in this room tonight. Certainly the leadership of the association, which includes the members of our executive committee and the executive director of the association and her staff, is central. What I ask of all of you, and ask you to ask of your colleagues, is your help in shaping our association’s agenda in the coming months and years and in helping us in making real change. Legal education has its vigorous critics; AALS, too, has its critics. With regard to legal education more generally, what we need now is constructive engagement with these critics and with the super wicked problems which have generated these complex critiques. We also need to forge a compelling narrative that articulates what we know to be the case and that is that legal education in the United States is healthy, imaginative, and self-reflective. Legal education trains law graduates for diverse careers in a complex civil society and contributes to the successful performance of the institutions that safeguard our society’s essential values and virtues. American legal education is the envy of the world not because we say so, but because we can point to extraordinary leaders and transformative institutions that have advanced the well-being of citizens, secured rights for the disadvantaged, and given students meaningful careers as lawyers and as ambassadors for justice. This inspiring narrative, actively communicated, is essential to our prosperity; indeed, perhaps to our very survival. As an association and a community of lawyer-educators, we have much work to do. Let’s get to work.

<sup>17</sup> I reflect on this development in a post on my Northwestern Law blog, “Word on the Streeterville.” <http://deansblog.law.northwestern.edu/2013/10/17/law-business-technology-interface-professional-schools-under-the-microscope/>

<sup>18</sup> Mark Twain, *Life on the Mississippi* (1883) (“You’ve got to know the shape of the river. Do you mean I’ve got to know all the million trifling variations of shape?”)

## Elizabeth Parker, continued

But what kind of legal road systems should each nation have? This is my second point. To be effective, each nation's system of domestic legal roads must build on its own culture. But nations have different cultures and so, their legal roads will also differ.

Thus, the U.S. legal system has been designed for a uniquely diverse set of cultures and its large geographic size. Our system of laws involves three levels: local, state and national. This allows us to tailor our laws to reflect regional social and cultural norms. Even so, the three different systems must exist within the over-arching legal principles of our national constitution. This federal system of laws is how we meet the basic requirement of any successful legal system--to reflect the society and culture it serves.

My second point--that to be effective, the world's domestic legal systems will also differ--has not always been obvious to us. Physical roads may be the same everywhere, but legal roads must differ. Sometimes in the past we have ignored this. We have urged other nations to modernize their legal systems by copying the same constitution and laws which have worked for us. When we do not understand the national culture and traditions of other nations, however, our suggestions may not help. On occasion, they may even be harmful.

Fortunately in the United States today there is greater appreciation of the need to understand differences between cultures and their legal systems when changes are proposed. Only in this way can legal reform be lasting and far reaching.

There is one thing more which you know in China, but which we are still learning. It is far harder to modernize a system of legal roads than to build new road systems on which to drive our cars and trucks.

This leads to my third point. Understanding our own legal systems, as well as those of the nations with whom we work, must be part of legal education. The next generation of lawyers must understand their own legal system, but also appreciate those of others. This will prepare them to work with and to find common ground among the legal systems of the world. This is the first step to creating an international legal culture which is inclusive of all nations.

Legal educators from all nations have an important role to play here, but none more than China and the U.S. As the two most powerful nations of the 21st century, we have the opportunity--and duty--to lead a conversation among the world's legal educators. Learning about one another will help us begin this work.

In the last three decades, China has worked hard to develop a world-class system of legal education. This is a difficult task and so, wisely, you have reached out to other nations, looking to develop a "best practices" approach. As a result, you have learned much and have

much to celebrate. From the students and faculty I have met, I know that your results reflect quality, not only quantity. China's accomplishment in building a modern legal education system is as impressive, even if less visible, than the roads it has created. It has also been a more difficult job and one on which you continue to work.

In the United States, law schools have also been thinking deeply about their own approach to legal education. Our system, while still strong and vibrant, is now over a century old. We face many challenges: loss of funding, fewer students, and the information revolution--with its possibility of on-line teaching. Recently the Carnegie Institute of Higher Education published an important book, *Educating Lawyers*. It praised U.S. legal education in several respects--the use of the Socratic method of teaching and student law clinics were two examples. But it made criticisms, too. It urged more use of learning theory and the innovative teaching techniques developed in other disciplines, particularly those for assessing a student's learning outcomes. And it recommended more attention to practical preparation, professional ethics, and developing the professional character of our students in order to build a sense of purpose and commitment to the legal system. And so, just as in China, curriculum reform is a lively topic at most U.S. law schools today. Just like our road system, legal education must be continually maintained and upgraded.

Of special relevance to today's meeting, however, is the belief that U.S. law students must have greater international competence to prepare them for the practice of law in the 21st century. In response, many law schools are eager for ways to develop new international relationships--particularly with their Chinese counterparts. They know that China and the U.S. will be the leading legal jurisdictions in this century.

As both China and the U.S. work to insure that our legal education systems are world class, we can learn from each other. We have the opportunity to forge relationships which will improve both systems, and also strengthen legal education around the globe. A strong future relationship between Chinese and U.S. law schools is the key to our success in this work. This is the opportunity presented by this meeting. I believe it is one we are both eager to pursue. In fact, we cannot afford to miss this opportunity to work together, if we care about building effective "legal roads" on which all nations of the world will be able to travel in the future.

It is a long journey we have begun, but in the words of the Chinese proverb: a long journey begins with the first step.

Thank you for this opportunity to share my thoughts with you. I look forward to the rich and productive discussions which will follow.

## 2014 Clinical Conference “Becoming a Better Clinician”

APRIL 27-30, 2014 | CHICAGO, IL

The 2014 Conference on Clinical Legal Education, “Becoming a Better Clinician,” including a morning program for New Law School Clinical Teachers, will take place on April 27-30, 2014 in downtown Chicago, Illinois. The conference commences on Sunday, April 27 with the Workshop for New Law School Clinical Teachers at 8:30 a.m. and ends at noon. Following that, the main conference begins with a welcome session at 1:45 p.m. and ends on Wednesday, April 30 at 5:00 p.m.

Margaret Johnson, University of Baltimore School of Law, Chair of the Planning Committee, who is joined by Tonya Brito, University of Wisconsin Law School; Carolyn Grose, William Mitchell College of Law; Vivek Sankaran, University of Michigan Law School; and Carwina Weng, Indiana University Maurer School of Law, describe the upcoming Conference on Clinical Legal Education as follows:

The conference’s overarching goal is to help all of us to take charge of our professional growth. This focus is salient as the changing legal market and renewed critique of traditional legal education bring greater attention to clinical legal education and clinicians. In our home institutions and globally, we are called to explain, defend, demonstrate, and teach clinical legal education and our best practices, while still responding to the needs of our students, clients, communities, and homes. To handle these calls effectively, we need to know how and why we use clinical pedagogy, what our role can be in the current legal education reform movement, and how we can maintain our professional values and identities in the rush to change. In short, we must clarify who we are and what kind of clinician we want to become.

The conference will provide tools, ideas, and concrete steps to manage professional growth in these exciting and stressful times. Attendees will identify goals for short-term growth, explore any of three professional contexts for growth – teaching, curriculum reform, and community engagement and mindfulness – and develop a concrete plan for achieving their goals.

The conference this year will address the theme of “Becoming a Better Clinician.” The opening and closing plenaries will focus on why and how we engage in self-improvement and provide time for our own reflection, goal setting, and planning. Between these two bookend plenaries, we will explore paths to and ideas for self-improvement in three contexts: (1) learning theory and pedagogy; (2) law school curriculum reform; and (3) community engagement and mindfulness. Through plenaries, mini-plenaries, concurrent and

poster sessions, and working groups, we will explore materials from within and without the legal academy and different challenges and opportunities for improving our profession and own professional identities.

Specifically, the first track, learning theory and pedagogy, will explore topics such as what neuroscience and learning theory teach us about how our students learn and how we should be teaching them; improving our own evaluation of our teaching; and options for improving our teaching and how we evaluate its effectiveness. The second track, law school curriculum reform, will explore topics such as maintaining the integrity of experiential pedagogy in curriculum reform; the meaning of “experiential learning” in terms of teaching and learning; the choices for undergoing curriculum reform and how we evaluate those choices; and examples of innovative reform and whether they should be replicated in other schools. The third track, community engagement and mindfulness, will examine ideas such as the meaning of community engagement for a clinical law teacher, the finding of meaning in our community work, options for creating a mindful practice, and our evaluation of those options.

In addition to the general conference, the following will also take place:

- A special program for new clinical law faculty during the morning of the first day of the conference
- Clinic administrators will have a working group and sessions geared to their interests.
- Scholarly works-in-progress will be presented

An optional Service Project is also offered. The Greater Chicago Food Depository is a nonprofit food distribution and training center that provides food for hungry people while striving to end hunger in our community. The Food Depository, founded in 1979, makes a daily impact across Cook County with a network of 650 pantries, soup kitchens, shelters, mobile programs, children’s programs, older adult programs and innovative responses that address the root causes of hunger. Volunteers will help repack bulk products to individual/family sizes, assemble boxes with assorted food, check expiration dates and label and glean products. A nominal fee will be charged to cover transportation.

The conference will take place at the Palmer House Hilton, 17 E. Monroe St, Chicago, IL 60603. This iconic and historic hotel is located in the heart of the theatre and financial district, just steps from the Art Institute, Millennium Park, and State Street shopping. The room rate is \$199 for single and double occupancy plus tax, which is currently 16.4%.

Registration for faculty at member and fee-paid schools is \$425 and for faculty at non-fee paid law schools is \$475 before the Early Bird Deadline. After April 4, 2014, registration for faculty at member and fee-paid schools is \$475 and for faculty at non-fee paid law schools is \$525.

## Clinical Conference, continued

### Confirmed plenary speakers and moderators to date for the conference include:

Jane H. Aiken (Georgetown University), Margaret Barry (University of Vermont), Susanna Calkins, Ph.D. (Associate Director, Faculty Development, Searle Center for Advancing Teaching and Learning, Northwestern University), Ann M. Cammett (City University of New York), Deborah J. Cantrell (University of Colorado), Nancy L. Cook (University of Minnesota Law School), Roberto L. Corrada (University of Denver Sturm), Patience A. Crowder (University of Denver Sturm), Michele Estrin Gilman (University of Baltimore), Anjum Gupta (Rutgers– Newark), David Hall (President, University of the Virgin Islands, St. Croix, U.S. Virgin Islands), Carrie L. Hempel (University of California, Irvine), Arnie Herz (Port Washington, NY and LEGAL SANITY BLOG), Janet Thompson Jackson (Washburn University), Conrad Johnson (Columbia University), Josh Gupta-Kagan (Rutgers – Newark), Marc R. Kadish (Director of Pro Bono Activities and Litigation, Mayer Brown, Chicago, IL) Tamara Kuennen (University of Denver Sturm), Robert Edward Lancaster (Louisiana State University), Nancy Levit (University of Missouri-Kansas City), Antoinette Sedillo Lopez (University of New Mexico), Anthony J. Luppino (University of Missouri-Kansas City), Mary A. Lynch (Albany Law School), Elliott S. Milstein (American University), James E. Moliterno (Washington and Lee), Linda H. Morton (California Western); Calvin Pang (University of Hawaii), Reena Elizabeth Parambath (Drexel University), Ascanio Piomelli (University of California, Hastings), Leonard L. Riskin (University of Florida), Jeffrey Selbin (University of California, Berkeley), Brenda V. Smith (American University), Jayashri Srikantiah (Stanford University), Kele Stewart (University of Miami), Dana A. Thompson (The University of Michigan), Anita M. Weinberg (Loyola University Chicago), Joanna Woolman (William Mitchell).

## Nominations for AALS Executive Committee and President-Elect

The Nominating Committee for 2015 Officers and Members of the Executive Committee, chaired by Lauren K. Robel, Indiana University, invites suggestions for candidates for AALS President-elect and for two positions on the Executive Committee, each for a three-year term. The Nominating Committee will recommend candidates for these positions to the House of Representatives at the 2015 AALS Annual Meeting in Washington, DC.

President Daniel B. Rodriguez has appointed a well-informed and representative Nominating Committee. In addition to Professor Robel, the members of the 2014 Nominating Committee are previous 2013 Nominating Committee Chair R. Lawrence Dessem, University of Missouri School of Law; Katharine T. Bartlett, Duke University School of Law; Mariano-Florentino Cuéllar, Stanford Law School; Gregory E. Maggs, The George Washington University Law School; and Trevor W. Morrison, New York University School of Law.

The Nominating Committee would very much appreciate your help and the help of members of your faculty in generating strong candidates for its consideration. To be eligible, a person must have a faculty appointment at an AALS member school.

Suggestions of individuals to be considered and relevant comments should be sent to AALS Executive Director Judith Areen, Association of American Law Schools, 1614 20th Street, NW, Washington, DC 20009 or emailed to [jareen@aals.org](mailto:jareen@aals.org) with "AALS Executive Committee and President-elect Nominations" in the subject line. To ensure full consideration, please send your recommendations by July 1, 2014.

## 2014 Annual Meeting Podcasts Now Available Online

Over 100 sessions from the 2014 AALS Annual Meeting in New York have been digitally audio recorded. These podcasts are available at no charge to faculty and professional staff from AALS member and fee-paid schools.

A user name and password are required to access them. Your user name is your primary e-mail address. If you do not have or do not remember your password, click the "forgot password" link on the bottom of the login screen.

The podcasts are listed chronologically. You can browse by scrolling down, or search for a specific session by typing "Ctrl F" and then typing a keyword. Click on the session you are interested in and your browser should begin playing the recording. Or you can right click and save the link to download the file.

Please visit [aals.org/am2014/podcasts](http://aals.org/am2014/podcasts) to listen to podcasts from the Annual Meeting.

## 2014 Midyear Meeting Workshop on Sexual Orientation and Gender Identity Issues

JUNE 5-7, 2014 | WASHINGTON, DC

The 2014 AALS Workshop on Sexual Orientation and Gender Identity Issues will take place on June 5-7, 2014 in downtown Washington, DC. The workshop begins with registration at 4:00 p.m. on Thursday, June 5 followed by an AALS reception at 6:00 p.m. It concludes at 5:00 p.m. on Saturday, June 7.

The Planning Committee for the workshop includes Committee Chair Barbara J. Cox, California Western School of Law; Mary Anne C. Case, The University of Chicago, The Law School; Saru M. Matambanadzo, Tulane Law School; Clifford J. Rosky, University of Utah, S. J. Quinney College of Law; and Kenji Yoshino, New York University School of Law.

The Committee explains that the workshop will appeal to a full range of teachers and scholars in all subject areas by creating opportunities for a rich dialogue about the meaning, contours, and status of equality for sexual minorities, including discussions on “beyond identity” and “new frontiers.” AALS and the Planning Committee welcome participation by all AALS members—and particularly all sexual minorities.

2013 was an important year for issues concerning sexual orientation and gender identity. The U.S. Supreme Court issued rulings in *Hollingsworth v. Perry* and *U.S. v. Windsor* that have broad implications for sexual minorities, as does the earlier repeal of “Don’t Ask, Don’t Tell.” But these developments have raised as many questions as they resolved, and the reverberations from them will continue to shape the landscape for many years. At the same time that marriage equality is spreading through the U.S. and other countries, many states and countries still retain laws that negatively impact on sexual minorities and our families. The majority of countries in the world and half the states in the U.S. provide no protection against discrimination based on sexual minority status, and the federal government does not prohibit this discrimination. Bullying and suicide continue to plague LGBTQ youth, and religious liberty continues to be offered as a basis for discriminatory action. Additionally, scholars and activists are writing about sexual orientation and gender identity from many perspectives and challenging many of the constructs that limit individuals’ freedom to express their sexuality and identity in creative, autonomous ways.

This two-day workshop will assemble respected scholars, experts, clinicians, and practitioners to explore these and other issues, and to reflect on recent developments impacting sexual minorities in our quickly changing world. For example, one plenary will focus on “After *Windsor/Perry*” and where liberation movements will go following these important, but incomplete, decisions. Other plenaries will discuss engaging

with religion and public accommodation; anti-discrimination laws; youth and sexuality; identity and beyond; and new frontiers. In addition, most plenaries will include practitioners and advocates in order to encourage more dialogue between scholars, teachers, and practitioners. We also plan two types of concurrent sessions that will consist of presentations of completed articles and works-in-progress. The workshop will also include a reception and informal social events to give those attending time to catch up with old friends and make new ones.

The workshop will feature the following speakers in the plenary sessions:

**After *Windsor/Perry*** - Melissa E. Murray (California, Berkeley), and Russell K. Robinson (California, Berkeley) with Barbara J. Cox (California Western) moderating.

**Religious and LGBTQ Liberties: A Right to Free Exercise and/or a Right to Discriminate?** - Andrew M. Koppelman (Northwestern), Barry W. Lynn (Executive Director, Americans United for Separation of Church and State, Washington, DC), and Louise Melling (Director, Center of Liberty; Deputy Legal Director, American Civil Liberties Union, New York, New York) speaking and Kenji Yoshino (New York University) moderating.

**Anti-Discrimination (Civil Rights Legislation)** - Chai Feldblum (Commissioner, Equal Employment Opportunity Commission, Washington, DC), Suzanne Goldberg (Columbia), and Shannon Price Minter (Legal Director, National Center for Lesbian Rights, San Francisco, California) with Ellen S. Podgor (Stetson) moderating.

**Youth & Sexuality** - Carlos A. Ball (Rutgers-Newark), Jennifer Levi (Western New England), and Ruthann Robson (CUNY).

**Identity and Beyond** - Michael Boucai (SUNY Buffalo), Alice M. Miller (Yale), and Francisco X. Valdes (Miami) with Saru M. Matambanadzo (Tulane) moderating.

**New Frontiers** - Elizabeth F. Emens (Columbia), Janet Halley (Harvard), and Nancy D. Polikoff (American) with Mary Anne C. Case (Chicago) moderating.

The workshop will also include two luncheons. One luncheon featuring Evan Wolfson, Founder and President, Freedom to Marry and the other featuring a Town Hall with Barbara J. Cox (California Western) and Ellen S. Podgor (Stetson) moderating.

## 2014 Midyear Meeting Workshop on Blurring Boundaries in Financial and Corporate Law

JUNE 7-9, 2014 | WASHINGTON, DC

The 2014 Workshop on Blurring the Boundaries in Financial and Corporate Law will take place June 7-9, 2014 in downtown Washington, D.C. The workshop commences on Saturday, June 7 with registration at 4 p.m. and ends on Monday, June 9 at 5 p.m.

The Planning Committee for the Workshop on Blurring Boundaries in Financial and Corporate Law includes Committee Chair Joan M. Heminway, University of Tennessee College of Law; Kristin N. Johnson, Seton Hall University School of Law; Frank Partnoy, University of San Diego School of Law; Daniel Schwarcz, University of Minnesota Law School; and Robert B. Thompson, Georgetown University Law Center. The Planning Committee explains why this Workshop is timely and of interest to law teachers:

Understanding how capital is formed and transformed in today's economy and how financial risk is spread requires that scholars and students understand financial and corporate law and the theory and policy underlying the doctrine. If scholars work solely within the traditional boundaries of any single field in the financial and corporate law spectrum, they risk having a parochial view of vital legal questions. Indeed, each area of financial and corporate law faces a broader set of questions than it has historically engaged. Securities regulation covers much more than initial public offerings. The regulation of financial institutions can no longer concern itself primarily with deposit-taking banks (indeed, the label "banking law" seems now outdated). Insurance regulation is no longer entrusted exclusively to state regulators, and those regulators can no longer ignore systemic risks or the modernization of consumer products and consumer protection strategies. Business associations involve more than publicly traded corporations. These are but a few examples.

Many critical legal questions and challenges engage more than one field of financial and corporate law. Certain topics arise in more than one area of substantive law. There has been explosive growth in hybrid entities and financial instruments. This dynamic and others have exposed tensions between the benefits of financial innovation, on the one hand, and increased complexity and the potential for regulatory arbitrage, on the other. As the complexity of financial products and markets and legal entities increases, financial and corporate law have refocused on the need for and means of better protecting consumers, shareholders, and other stakeholders. New financial intermediaries are entering markets at the same time that technology enables radical "disintermediation." Numerous other factors also play a role in the legal puzzle across the regulatory continuum, among them, globalization, the Internet, and

the rise of institutional investors in financial markets. Financial and corporate regulation can and do take both conceptually similar and radically different approaches to these and other related matters.

The very nature of regulation is at issue, and that topic has received and deserves significant attention in law scholarship and law teaching. The task of designing effective regulation that curtails moral hazard and mitigates systemic risk is a major challenge. The efficacy of disclosure, corporate governance rules, and other traditional regulatory tools is an important area for discussion. But larger regulatory issues loom. Individual systems of substantive regulation may take converging or diverging paths to protect consumers/investors, regulate market conduct, and design prudential regulation. The allocation of regulatory responsibilities among various agencies and courts and across multiple jurisdictions—domestic and international—raise issues in and well beyond the scope of traditional legal scholarship and law teaching. We are in an era, for example, in which many are actively re-thinking the institutional design of regulators and regulation to address not only economic risks but also the threat of "capture" and other political dynamics.

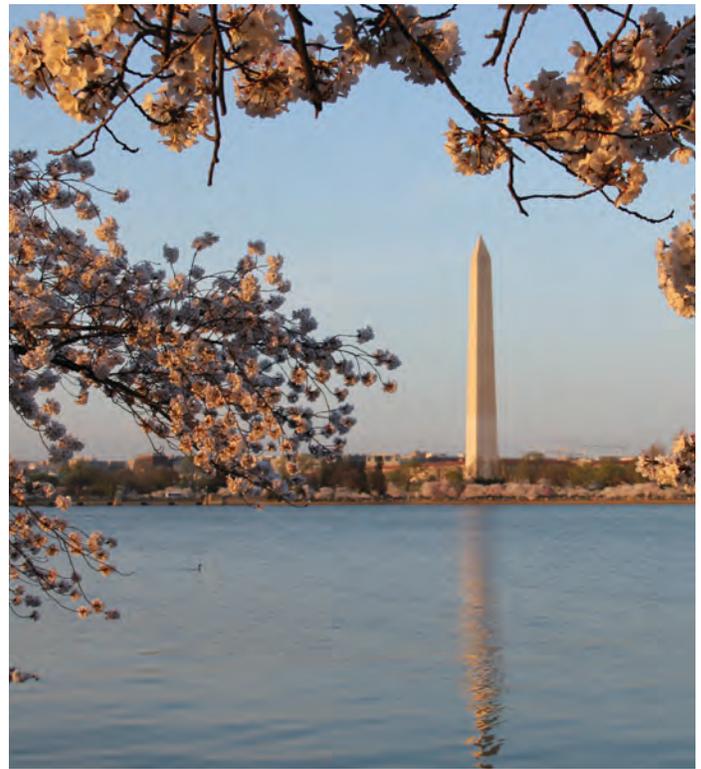
The Midyear Workshop on Blurring Boundaries in Financial and Corporate Law is designed to explore these issues from a variety of different vantage points. To that end, the program includes sessions focusing on: research; teaching; complexity; modern regulatory approaches; innovation, competition, and collaboration in international financial markets, and political dynamics. An objective of the workshop is to bring together law faculty representing a variety of financial and corporate law disciplines, scholarship traditions, and pedagogical practices and perspectives. The workshop provides a unique opportunity for faculty members to make connections between their primary fields and other fields in financial and corporate law, making it relevant to a broad spectrum of law scholars and teachers. Law faculty in all business law fields should find the workshop useful to their scholarship and teaching.

### Confirmed speakers include:

Bryan L. Adamson (Seattle University School of Law); Mehrsa Baradaran (University of Georgia School of Law); Jordan M. Barry (University of San Diego School of Law); Robert P. Bartlett, III (University of California, Berkeley School of Law); William A. Birdthistle (Chicago-Kent College of Law, Illinois Institute of Technology); Andrea Boyack (Washburn University School of Law); Timothy A. Canova (Nova Southeastern University, Shepard Broad Law Center); Stephen J. Choi (New York University School of Law); Lisa M. Fairfax (The George Washington University Law School); James A. Fanto (Brooklyn Law School); Jill E. Fisch (University of Pennsylvania Law School); Erik F. Gerding (University of Colorado School of Law); Sean J. Griffith (Fordham University School of Law); Michelle M. Harner (University of Maryland Francis King Carey School of Law); M. Todd Henderson (The University of Chicago, The Law School); Claire A. Hill (University of Minnesota Law School); Virginia Harper Ho (University of Kansas School

## Midyear Meeting, continued

of Law); Henry T. Hu (The University of Texas School of Law ); Christine Hurt (University of Illinois College of Law); Edward J. Janger (Brooklyn Law School); Kristin N. Johnson (Seton Hall University School of Law); Wulf Kaal (University of St. Thomas School of Law); Kimberly D. Krawiec (Duke University School of Law); Donald C. Langevoort (Georgetown University Law Center); Yoon-Ho Alex Lee (University of Southern California Gould School of Law); Adam J. Levitin (Georgetown University Law Center); Tom C.W. Lin (University of Florida Fredric G. Levin College of Law); Saule T. Omarova (University of North Carolina School of Law); Eric J. Pan (Associate Director, Office of International Affairs, U.S. Securities and Exchange Commission, Washington, D.C.); Adam C. Pritchard (The University of Michigan Law School); Steven Ramirez (Loyola University Chicago School of Law); Dana Brakman Reiser (Brooklyn Law School); Roberta Romano (Yale Law School); Hillary A. Sale (Washington University in St. Louis School of Law); John Henry Schlegel (University at Buffalo Law School); Daniel K. Tarullo (Governor, Board of Governors of the Federal Reserve System, Washington, D.C.); Anne M. Tucker (Georgia State University College of Law); David A. Westbrook (University at Buffalo Law School)



TYPE OF REGISTRATION	by April 30	after April 30
<b>Workshop on Sexual Orientation and Gender Identity Issues</b>		
Faculty of Member and Fee-Paid Schools	\$495	\$545
Faculty of Non Fee-Paid Law Schools	\$585	\$635
<b>Workshop on Blurring Boundaries in Financial and Corporate Law</b>		
Faculty of Member and Fee-Paid Schools	\$495	\$545
Faculty of Non Fee-Paid Law Schools	\$585	\$635
<b>Entire Midyear Meeting</b>		
Faculty of Member and Fee-Paid Schools	\$780	\$860
Faculty of Non Fee-Paid Law Schools	\$865	\$945

## Where?

The AALS Midyear Meeting will be held at Westin Washington, D.C. City Center, located at 1400 M Street, N.W., in the heart of downtown Washington, D.C. The hotel is five blocks from the White House, or one can take the nearby Metro for easy access to the National Mall, Smithsonian Museums and the monuments in mere minutes. The room rate is \$189 for single or double occupancy; subject to established sales tax; currently tax in 2014 is 14.5%.

To make reservations, attendees will first register for the workshop. After completing the meeting registration process, registrants will receive a confirmation email from AALS with instructions for booking a hotel reservation at the Hotel.

The cut-off date for making a room reservation is May 15, 2014 so register for the meeting early so you can also make your reservation early! Making a reservation prior to the cut-off date does not guarantee availability of the AALS rate. To ensure accommodations, please make your reservation early.

**Register by May 14, 2014 to receive the early bird discount registration fee!**

## 2014 Workshops for New Law School Teachers

JUNE 18 - 22, 2014 | WASHINGTON, DC

The Association of American Law Schools annual workshop series for new law school teachers is coming in June – save the dates and join us in DC for the Workshop for New Law School Teachers and Workshop for Pretenured People of Color Law School Teachers.

### Workshop for New Law School Teachers

**June 18-21, 2014  
(Wednesday-Saturday)**

The workshop begins with registration at 4:00 p.m.-8:00 p.m. on Wednesday, June 18 and a dinner at 7:30 p.m. It ends on Saturday, June 21 at 12:15 p.m. with small group discussions.

#### Why Attend?

At this annual workshop, new law teachers will have an invaluable opportunity to share their excitement, experience, and concerns with each other in a supportive environment. This workshop is designed for new law teachers regardless of subject area, as we recognize that law teachers enter the academy on different paths, including clinical and legal writing programs, but also have much in common as they begin their careers. This workshop will be suitable for all teachers, with plenary sessions focused on common interests, and concurrent sessions and small group sessions tailored to the varying needs of clinicians, legal writing teachers, and other beginning law faculty. Sessions will be led and facilitated by a group of inspirational senior and junior faculty chosen for their commitment to legal education, track record of success in their own careers, and diversity of scholarly and teaching approaches.

The workshop is intended to enhance the new law teacher's long-term professional development and identity. Specifically, the workshop faculty will share invaluable advice on areas of great interest to new law teachers, including teaching and testing techniques, placing and promoting one's scholarship, and managing the demands of institutional service and expectations of students and colleagues.

#### Who should attend?

The workshop will benefit those within their first few years of teaching in any program in the law school, including clinic and legal writing, tenure track and contract, and visiting assistant professors.



#### Speakers Include:

Jane H. Aiken, Georgetown University Law Center; Rory D. Bahadur, Washburn University School of Law; Daniel L. Barnett, Lewis and Clark Law School; Susan J. Bryant, City University of New York School of Law; I. Bennett Capers, Brooklyn Law School; Gabriel "Jack" Chin, University of California at Davis School of Law; Christy Hallam DeSanctis, The George Washington University Law School; Meredith J. Duncan, University of Houston Law Center; Anne M. Enquist, Seattle University School of Law; Rachel Godsil, Seton Hall University School of Law; Robert Jackson, Columbia University School of Law; Andrew D. Leipold, University of Illinois College of Law; Nancy Levit, University of Missouri-Kansas City School of Law; Veryl Victoria Miles, The Catholic University of America, Columbus School of Law; Elliott S. Milstein, American University Washington College of Law; Lisa H. Nicholson, University of Louisville, Louis D. Brandeis School of Law; Michael Pinard, University of Maryland Francis King Carey School of Law; L. Song Richardson, University of Iowa College of Law; Josephine Ross, Howard University School of Law; Michael H. Schwartz, University of Arkansas at Little Rock, William H. Bowen School of Law; Gemma Solimene, Fordham University School of Law; Ron Tyler, Stanford Law School; Frank H. Wu, University of California, Hastings College of the Law; Emily B. Zimmerman, Drexel University School of Law.

## Workshop for Pretenured People of Color Law School Teachers

**June 21-22, 2014 (Saturday-Sunday)**

The workshop begins on Saturday, June 21 at 1:15 p.m. with a luncheon and introduction. It ends at noon on Sunday, June 22 with a hands-on session addressing teaching or scholarship.

### Why Attend?

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

### Who Should Attend?

The workshop will be of interest to newly appointed people of color law school teachers as well as junior professors who are navigating the tenure process and looking for guidance and support.

### Speakers Include:

Rory Bahadur, Washburn University School of Law; Devon Wayne Carbado, University of California Los Angeles School of Law; Emily M.S. Houh, University of Cincinnati College of Law; Solangel Maldonado, Seton Hall University School of Law; Blake D. Morant, Wake Forest School of Law; Mark Niles, American University Washington College of Law; Michael A. Olivas, University of Houston Law Center; Anita G. Ramasastry, University of Washington School of Law; Ron Tyler, Stanford University School of Law.

**AALS would like to thank and recognize the Law School Admission Council for their generous grant to support this workshop.**

### Workshop Location:

Both workshops will take place in downtown Washington, DC. To make a hotel reservation at the Mayflower Renaissance Hotel located at 1127 Connecticut Avenue NW, attendees must first register. After completing the meeting registration process, registrants will receive a confirmation email from the AALS with instructions and a link for booking an online hotel reservation at the Mayflower Hotel. The room rate is \$239 for single or double occupancy. All rooms are subject to established sales tax currently at 14.5%.

### Planning Committee for AALS Workshop for New Law School Teachers and Workshop for Pretenured People of Color Law School Teachers

Fabio Arcila, Jr., Touro College, Jacob D. Fuchsberg Law Center

Cheryl Hanna, Vermont Law School

Carol L. Izumi, University of California, Hastings College of the Law

Jennifer L. Rosato, Northern Illinois University College of Law, Chair

Barbara A. Schatz, Columbia University School of Law

## President-Elect Blake Morant Seeks Recommendations for Committee Appointments

Dean Blake Morant, Wake Forest University School of Law, President-elect of the Association, will begin work this summer on committee appointments for 2015. He will appoint members of the following standing committees for three-year terms: Clinical Legal Education, Curriculum, Libraries and Technology, Membership Review, Professional Development, Recruitment and Retention of Minority Law Teachers, Research, Sections and Annual Meeting, and the Journal of Legal Education Editorial Board.

At your earliest convenience, and no later than July 14, 2014, please send your suggestions of AALS member school faculty who should be considered for standing committees to Judith Areen, AALS Executive Director. Recommendations should be sent to [jaeen@aals.org](mailto:jaeen@aals.org) with "Committee Nominations" as the subject line.

The AALS seeks committees that reflect the participation of newer, as well as seasoned members of the faculty.

It would be most helpful if recommenders provide insight into the suggested person's strengths in the context of committee service and highlight aspects of his or her background and interests that would contribute to the work of a particular committee or committees.

## Workshop on Transnational Perspectives on Equality Law

JUNE 23 - 25, 2014 | WASHINGTON, DC

The 2014 Workshop on Transnational Perspectives on Equality Law is scheduled for Sunday, June 23 through Tuesday, June 25, 2014 in downtown Washington, DC. Guy-Uriel E. Charles, Duke University School of Law, is Chair of the Planning Committee which also includes Timothy A. Canova, Nova Southeastern University Shepard Broad Law Center; Richard T. Ford, Stanford Law School; Reva B. Siegel, Yale Law School; and Julie C. Suk, Benjamin N. Cardozo School of Law Yeshiva University. The Planning Committee describes the Workshop below.

Antidiscrimination law is an American invention that has spread all around the world. During the American civil rights movement of the 1960s, antidiscrimination law promised radical social transformations towards equality for women and minorities in the workplace, in politics, and in education. But recent developments in Equal Protection and Title VII doctrine have paralyzed this trajectory. Meanwhile, the last decade has seen the unprecedented globalization of antidiscrimination law, as well as its expansion and alternative development outside the United States, catalyzed largely by the European Union's two directives in 2000, on race equality and on equal treatment in employment. Over the last few years, a new body of equality law and policy experimentation has emerged not only in the EU and in European countries, but also in South Africa, Canada, Latin America, and Asia. There is a range of public policies adopted to mitigate the disadvantages of vulnerable groups such as racial, ethnic, and religious minorities, women, the disabled, the elderly, and the poor, constituting an "equality law" that goes beyond norms prohibiting discrimination.

At the same time, antidiscrimination law in the United States seems to be changing. U.S. Supreme Court decisions over the last several years (*Ricci v. DeStefano*, *Parents Involved in Community Schools v. Seattle School District*, *Wal-Mart v. Dukes*, *Shelby County v. Holder*) have signaled the end of antidiscrimination law as envisioned by the civil rights movement in the United States. In response, there is growing scholarly interest in finding new approaches to the persistent problem of structural inequality. Comparative reflection is a productive tool, particularly when energy and optimism surrounds the trajectory of antidiscrimination law and equality policy outside of the United States. Now that there is over a decade's worth of new antidiscrimination activity in the EU countries following the 2000 equality directives, the time is ripe for schol-

arly reflection and evaluation of these developments. From an intellectual, practical, and strategic perspective, antidiscrimination scholars in the United States can no longer ignore developments in antidiscrimination law in other countries.

While a growing number of American legal scholars are lamenting the limits of antidiscrimination law, the recent growth of this body of law outside of the United States has largely gone unnoticed. The central purpose of this mid-year meeting is to widen the comparative lens on U.S. equality law – its failures, its achievements, and its potential -- across a variety of subject areas. The meeting will provide a unique and much-needed opportunity to bring together scholars from various fields – constitutional law, employment discrimination law, comparative law, comparative constitutional law, election law, education law – to deepen and enrich the scholarship and teaching of equality. The meeting will also provide a unique opportunity for U.S. scholars to interact with a wide, varied, and stimulating group of antidiscrimination scholars working around the world.

Additionally, law schools are increasingly making their curricula more transnational and comparative. This conference will assist teachers in integrating comparative perspectives to illuminate constitutional law, employment discrimination law, employment law, and other traditional subjects.

This workshop will explore a number of critical questions including what is at stake in looking comparatively when doing equality law; how affirmative action is understood in other legal systems; understanding disparate impact, accommodation, and positive rights. There will be sessions on religion, profiling, and equality and social movements. Transnational perspectives on equality law will be a greater component of antidiscrimination scholarship going forward. This meeting should not be missed.



## Plenary Sessions & Speakers

**Why Comparative and Transnational Equality Law?** - Vicki Jackson (Harvard), J. Christopher McCrudden (Professor of Human Rights and Equality Law, Queens University Belfast), Adilson Moreira (Fundacao Getulio Vargas (FGV)) and Chantal Thomas (Cornell) with Julie Suk (Yeshiva) moderating.

**Affirmative Action, Positive Discrimination, Quotas and Parity** - Ruth Rubio Marin (Professor of Constitutional and Public Comparative Law, European University Institute Department of Law, Florence, Italy), Lani Guinier (Harvard), Gerald Torres (Cornell), and Patrick Weil (University of Paris I – Centre National de la Recherche Scientifique, Paris, France) with Reva Siegel (Yale) moderating.

**Disparate Impact, Accommodation, and Positive Rights** - Sandra Fredman (University of Oxford Faculty of Law, Oxford, England), Mathias Moschel (University of Paris Ouest Nanterre, France), and Samuel Baginstos (Michigan) with Julie Suk (Yeshiva) moderating.

**Secularism and Religious Tolerance** - Lama Abu-Odeh (Georgetown), Stephanie Henneke-Vaucher (University of Paris Ouest Nanterre La Defense, France), and Julieta Lemaitre Ripoli (University of Los Andes, Colombia) and Richard Ford (Stanford) speaking and moderating.

**Teaching Equality Transnationally in US Law Schools** - Sheila Foster (Fordham), Tanya Hernandez (Fordham), David Oppenheimer (California, Berkeley) and Mark Tushnet (Harvard) are presenters.

The Workshop includes two luncheons: The first featuring Chai Feldblum, Commissioner of the Equal Employment Opportunity Commission, Washington, DC. The second is a Lunch Roundtable on “The Global Future of Equality Law” featuring Devon Carbado (California, Los Angeles), Douglas NeJaime (California, Irvine), Angela Onwuachi-Willig (Iowa), and Judith Resnik (Yale).

### Where?

The workshop sessions and sleeping accommodations will be located at the Mayflower Renaissance Hotel located at 1127 Connecticut Ave. NW, Washington, DC. The Mayflower opened in 1925 and was quickly labeled Washington, DC’s “Second Best Address” by President Harry Truman. This historic hotel is near Dupont Circle and is also close to the Farragut North Metro stop that can easily take you to national monuments and museums.

## REGISTRATION

### Hotel Reservations:

To make a hotel reservation, registrants must first register for the workshop. After completing the meeting registration process, registrants will receive a confirmation email from the AALS with instructions and a link for booking an online hotel reservation at the Mayflower Hotel.

### Room Rate:

The room rate is \$239 for single or double occupancy. All rooms are subject to 2014 established sales tax currently at 14.5%. Children staying in the same room with their parent(s) are free of charge. There is an additional charge of \$20 per person for more than two adults sharing a room.

The Mayflower Hotel check-in time is 3:00 pm; check-out time is 12:00 p.m. The Mayflower Hotel will provide AALS registrants high-speed internet access known as “Wired-For-Business” in your sleeping room on a complimentary basis for each day of your stay. The hotel has a smoke-free policy.

### Deadline:

The cut-off date for making a hotel reservation is June 6, 2014. To ensure your sleeping accommodations, please register for the workshop early in order to book your hotel reservation. Making a reservation prior to the cut-off date does not guarantee availability of the AALS rate.

TYPE OF REGISTRATION	by after	
	May 14	May 14
<b>Workshop on Transnational Perspectives on Equality Law</b>		
AALS Member and Fee-Paid Law School Faculty, Fellows, or Adjuncts	\$495	\$545
International Law School, Research University, or Non-Member Law School Faculty	\$585	\$635

## Call for Academic Symposium Proposals for 2015 AALS Annual Meeting

The Association of American Law Schools is pleased to request proposals for the second annual Academic Symposium track that will be held at the 2015 AALS Annual Meeting in Washington, DC from January 2-5, 2015. This track offers space at the Annual Meeting for an open-source program expressly structured as an academic symposium. Symposium program proposals may be proposed by any faculty member at an AALS Member School, and need not be tied to any AALS Section.

Faculty members at AALS member law schools may submit a proposal for an academic symposium. International, visiting and adjunct faculty members, graduate students, and fellows are not eligible to submit a proposal.

Proposals are due April 12, 2014. Proposals may be for either full-day or half-day programs. Proposals will need to include (a) an abstract of up to 750 words describing the overall symposium program and its anticipated contribution to legal scholarship, (b) abstracts of up to 250 words summarizing each symposium paper, and (c) a list of symposium participants.

Within the Symposium, you may have up to three slots reserved for speakers selected from a call for papers, who will not need to be identified by April 12, 2014. Symposium organizers will be required to secure publication for the Symposium in a scholarly journal or as an edited book volume, and describe the publication arrangements in their proposals. The primary criterion used to evaluate proposals will be scholarly quality. All proposals will be expected to reflect the diversity of the legal academy in their proposed speakers. Organizers are encouraged to include junior faculty as participants in their proposed symposium.

The first Academic Symposium was held at the 2014 AALS Annual Meeting and can be found at [aals.org/am2014](http://aals.org/am2014).

The AALS welcomes comments and questions about the Academic Symposium. Questions should be directed to Jane La Barbera, AALS Managing Director at [symposium@aals.org](mailto:symposium@aals.org).

Proposals are due April 12, 2014 and should be sent to [symposium@aals.org](mailto:symposium@aals.org).

## Call for Proposals for Crosscutting Programs for 2015 AALS Annual Meeting

AALS is requesting proposals for Crosscutting Programs for the 2015 AALS Annual Meeting in Washington, DC. These programs focus on multi-subject and interdisciplinary subjects with new perspectives on legal issues or the profession. Crosscutting programs attract a wide audience of law faculty teaching a variety of topics.

Successful proposals include creative topics and presentation formats and should not feature a program or subject that could be offered by an AALS Section. Additionally, proposals should not conflict with other program topics being presented at the 2015 AALS Annual Meeting. To ensure there is no overlap, the Committee on Special Programs for the 2015 Annual Meeting will evaluate all proposals in light of AALS Section and AALS Committee programs already planned for the 2015 Annual Meeting.

The committee will consider the following:

- Is the format innovative?
- Will the program attract a broad audience?
- Is there a diversity of presenters and multiplicity of planners?
- Is there junior and senior professor involvement?
- Does the topic cross over common issues and transcend a particular subject area?
- Is there a publication coming out of the program?

For a proposal to be considered, it must include the following information:

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

Examples of prior Crosscutting Programs include the following:

- Harnessing Psychological Research to Reform the Criminal Justice Process
- Climate Change and Indigenous Peoples: The Intersection of Environmental Law, Natural Resources Development, Water Law, Energy Law, International Law, and Indigenous Law
- The Business of Tax Patents: At the Crossroads of Patent, Tax and Business Law
- Deconstruct and Reconstruct: Reexamining Bias in the Legal System; Searching for New Approaches

## 2015 Crosscutting Programs, continued

Faculty members at AALS member law schools may submit a proposal for a Crosscutting Program. International, visiting and adjunct faculty members, graduate students, and fellows are not eligible to submit a proposal. The AALS welcomes comments and questions about Crosscutting Programs. Questions should be directed to Jane La Barbera AALS Managing Director at [crosscutting@aals.org](mailto:crosscutting@aals.org).

Proposals are due April 12, 2014 and should be sent to [crosscutting@aals.org](mailto:crosscutting@aals.org).

## Proposals for 2015 Professional Development Programs

The Professional Development Committee invites AALS Sections, faculty, and informal groups of faculty to submit preliminary proposals for conferences or workshops in 2016. The Committee prefers proposals for programs that are sufficiently broad that they will interest more than the membership of a single AALS Section or subject area. The AALS also welcomes proposals that contemplate different or innovative programs or that are based on interdisciplinary themes.

The Professional Development programs include one-day workshops at the Annual Meeting, as well as two-day workshops and three-day conferences at the Mid-Year Meeting. Programs need not fit any particular format, but many past conferences and workshops have fallen into one of the following categories:

1. Subject matter programs aimed at faculty who teach particular subjects or types of courses such as the 2013 Mid-Year Meeting Conference on Criminal Justice and the 2010 Mid-Year Meeting Workshop on Civil Procedure: Charting Your Course in a Shifting Field;
2. Programs for groups with similar interests other than subject matter such as the 2015 Mid-Year Meeting Workshop on Forty Years of Formal Equality and the 2014 Mid-Year Meeting Workshop on Sexual Orientation and Gender Identity Issues;
3. Programs that cut across subject matter lines such as the 2014 Mid-Year Meeting Workshop on Blurring Boundaries in Financial and Corporate Law; the 2013 Mid-Year Meeting Workshop on Poverty, Immigration and Property; the 2012 Mid-Year Meeting on Workshop on Torts, Environment and Disaster; and the 2012 Mid-Year Meeting Workshop on When Technology Disrupts Law: How do IP, Internet and Biolaw Adapt?;
4. Programs dealing with matters of law school administration or legal education generally such as the 2011 Annual Meeting Workshop for Deans and Law Librarians; the 2011 Conference on the Future of the Law School

Curriculum; and the 2012 Annual Meeting Workshop on Academic Support—Got ASP?: Leveraging Academic Support Principles and Programs to Meet Strategic Institutional Goals; and,

5. Programs exploring the ramifications of significant developments in or affecting the law such as the 2008 Annual Meeting Workshop on Courts: Independence and Accountability.

Proposals should be two to three pages long and include: (1) a description of the areas or topics to be covered (e.g., the intersection of criminal law and immigration); (2) an explanation of why it would be important and timely to undertake such a program in 2016; (3) an indication of the format and/or a brief description of panels (e.g. a panel on immigration incarceration, a panel on immigration crimes, a panel on immigration and Miranda amendment). It is also recommended that preliminary proposals include (4) suggestions for members of the planning committee as well as potential speakers and their schools. Since planning committees value diversity of all sorts, we encourage recommendations of women, minorities, those with differing viewpoints, and new teachers as speakers. Specific information regarding the potential speaker's scholarship, writings, speaking ability, and teaching methodology is valuable, but not required.

Preliminary proposals are extremely helpful to the planning committees. Planning the actual program, including the choice of specific topics and speakers, is the responsibility of the planning committee, which is appointed by the AALS President. Planning committees normally include one or more individuals who are in leadership positions in the proposing Section(s) and other teachers in that subject area.

Proposals should be submitted by email by June 13, 2014 to [profdev@aals.org](mailto:profdev@aals.org). Jane La Barbera, AALS Managing Director, would be pleased to discuss proposal ideas with you and to answer any questions you have about the Association's professional development programs. Please send your questions by e-mail to [profdev@aals.org](mailto:profdev@aals.org).

## Call for Scholarly Papers for Presentation at 2015 AALS Annual Meeting

To encourage and recognize excellent legal scholarship and to broaden participation by new law teachers in the Annual Meeting program, the Association is sponsoring its twenty-eighth annual Call for Scholarly Papers. Those who will have been full-time law teachers at an AALS member or fee-paid school for five years or fewer on July 1, 2014, are invited to submit a paper on a topic related to or concerning law. A committee of established scholars will review the submitted papers with the authors' identities concealed.

Papers that make a substantial contribution to legal literature may be selected for distribution and oral presentation at a special program to be held at the AALS Annual Meeting in Washington DC, in January 2015. Authors of the presented papers will also be recognized at the Annual Meeting Luncheon. The selection committee must determine that a paper is of sufficient quality to deserve this special recognition, and the AALS is not obligated to select any paper.

**Deadline:** To be considered in the competition three hard copies of the manuscript must be postmarked no later than August 9, 2014, and sent to: Call for Scholarly Papers, Association of American Law Schools, 1614 20th Street, N.W. Washington, DC 20009-1001. Also, an electronic version must be emailed to [scholarlypapers@aals.org](mailto:scholarlypapers@aals.org) no later than August 9, 2014.

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

**Form and Length:** The manuscript must be typed, double-spaced, on 8 1/2" by 11" paper in 12-point (or larger) type with ample (at least 1") margins on all sides and must have sequential page numbers on each page of the submitted article. Footnotes should be 10-point or larger, single-spaced, and preferably on the same page as the referenced text. Each submission must be prepared using either Microsoft Word or otherwise submitted in rich text format. Submissions are limited to articles, essays and book chapters. There is a maximum word limit of 30,000 words (inclusive of footnotes) for the submitted manuscripts. Manuscripts will not be returned.

**Eligibility:** Faculty members of AALS member and fee-paid schools, including visiting faculty whose "home" school is also an AALS member or fee-paid school, are eligible to submit papers. Fellows and adjuncts are ineligible, as are visiting faculty whose "home" school is not a member or fee-paid school. The competition is open to those who have been full-time law teachers for five years or fewer as of July 1, 2014, (for these purposes, one is considered a full-time faculty member while officially "on leave" from the law school). Co-authored papers are eligible for consideration, but each of the co-authors must meet the eligibility criteria established above. Professors are limited to one submission each. A co-authored submission is treated as an individual submission by each author, and precludes additional submissions by either author. No one who has won the AALS Scholarly Papers Competition is eligible to compete again. Honorable Mention recipients are eligible to enter again.

Papers are expected to reflect original research or major developments in previously reported research. Papers are not eligible for consideration if they will have been published before February 2015. However, inclusion of a version of the paper on the Social Science Research Network (SSRN) or similar pre-publication resources does not count as "publication" for purposes of this competition. Submitted papers, whether or not selected for recognition, may be subsequently published as arranged by the authors. Papers may have been revised on the basis of review by colleagues.

### Statement of Compliance:

The cover letter accompanying each submission must include a statement verifying:

1. The author holds a faculty appointment at a member or fee-paid school;
  2. The author has been engaged in full-time teaching for five years or fewer as of July 1, 2014;
  3. All information identifying the author or author's school has been removed from the manuscript;
  4. The paper has not been previously published and is not committed for publication prior to February 2015;
  5. The content of the hard copy version of the paper is, in all respects, identical to the electronic version of the paper; and
  6. The author must agree to notify the AALS if and as soon as s/he learns that the submitted paper will be published before February 2015.
-

Each paper author is to indicate up to four subject categories from the list below that best describe the paper. In the event that none of the categories listed captures the essence of the paper or the author feels that another category not listed below best describes the paper, the author is permitted to write-in one topic under “other” that best describes the paper.

### **Subject Categories:**

Administrative Law; Admiralty; Agency/Partnership; Agricultural Law; Animal Law; Antitrust; Alternative Dispute Resolution; American Indian Law; Arts and Literature; Bank and Finance; Bankruptcy and Creditor’s Rights; Civil Procedure; Civil Rights; Commercial Law; Communications Law; Community Property; Comparative Law; Computer and Internet Law; Conflict of Laws; Constitutional Law; Consumer Law; Contracts; Corporations; Courts; Criminal Law; Criminal Procedure; Critical Legal Theory; Disability Law; Dispute Resolution; Domestic Relations; Economics, Law and; Education Law; Elder Law; Employment Practice; Energy and Utilities; Environmental Law; Entertainment Law; Estate Planning and Probate; Evidence; Family Law; Federal Jurisdiction and Procedure; Foreign Relations/National Security; Gender Law; Health Law and Policy; Housing Law; Human Rights Law; Immigration Law; Insurance Law; Intellectual Property; International Law – Public; International Law – Private; Jurisprudence; Juveniles; Labor; Law and Society; Law and Technology; Law Enforcement and Corrections; Legal Analysis and Writing; Legal Education; Legal History; Legal Profession; Legislation; Local Government; Mergers and Acquisitions; Military Law; Natural Resources Law; Nonprofit Organization; Organizations; Poverty Law; Products Liability; Professional Responsibility; Property Law; Race and the Law; Real Estate Transactions; Religion, Law and; Remedies; Securities; Sexuality and the Law; Social Justice; Social Sciences, Law and; State and Local Government Law; Taxation – Federal; Taxation – State & Local; Terrorism; Torts; Trade; Trial and Appellate Advocacy; Trusts and Estates; Workers’ Compensation.

**Presentation at the Annual Meeting:** The author of any selected paper will present an oral summary of the paper at a special program to be held at the 2015 Annual Meeting. Copies of the paper will be made available for distribution to those attending the presentation.

### **Inquiries:**

Questions should be directed to [scholarlypapers@aals.org](mailto:scholarlypapers@aals.org).

## **New Time Slots for New Law Teachers Programs at 2015 Annual Meeting**

Beginning at the 2015 Annual Meeting, AALS has opened up for AALS Sections two time slots devoted specifically for programs directed towards new law teachers. These are in addition to a Section’s main program (or second program). Sections may hold a Works-in-Progress session or Pedagogy Program for New Law Teachers during these times. Proposals for these programs will be reviewed by a special committee. The two time slots will be on Saturday, January 3, 2015 from 5:15 - 6:30pm and on Sunday, January 4, from 5:45 - 7:00pm. Those Sections wishing to hold such programs should complete the Attachments B and BI of the Section Officers’ Handbook and have it received by the AALS Office by March 14, 2014.

**AALS 2015 ANNUAL MEETING | JANUARY 2-5, 2015 | WASHINGTON, D.C.**

## AALS Section Chairs and Chairs-Elect for 2014

The following chairs and chairs-elect were elected at the Section's business meeting held during the AALS Annual Meeting in New York City in early January. Section chairs and chairs-elect are now in the process of selecting their topic and planning their programs for the 2015 Annual Meeting to be held in Washington, DC.

### Academic Support

Amy L. Jarmon, Texas Tech University  
School of Law, *Chair*  
Lisa Young, Seattle University School of  
Law, *Chair-Elect*

### Administrative Law

Edward P. Richards, III, Louisiana State  
University, Paul M. Hebert Law  
Center, *Chair*

Kristin E. Hickman, University of  
Minnesota Law School, *Chair-Elect*

### Admiralty and Maritime Law

Kris Anne Tobin, University of Tennessee  
College of Law, *Chair*

Betsy Baker, Vermont Law School, *Chair-  
Elect*

### Africa

Susan C. Hascall, Duquesne University  
School of Law, *Chair*

Stephen J. Ellmann, New York Law  
School, *Chair-Elect*

### Agency, Partnership, LLC's and Unincorporated Associations

Jeffrey M. Lipshaw, Suffolk University  
Law School, *Chair*

Benjamin Means, University of South  
Carolina School of Law, *Chair-Elect*

### Aging and the Law

Mark D. Bauer, Stetson University  
College of Law, *Chair*

Katherine C. Pearson, Pennsylvania State  
University The Dickinson School of  
Law, *Chair-Elect*

### Agricultural and Food Law

Jacqueline P. Hand, University of Detroit  
Mercy School of Law, *Chair*

Laurie Ristino, Vermont Law School,  
*Chair-Elect*

### Alternative Dispute Resolution

Paul F. Kirgis, St. John's University School  
of Law, *Chair*

Sarah R. Cole, The Ohio State University,  
Michael E. Moritz College of Law,  
*Chair-Elect*

### Animal Law

Susan J. Hankin, University of Maryland  
Francis King Carey School of Law,  
*Chair*

Joan E. Schaffner, The George  
Washington University Law School,  
*Chair-Elect*

### Antitrust and Economic Regulation

Daniel Sokol, University of Florida  
Fredric G. Levin College of Law, *Chair*

Hillary Greene, University of  
Connecticut School of Law, *Chair-  
Elect*

### Art Law

Jennifer Anglim Kreder, Northern  
Kentucky University, Salmon P. Chase  
College of Law, *Chair*

Sean O'Connor, University of  
Washington School of Law, *Chair-  
Elect*

### Balance in Legal Education

Julie K. Sandine, Vanderbilt University  
Law School, *Chair*

Courtney G. Lee, University of the  
Pacific, McGeorge School of Law,  
*Chair-Elect*

### Biowlaw

James Ming Chen, Michigan State  
University College of Law, *Chair*

Robert A. Bohrer, California Western  
School of Law, *Chair-Elect*

### Business Associations

Kimberly D. Krawiec, Duke University  
School of Law, *Chair*

Jayne W. Barnard, William & Mary Law  
School, *Chair-Elect*

### Children and the Law

Cynthia M. Godsoe, Brooklyn Law  
School, *Chair*

James G. Dwyer, William & Mary Law  
School, *Chair-Elect*

### Civil Procedure

Rebecca Hollander-Blumoff, Washington  
University in St. Louis School of Law,  
*Chair*.

Allan H. Erbsen, University of Minnesota  
Law School, *Chair-Elect*

### Civil Rights

Michele Alexandre, University of  
Mississippi School of Law, *Chair*  
Patience A. Crowder, University of  
Denver Sturm College of Law, *Chair-  
Elect*

### Clinical Legal Education

Charles Auffant, Rutgers School of Law -  
Newark, *Co-Chair*

Mary Jo B. Hunter, Hamline University  
School of Law, *Co-Chair*

Jayesh Rathod, American University,  
Washington College of Law, *Chair-  
Elect*

### Commercial and Related Consumer Law

Eboni S. Nelson, University of South  
Carolina School of Law, *Chair*

James Hawkins, University of Houston  
Law Center, *Chair-Elect*

### Comparative Law

Intisar Rabb, Harvard Law School, *Chair*  
Sudha N. Setty, Western New England  
University School of Law, *Chair-Elect*

### Conflict of Laws

Symeon Symeonides, Willamette  
University College of Law, *Chair*  
Patrick J. Borchers, Creighton University  
School of Law, *Chair-Elect*

### Constitutional Law

Derek T. Muller, Pepperdine University  
School of Law, *Co-Chair*

M. Isabel Medina, Loyola University New  
Orleans College of Law, *Co-Chair*  
Laura A. Cisneros, Golden Gate  
University School of Law, *Chair-Elect*

### Continuing Legal Education

Jennifer Dabson, American University,  
Washington College of Law, *Chair*  
Dennis Greene, University of Dayton  
School of Law, *Chair-Elect*

### Contracts

Nancy S. Kim, California Western School  
of Law, *Chair*  
Curtis Bridgeman, Willamette University  
College of Law, *Chair-Elect*

## Section Chairs & Chairs-Elect, continued

### Creditors' and Debtors' Rights

Michelle A. Cecil, University of Missouri School of Law, *Chair*

Michelle M. Harner, University of Maryland Francis King Carey School of Law, *Chair-Elect*

### Criminal Justice

Carolyn B. Ramsey, University of Colorado School of Law, *Chair*

Giovanna Shay, Western New England University School of Law, *Chair-Elect*

### Dean, for the Law School

Camille A. Nelson, Suffolk University Law School, *Co-Chair*

Joyce E. McConnell, West Virginia University College of Law, *Co-Chair*

David A. Brennen, University of Kentucky College of Law, *Co-Chair Elect*

Martin J. Katz, University of Denver Sturm College of Law, *Co-Chair Elect*

### Defamation and Privacy

Woodrow Hartzog, Samford University, Cumberland School of Law, *Chair*

Jacqueline D. Lipton, University of Houston Law Center, *Chair-Elect*

### Disability Law

Arlene S. Kanter, Syracuse University College of Law, *Chair*

Cheryl L. Anderson, Southern Illinois University School of Law, *Chair-Elect*

### Economic Globalization and

### Governance

Gregory C. Shaffer, University of Minnesota Law School, *Chair*

Faith Stevelman, New York Law School, *Co-Chair*

### Education Law

Scott Robert Bauries, University of Kentucky College of Law, *Chair*

Tiffani N. Darden, Michigan State University College of Law, *Chair-Elect*

### Employee Benefits and Executive

### Compensation

Norman P. Stein, Drexel University School of Law, *Chair*

Maria O'Brien Hylton, Boston University School of Law, *Chair-Elect*

### Employment Discrimination Law

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

Bradley A. Areheart, University of Tennessee College of Law, *Chair-Elect*

### Environmental Law

Alice Kaswan, University of San Francisco School of Law, *Chair*

Robin K. Craig, University of Utah, S. J. Quinney College of Law, *Chair-Elect*

### European Law

Francesca Bignami, The George Washington University Law School, *Chair*

Daniela Caruso, Boston University School of Law, *Chair-Elect*

### Section on Evidence

David S. Caudill, Villanova University School of Law, *Chair*

John J. Capowski, Widener University School of Law, *Chair-Elect*

### Family and Juvenile Law

Ann Laquer Estin, University of Iowa College of Law, *Chair*

Melanie B. Jacobs, Michigan State University College of Law, *Chair-Elect*

### Federal Courts

Tara Leigh Grove, William & Mary Law School, *Chair*

Amanda L. Tyler, University of California, Berkeley School of Law, *Chair-Elect*

### Financial Institutions and

### Consumer Financial Services

Robert C. Hockett, Cornell Law School, *Chair*

Daniel Schwarcz, University of Minnesota Law School, *Chair-Elect*

### Section on Graduate Programs for

### Foreign Lawyers

George E. Edwards, Indiana University Robert H. McKinney School of Law, *Chair*

Mark E. Wojcik, The John Marshall Law School, *Chair-Elect*

### Indian Nations and Indigenous

### Peoples

Alexander Pearl, Florida International University College of Law, *Chair*

Ann E. Tweedy, Hamline University School of Law, *Chair-Elect*

### Institutional Advancement

Darby Dickerson, Texas Tech University School of Law, *Chair*

Leslie R. Steinberg, Southwestern Law School, *Co-Chair Elect*

Lisa O'Rourke, Loyola Law School, *Co-Chair Elect*

### Insurance Law

Ronen Avraham, The University of Texas School of Law, *Chair*

Kyle D. Logue, The University of Michigan Law School, *Chair-Elect*

### Intellectual Property

William Mc Geveran, University of Minnesota Law School, *Chair*

Zahr Said, University of Washington School of Law, *Chair-Elect*

### International Human Rights

Stuart Ford, The John Marshall Law School, *Chair*

Jonathan Todres, Georgia State University College of Law, *Chair-Elect*

### International Law

Cindy Galway Buys, Southern Illinois University School of Law, *Chair*

Matthew H. Charity, Western New England University School of Law, *Chair-Elect*

### International Legal Exchange

Theresa K. Kaiser, American University, Washington College of Law, *Chair*

George E. Edwards, Indiana University Robert H. McKinney School of Law, *Chair-Elect*

### Internet and Computer Law

Annemarie Bridy, University of Idaho College of Law, *Chair*

Robert Heverly, Albany Law School, *Chair-Elect*

### Islamic Law

Haider Ala Hamoudi, University of Pittsburgh School of Law, *Chair*

Sahar Aziz, Texas A&M University School of Law, *Chair-Elect*

### Jewish Law

Adam S. Chodorow, Arizona State University Sandra Day O'Connor College of Law, *Chair*

Mark D. Rosen, Chicago-Kent College of Law, Illinois Institute of Technology, *Chair-Elect*

## Section Chairs &amp; Chairs-Elect, continued

**Labor Relations and Employment Law**

Rebecca K. Lee, Thomas Jefferson School of Law, *Chair*

Jason R. Bent, Stetson University College of Law, *Chair-Elect*

**Law and Economics**

Keith Norman Hylton, Boston University School of Law, *Chair*

David S. Abrams, University of Pennsylvania Law School, *Chair-Elect*

**Law and Interpretation**

Brett Gilbert Scharffs, Brigham Young University, J. Reuben Clark Law School, *Chair*

Emily M.S. Houh, University of Cincinnati College of Law, *Chair-Elect*

**Law and Mental Disability**

Richard M. Peterson, Pepperdine University School of Law, *Chair*

Barry Kozak, The John Marshall Law School, *Chair-Elect*

**Law and Religion**

John Inazu, Washington University in St. Louis School of Law, *Chair*

Marc O. De Girolami, St. John's University School of Law, *Chair-Elect*

**Law and South Asian Studies**

Anil Kalhan, Drexel University School of Law, *Chair*

Deepa Badrinarayana, Chapman University Dale E. Fowler School of Law, *Chair-Elect*

**Law and Sports**

Dionne L. Koller, University of Baltimore School of Law, *Chair*

Matthew J. Parlow, Marquette University Law School, *Chair-Elect*

**Law and the Humanities**

Charlton C. Copeland, University of Miami School of Law, *Chair*

Tamara F. Lawson, St. Thomas University School of Law, *Chair-Elect*

**Law and the Social Sciences**

Shima Baradaran, University of Utah, S. J. Quinney College of Law, *Chair*

Tom Tyler, Yale Law School, *Chair-Elect*

**Law Libraries and Legal Information**

Darin K. Fox, University of Oklahoma College of Law, *Chair*

Steven D. Hinckley, Pennsylvania State University The Dickinson School of Law, *Chair-Elect*

**Law School Administration and Finance**

Michael S Dean, Mercer University School of Law, *Chair*

José Bahamonde-González, University of Maryland Francis King Carey School of Law, *Chair-Elect*

**Law, Medicine and Health Care**

Ani B. Satz, Emory University School of Law, *Chair*

Thaddeus Mason Pope, Hamline University School of Law, *Chair-Elect*

**Section on Legal History**

James W. Fox, Jr., Stetson University College of Law, *Chair*

Danaya C. Wright, University of Florida Fredric G. Levin College of Law, *Chair-Elect*

**Legal Writing, Reasoning and Research**

Kimberly Holst, Arizona State University Sandra Day O'Connor College of Law, *Chair*

Jennifer Murphy Romig, Emory University School of Law, *Chair-Elect*

**Legislation & Law of the Political Process**

James J. Brudney, Fordham University School of Law, *Chair*

Abbe Gluck, Yale Law School, *Chair-Elect*

**Litigation**

Bernadette Bollas Genetin, University of Akron, C. Blake McDowell Law Center, *Chair*

Paul Radvany, Fordham University School of Law, *Chair-Elect*

**Mass Communication Law**

David Ardia, University of North Carolina School of Law, *Chair*

Sonja R. West, University of Georgia School of Law, *Chair-Elect*

**Minority Groups**

Eloisa C. Rodriguez-Dod, Florida International University College of Law, *Chair*

Kristin N. Johnson, Seton Hall University School of Law, *Chair-Elect*

**National Security Law**

Peter Margulies, Roger Williams University School of Law, *Chair*

Deborah Pearlstein, Benjamin N. Cardozo School of Law, *Chair-Elect*

**Natural Resources and Energy Law**

K.K. DuVivier, University of Denver Sturm College of Law, *Chair*

Kalyani Robbins, University of Akron, C. Blake McDowell Law Center, *Chair-Elect*

**New Law Professors**

Tiffani N. Darden, Michigan State University College of Law, *Chair*

Bradley A. Areheart, University of Tennessee College of Law, *Chair-Elect*

**Nonprofit and Philanthropy Law**

Lloyd Hitoshi Mayer, Notre Dame Law School, *Chair*

Miranda Perry Fleischer, University of San Diego School of Law, *Chair-Elect*

**North American Cooperation**

Betsy Baker, Vermont Law School, *Chair*

William V. Dunlap, Quinnipiac University School of Law, *Chair-Elect*

**Part-Time Division Programs**

Julie A. Davies, University of the Pacific, McGeorge School of Law, *Chair*

Sondra R. Tennessee, University of Houston Law Center, *Chair-Elect*

**Post-Graduate Legal Education**

Yvette Gutierrez, St. John's University School of Law, *Chair*

John N. Riccardi, Boston University School of Law, *Chair-Elect*

**Poverty Law**

Emily Suski, Georgia State University College of Law, *Chair*

Annie Smith, University of Arkansas, Fayetteville, *Chair-Elect*

## Section Chairs & Chairs-Elect, continued

### PreLegal Education and

#### Admission to Law School

R. Jay Shively, Wake Forest University  
School of Law, *Chair*

Tracy L. Simmons, University of the  
Pacific, McGeorge School of Law,  
*Chair-Elect*

#### Pro-Bono & Public Service Opportunities

Susan B. Schechter, University of  
California, Berkeley School of Law,  
*Chair*

Carolyn Goodwin, Boston University  
School of Law, *Chair-Elect*

#### Professional Responsibility

Andrew M. Perlman, Suffolk University  
Law School, *Chair*

Samuel J. Levine, Touro College, Jacob D.  
Fuchsberg Law Center, *Chair-Elect*

#### Property Law

Timothy Mulvaney, Texas A&M  
University School of Law, *Chair*

G. Kristen Barnes, University of Akron,  
C. Blake McDowell Law Center,  
*Chair-Elect*

#### Real Estate Transactions

David J. Reiss, Brooklyn Law School,  
*Chair*

Julie P. Forrester, Southern Methodist  
University, Dedman School of Law,  
*Chair-Elect*

#### Remedies

Margo Schlanger, The University of  
Michigan Law School, *Chair*

Anthony J. Sebok, Benjamin N. Cardozo  
School of Law, *Chair-Elect*

### Scholarship

Michelle Dempsey, Villanova University  
School of Law, *Chair*

Dan Markel, Florida State University  
College of Law, *Chair-Elect*

#### Securities Regulation

Lisa M. Fairfax, Georgetown University  
Law Center, *Chair*

Christine Hurt, University of Illinois  
College of Law, *Chair-Elect*

#### Sexual Orientation and Gender Identity Issues

Ellen S. Podgor, Stetson University  
College of Law, *Chair*

James D. Wilets, Nova Southeastern  
University, Shepard Broad Law Center,  
*Chair-Elect*

#### Socio-Economics

Thomas Ulen, University of Illinois  
College of Law, *Chair*

I. Richard Gershon, University of  
Mississippi School of Law, *Chair-Elect*

#### State and Local Government Law

Michelle W. Anderson, University of  
California, Berkeley School of Law,  
*Chair*

Cynthia A. Baker, Indiana University  
Robert H. McKinney School of Law,  
*Chair-Elect*

#### Student Services

Emily Scivoletto, University of San Diego  
School of Law, *Chair*

Lisa Ferreira, Thomas Jefferson School of  
Law, *Chair-Elect*

#### Taxation

Miranda Perry Fleischer, University of  
San Diego School of Law, *Chair*

Diane M. Ring, Boston College Law  
School, *Chair-Elect*

### Teaching Methods

Lisa A. Mazzie, Marquette University  
Law School, *Chair*

Kris Franklin, New York Law School,  
*Chair-Elect*

#### Torts and Compensation Systems

Andrew R. Klein, Indiana University  
Robert H. McKinney School of Law,  
*Chair*

Anthony J. Sebok, Benjamin N. Cardozo  
School of Law, *Chair-Elect*

#### Transactional Law and Skills

Therese H. Maynard, Loyola Law School,  
*Chair*

Afra Afsharipour, University of California  
at Davis School of Law, *Chair-Elect*

#### Trusts and Estates

Alfred L. Brophy, University of North  
Carolina School of Law, *Chair*

Iris J. Goodwin, University of Tennessee  
College of Law, *Chair-Elect*

#### Women in Legal Education

Kirsten K. Davis, Stetson University  
College of Law, *Chair*

Wendy Greene, Samford University,  
Cumberland School of Law, *Chair-  
Elect*

# AALS 2015 Annual Meeting

## SCHEDULE AT A GLANCE

**January 2-5, 2015**  
Washington, D.C.



Legal Education  
at the Crossroads

### Friday, January 2, 2015

6:00 – 9:00 pm	Registration
6:00 – 9:00 pm	AALS Office and Information Center
6:00 pm	School and Organization Receptions
7:30 pm	Law and Film Series (feature films)

### Saturday, January 3, 2015

7:00 am – 7:00 pm	Registration
7:00 am – 7:00 pm	AALS Office and Information Center
7:00 am – 8:30 am	Section Breakfasts
8:30 am – 10:15 am	Section Programs
10:30 am – 12:15 pm	Section Programs
12:15 am – 1:30 pm	Section Luncheons
12:15 pm – 1:30 pm	Section on Minority Groups Luncheon
1:30 pm – 3:15 pm	Section Programs
3:30 pm – 5:15 pm	Section Programs
5:15 pm – 6:30 pm	Section Works-in-Progress or Pedagogy Programs for New Law Teachers
5:15 pm – 6:30 pm	House of Representatives, First Meeting
6:30 pm – 7:30 pm	Reception for Law Schools' Teachers of the Year and Emeriti Faculty Members
6:30 pm	School and Organization Receptions

### Sunday, January 4, 2015

7:00 am – 7:00 pm	Registration
7:00 am – 7:00 pm	AALS Office and Information Center
7:00 am – 8:30 am	Continental Breakfast for Beginning Law Teachers
7:00 am – 8:30 am	Section Breakfasts
7:30 am – 9:00 am	AALS Presidential Meeting with 2013 and 2014 Committee Chairs and Members
8:30 am – 10:15 am	Section Programs
10:30 am – 12:15 pm	Section Programs
12:30 pm – 2:00 pm	Association Luncheon
2:00 pm – 3:45 pm	Section Programs
4:00 pm – 5:45 pm	Section Programs
5:45 pm – 7:30 pm	Section Works-in-Progress or Pedagogy Programs for New Law Teachers
5:45 pm – 7:00 pm	House of Representatives, Second Meeting
7:00 pm – 9:00 pm	Association Gala Reception
8:00 pm	Law and Film Series (Documentary films)
8:30 pm	School and Organization Receptions

### Monday, January 5, 2015

7:00 am – 5:00 pm	Registration
7:00 am – 5:00 pm	Office and Information Center
7:00 am – 8:30 am	Section Officers Continental Breakfast and Workshop
8:30 am – 12:30 pm	Service Project and Field Trips
8:45 am – 5:00 pm	AALS Workshop on Shifting Role of Contracts
9:00 am – 5:00 pm	Section Programs (day-long)
12:15 pm – 1:45 pm	Section Luncheons
12:15 pm – 1:45 pm	Section on Women in Legal Education Luncheon
2:00 pm – 3:30 pm	Section Programs
2:00 pm – 5:00 pm	Section Programs (half-day)
5:00 pm – 6:30 pm	AALS Reception for Legal Educators from Law Schools Outside the United States

# AALS Calendar

## 2014

### **2014 Conference on Clinical Legal Education** **Chicago, IL**

Sunday, April 27 - Wednesday, April 30, 2014

### **2014 MIDYEAR MEETING** **Washington, DC**

#### **Workshop on Sexual Orientation and Gender Issues** Thursday, June 5 - Saturday, June 7, 2014

#### **Conference on Blurring Boundaries in Financial and Corporate Law** Saturday, June 7 - Monday, June 9, 2014

#### **Workshop for New Law School Teachers** **Washington, DC** Wednesday, June 18, - Saturday, June 21, 2014

#### **Workshop for Pretenured People of Color Law School Teachers** **Washington, DC** Saturday, June 21, - Sunday, June 22, 2014

#### **Workshop for Transnational Perspectives on Equality Law** **Washington, DC** Sunday, June 22 - Tuesday, June 24, 2014

#### **Faculty Recruitment Conference** **Washington, DC** Thursday, October 16 - Saturday, October 18, 2014

## 2015

### **Annual Meeting** **Washington, DC** Friday, January 2 - Monday, January 5, 2015

### **Faculty Recruitment Conference** **Washington, DC** Thursday, October 15 - Saturday, October 17, 2015

## 2016

### **Annual Meeting** **New York, NY** Wednesday, January 6 - Saturday, January 9, 2016

## 2017

### **Annual Meeting** **San Francisco, CA** Wednesday, January 4 - Saturday, January 7, 2017