Association of American Law Schools

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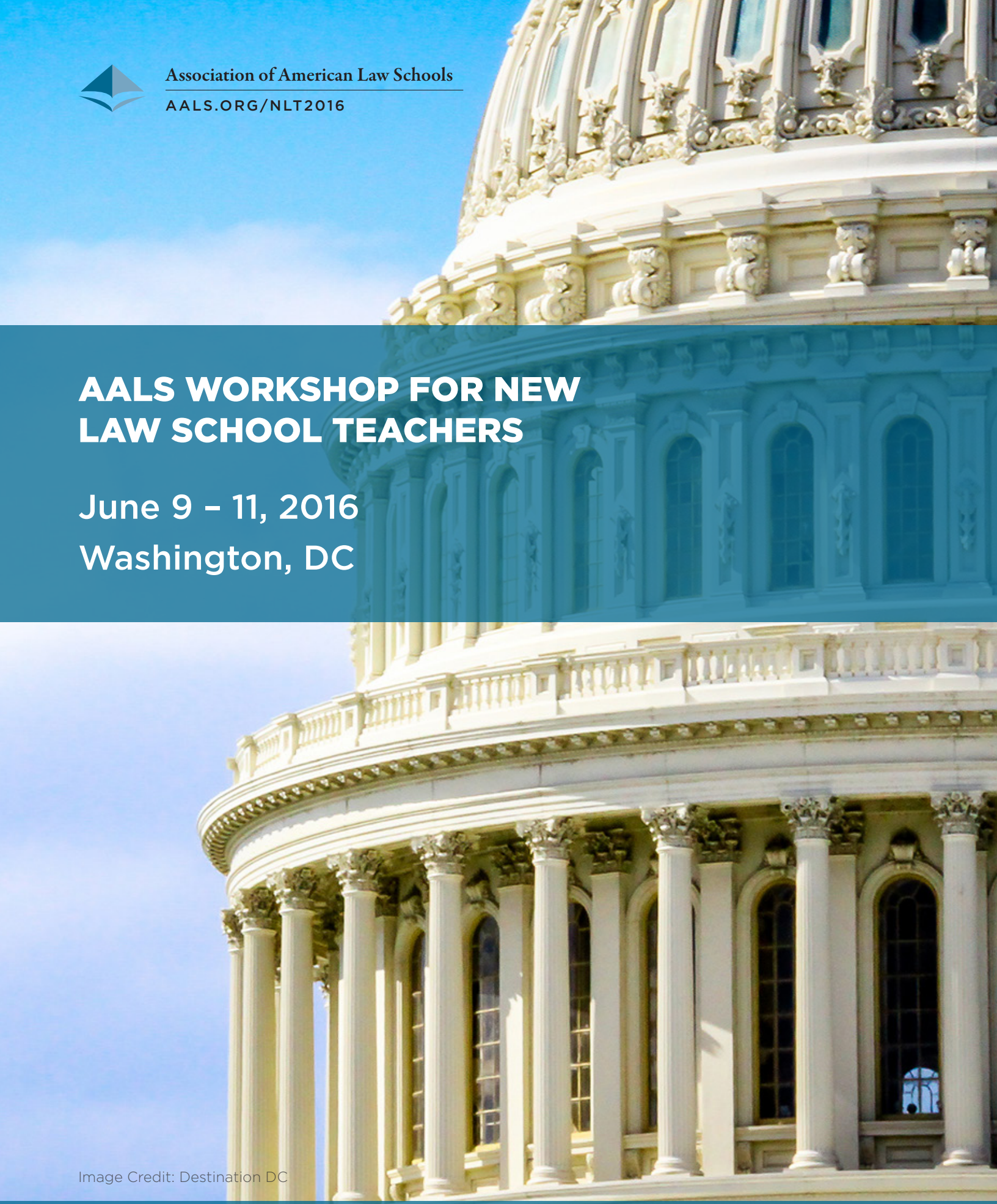
AALS WORKSHOP FOR NEW LAW SCHOOL TEACHERS

June 9 – 11, 2016

Washington, DC



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Program Booklet

Exhibitors

Be sure to visit the Exhibitors in the New Hampshire Foyer, Lower Lobby.

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WORKSHOP FOR NEW LAW SCHOOL TEACHERS

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IMPORTANT

The evaluation surveys will be emailed to you at the conclusion of the workshop.
Your comments and suggestions will assist the Planning Committee to plan next year's workshop.

Introduction

Welcome to the 2016 AALS Workshop for New Law School Teachers and to the legal academy. This is an exciting time as you begin to establish your career and identity as a scholar, teacher, mentor, and institutional citizen. This is also a challenging time as legal education and our roles as faculty members are undergoing significant transformations. You are uniquely poised to bring your energy, insights, and leadership to our profession's future.

Over the next few days, the Planning Committee members hope that you will gain some valuable insights and practical information on how to become an effective classroom teacher, a productive scholar, and an active citizen in your law school and beyond. We have recruited an outstanding group of professors with a wide range of experience and expertise. What all our presenters have in common, however, is a generosity of spirit and a commitment to helping you develop your new career. Please ask questions, share your concerns, and take advantage of the opportunity to learn from such a devoted and talented group of colleagues.

This workshop is unique in that it brings together new law school teachers from a multitude of fields, including clinical teachers. Our roles are more similar than they are different, and we become even better teachers and scholars when we integrate ideas and pedagogy from other disciplines. But as important as the knowledge that you will gain are the professional relationships and friendships that you will begin to build.

We are delighted to be with you at the beginning of this journey and look forward to an exciting workshop.

Congratulations!

Kim Yuracko, Northwestern University Pritzker School of Law, Chair
Planning Committee for the 2016 AALS Workshop for New Law School Teachers

Welcome

Dear Colleague,

On behalf of the Association of American Law Schools (AALS) President Kellye Y. Testy and the AALS Executive Committee, it is my privilege to welcome you to the association and to the law teaching profession.

Established in 1900, AALS is an association of 179 law schools committed to promoting excellence in legal education. As the learned society for legal education, we are also very much your organization, and that of your nearly 10,000 law faculty colleagues throughout the nation. Over the years, many of us have benefited from work we have done under the AALS umbrella. Our involvement has connected us to faculty beyond our home law schools and has led to career-enriching collaborations in both scholarship and teaching.

AALS values and expects its member schools and their faculty to value:

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

2. Scholarship, academic freedom, and diversity of viewpoints;

3. A rigorous academic program built upon strong teaching in the context of a dynamic curriculum that is both broad and deep;

4. A diverse faculty and staff hired, promoted, and retained based on meeting and supporting high standards of teaching and scholarship and in accordance with principles of non-discrimination; and

5. The selection of students based upon intellectual ability and personal potential for success in the study and practice of law, through a fair and non-discriminatory process designed to produce a diverse student body and a broadly representative legal profession.

Association activities encompass many areas that may be of interest to you, particularly our professional development programs for law faculty. Detailed information on the professional development schedule for the coming academic year can be found on our website at www.aals.org/aals-events.

The work of AALS is done largely by volunteers through its committees and sections. There are 100 AALS sections representing subject matter areas and other common interests. Becoming involved in one or more sections will connect you to colleagues all over the country. Sections also construct the majority of the Annual Meeting program, and will provide you throughout the year with an ongoing source of information on your fields of interest through the AALS web-based community platform that many sections use.

The next AALS Annual Meeting, which will be held Tuesday, January 3 through Saturday, January 7, 2017 in San Francisco, will bring together more than 3,000 law faculty and administrators. At the Annual Meeting, each section presents a program of interest to its members. There are also day-long programs and other special programs, including some based on the theme "Why Law Matters," selected by AALS President Testy.

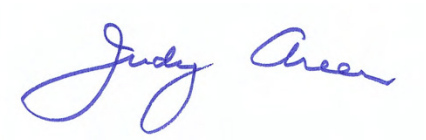
AALS also sponsors a scholarly papers competition for those who have been in law teaching for five years or less. The winning author presents the paper at the Annual Meeting. The deadline for the 2016 Scholarly Papers Competition is August 5, 2016. To learn more, the competition announcement is included in this booklet. At the Annual Meeting we will celebrate the previous year's teaching award honorees from member schools. Faculty often tell us that perhaps the most important part of the Annual Meeting is the opportunity to meet colleagues informally across generations and to develop ongoing interactions with them over the years.

The Association has a number of standing and special committees, composed of law teachers appointed by AALS presidents. Appointments are typically for three-year terms, and each standing committee includes members appointed by three successive presidents of the organization. The subjects covered by the committees range from membership review to recruitment and retention of minority law teachers and students. Nominations for these committee positions are encouraged and should be made in the spring.

The Association's *Journal of Legal Education*, which is published quarterly and distributed to all law faculty, is an excellent platform for the exchange of ideas and information about legal education, legal scholarship, and innovative teaching. The *Journal* is currently co-edited at Northeastern University School of Law and The University of Washington School of Law. The co-editors are Jeremy R. Paul and Margaret Y. Woo of Northeastern University School of Law and Kate O'Neill and Kellye Y. Testy of University of Washington School of Law. The Association also co-sponsors the *Journal of Clinical Legal Education*. The *AALS Directory of Law Teachers* is published annually. Your Dean's office can assist in ensuring that you are included in the *Directory* listings.

As you begin your career in law teaching and are understandably focused on developing your own courses and advancing your scholarly agenda, I encourage you to become involved in AALS as you begin what we hope will be a long, productive, and satisfying career.

Sincerely,



Judith Areen
AALS Executive Director

Program Schedule

Thursday, June 9, 2016

4 pm – 8 pm
AALS Registration
New Hampshire Foyer, Lower Lobby

6 pm – 7:15 pm
Small Group Discussions

See your handout for the location of your small group meeting room.

7:30 pm – 8:45 pm
AALS Sponsored Dinner
New Hampshire III, Lower Lobby

Introduction
Kimberly A. Yuracko, Northwestern University Pritzker School of Law, and Chair, Planning Committee for the 2016 AALS Workshop for New Law School Teachers

The Future of Legal Education: The Role of Faculty
Frank H. Wu, University of California, Hastings College of Law

8:45 pm – 9:30 pm
Dessert and Coffee Reception
New Hampshire III, Lower Lobby

After the opening dinner, attendees may mingle and enjoy a reception of mini desserts and coffee in a relaxed atmosphere.

Friday, June 10, 2016

8 am – 9 am
AALS Section on Women in Legal Education Q & A with Coffee and Breakfast Pastry
New Hampshire III, Lower Lobby

Okianer Christian Dark, Howard University School of Law
Taja-Nia Y. Henderson, Rutgers Law School
Abigail Perdue, Wake Forest University School of Law

8:30 am – 9 am
Coffee, Tea, and Breakfast Pastries
New Hampshire Foyer, Lower Lobby

9 am - 9:15 am
Opening
New Hampshire I and II, Lower Lobby

Welcome
Judith C. Areen, AALS Executive Director

Introduction
Kimberly A. Yuracko, Northwestern University Pritzker School of Law, and Chair, Planning Committee for 2016 AALS Workshop for New Law School Teachers

9:15 am – 10:30 am

Plenary Session: The New World of Legal Academia: Planning for the Future

New Hampshire I and II, Lower Lobby

Jane H. Aiken, Georgetown University Law Center
Carissa Byrne Hessick, University of Utah, S.J. Quinney College of Law
Blake D. Morant, The George Washington University Law School
Moderator: Mark V. Tushnet, Harvard Law School

New faculty members are beginning their careers at a time of major change in legal education. This plenary session prompts new law teachers to set their long-term professional objectives with an awareness of that broader landscape. Panelists will also discuss the differences and similarities a new law teacher is likely to find across different institutional homes.

10:30 am – 10:45 am

Refreshment Break

New Hampshire Foyer, Lower Lobby

10:45 am – 12 pm

Plenary Session: Managing Institutional Relationships

New Hampshire I and II, Lower Lobby

Christine Hurt, Brigham Young University J. Reuben Clark Law School
Peggie R. Smith, Washington University in St. Louis School of Law
Michael P. Van Alstine, University of Maryland Francis King Carey School of Law
Moderator: Kimberly A. Yuracko, Northwestern University Pritzker School of Law

In addition to producing influential scholarship and facilitating effective student learning, law professors are also expected to build and manage multiple institutional relationships—both formal and informal—with students, staff, faculty, university officials, community members, alumni, and other practicing lawyers and judges. New law teachers are increasingly called upon to interact with these groups very soon after joining a faculty. Such interactions can present exciting opportunities, but balancing the competing demands on one's time can be difficult.

12:15 pm – 1:45 pm

AALS Luncheon: The Role of the Legal Scholar in a Changing World – The Why

New Hampshire III, Lower Lobby

Introduction: Kami Chavis, Wake Forest University School of Law
Nancy D. Polikoff, American University, Washington College of Law

2 pm – 3:30 pm

Small Group Discussions: Scholarship – The How

Designing Your Research Agenda from Scratch
Dupont, Lower Lobby

Pursuing Your Research Agenda
Potomac, Lower Lobby

Clinical Faculty Research
Foggy Bottom, Lower Lobby

Jayesh M. Rathod, American University Washington College of Law

3:30 pm – 3:45 pm

Refreshment Break

New Hampshire Foyer, Lower Lobby

3:45 pm – 5:15 pm

Plenary Session: Distributing Your Ideas

New Hampshire I and II, Lower Lobby

Randy E. Barnett, Georgetown University Law Center
Naomi R. Cahn, The George Washington University Law School
Elizabeth Field, The George Washington University Law School
Alexandra Natapoff, Loyola Law School, Los Angeles
Jide O. Nzelibe, Northwestern University Pritzker School of Law
Moderator: Michael E. Waterstone, Loyola Law School - Los Angeles

In addition to producing scholarship, new law teachers have to find ways to distribute it and build their reputations. Key challenges include deciding which audiences you want to reach, figuring out how to engage with the world outside legal academia, and developing a reputation through your scholarship. Panelists will offer advice on how to think about getting your scholarship out into the world.

5:30 pm – 6:30 pm

AALS Reception

New Hampshire Foyer, Lower Lobby

6:30 pm – 7:30 pm

AALS Section on Sexual Orientation and Gender Identity Issues Informal Gathering

Mount Vernon, Lobby Level

Nancy D. Polikoff, American University, Washington College of Law

Saturday, June 11, 2016

8 am – 9 am

AALS Section on Minority Groups Q & A with Coffee and Breakfast Pastry

New Hampshire III, Lower Lobby

Margaret Hu, Washington and Lee University School of Law
Mariela Olivares, Howard University School of Law
Melissa E. Murray, University of California, Berkeley School of Law

8:30 am – 9 am

Coffee, Tea, and Breakfast Pastry

New Hampshire Foyer, Lower Lobby

9 am – 10:15 am

Plenary Session: Diversity and Inclusion Inside and Outside the Classroom

New Hampshire I and II, Lower Lobby

Guy-Uriel Charles, Duke University School of Law
Rachel F. Moran, University of California, Los Angeles School of Law
Moderator: Kami Chavis, Wake Forest University School of Law

All law teachers have to think about ways to teach, mentor, and collaborate effectively in a diverse community. This session will discuss the special challenges diverse faculty members sometimes face in their roles of teacher, mentor and institutional citizen. It will also address the responsibility that all faculty members have to promote the meaningful inclusion of all students and discuss strategies for doing so both within and outside the classroom.

10:15 am – 10:30 am

Refreshment Break

New Hampshire Foyer, Lower Lobby

10:30 am – 11:45 am
Plenary Session: Teaching
New Hampshire I and II, Lower Lobby

Susan J. Bryant, City University of New York School of Law
Lawrence C. Levine, University of the Pacific, McGeorge School of Law
Stephen I. Vladeck, American University Washington College of Law
Moderator: Kimberly A. Yuracko, Northwestern University Pritzker School of Law

Effective teachers often use a variety of teaching methods to maximize student engagement and learning. In this session, panelists will identify some of the teaching methods they use and discuss how these methods apply to a variety of learning environments, such as large and small classes, podium courses, and clinics.

12 pm – 1 pm
AALS Luncheon
New Hampshire III, Lower Lobby

1:15 pm – 2 pm
Plenary Session: Learning Theory
New Hampshire I and II, Lower Lobby

Michael H. Schwartz, University of Arkansas at Little Rock, William H. Bowen School of Law
Moderator: Kimberly A. Yuracko, Northwestern University Pritzker School of Law

Effective teachers understand that what learners bring to the classroom is just as important as what the teachers bring. This plenary session will connect the current academic research on student learning with the teaching strategies that were modeled during earlier sessions. Awareness of this research can help teachers to promote a positive classroom experience.

2 pm – 3 pm
Plenary Session: Assessment
New Hampshire I and II, Lower Lobby

Kris Franklin, New York Law School
Moderator: Kimberly A. Yuracko, Northwestern University Pritzker School of Law

In this interactive session, participants will learn different methods to evaluate students and provide feedback throughout the semester. The session will also cover exam creation, grading, and post-exam review.

3 pm – 3:10 pm
Refreshment Break
New Hampshire Foyer, Lower Lobby

3:10 pm – 4 pm
Wrap Up
New Hampshire I and II, Lower Lobby

In this last session, participants will break up into the same small groups that they began the workshop in to discuss ideas and issues related to teaching, scholarship, and institutional relationships that have been brought up during the workshop. The session will also give participants another chance to network with other new law teachers with similar subject area interests.

Committees

PLANNING COMMITTEE FOR 2016 AALS WORKSHOP FOR NEW LAW SCHOOL TEACHERS

Donna M. Nagy, Indiana University Maurer School of Law
Jayesh Rathod, American University, Washington College of Law
Kami Chavis, Wake Forest University School of Law
Michael E. Waterstone, Loyola Law School, Los Angeles
Kimberly Yuracko, Northwestern University Pritzker School of Law, **Chair**

AALS EXECUTIVE COMMITTEE

Kellye Y. Testy, University of Washington School of Law, **President**
Paul Marcus, William & Mary Law School, **President-Elect**
Blake D. Morant, The George Washington University School Law School, **Immediate Past President**

Alicia Alvarez, The University of Michigan Law School
Devon Wayne Carbado, University of California, Los Angeles School of Law
Darby Dickerson, Texas Tech University School of Law
Vicki C. Jackson, Harvard Law School
Vincent D. Rougeau, Boston College Law School
Avi Soifer, University of Hawai'i, William S. Richardson School of Law

Biographies of Planning Committee Members and Presenters

AREEN, JUDITH C. Executive Director, Association of American Law Schools (since 2014). Paul Regis Dean Professor, Georgetown University Law Center (on leave). JD, 1969, Yale; BA, 1966, Cornell. Interim Dean, Georgetown University Law Center (10-10); Exec. V.P. & Dean, Georgetown (89-04); Fellow, Woodrow Wilson Int'l Cntr. for Scholars DC (88-89); Assoc. Dean, Georgetown (84-87); Prof., Community & Fam. Med. Georgetown Med.Cntr. (82- 89); Gen. Counsel & Domestic Reorg. Coord'r (79-80); Dir., Fed. Leg. Rep. Proj. Pres.'s Reorg. Proj. Off. Mgt. & Budget DC (77-79); Prof.; Vis. Assoc. Prof., Michigan (75-76); Assoc. Prof., Georgetown (72-76); Fellow & Dir., Educ. Voucher Study Cntr. for the Study of Public Policy Cambridge MA (70-72); Prog. Planner for Higher Educ., Budget Bur. Off. of the Mayor NYC (69-70) *Subjects:* Family Law (35); Judgement & Decision making (15); Higher Education Law (8). *Books and Awards:* Cases and Materials on Family Law (with Spindelman and Tsoukala), 6th Ed.; Higher Education and the Law (with Peter Lake), 2d ed.; Cases and Materials on Law, Science and Medicine (with King, Goldberg, *Memberships:* ALI; ABF (Fellow).

AIKEN, JANE H. Prof. & Director, Community Just. Project, Georgetown. MA, 1985, Georgetown; JD, 1983, New York Univ.; BA, 1977, Hollins Coll. Staff, N.Y.U. Rev. L. & Soc. Change; Ed. Bd., Clin. Law R., 2003-06. *Admitted:* MO, 1998; DC, 1983. Prof. of Law, Georgetown Univ. Law Center, since 2007; William M. Van Cleve Prof. of Law, Washington Univ. Sch. of Law, 2004-2007; Prof., Wash. St. Louis, 1997-2004; Prof., So. Carolina, 1992-1998; Prof., Ariz. State, 1985-1991; Advoc. Fellow/Clin. Instr., Cntr. for Applied Legal Studies Georgetown, 1983-1985. *Subjects:* Clin. Teaching; Torts; Motherhood and Criminality (S); AIDS & the Law; Evidence; Family Law. *Awards:* Gerry & Bob Virgil Ethic of Serv. Award, 2006. *Member:* Am. Bar Fdn. Fellow; Am. Law Institute; Carnegie Acad. for the Scholarship of Tchg. & Learning (Fellow, 2000).; Order of the Coif. *Consultantships:* Root Tilden Scholar, New York Univ.; Member, ABA Coun. of the Sect. of Legal Educ. and Adms. to the Bar, since 2011; Chair, Gov'rs Task Force on AIDS, 1988-1989.

BARNETT, RANDY E. Prof. of Law, Georgetown. JD, 1977, Harvard; JD, 1977, Harvard; BA, 1974, Northwestern. *Admitted:* DC, 2011; IL, 1977; IL, 1977. Director, Georgetown Cntr. for the Constitution, since 2012; Professor, Georgetown, since 2006; Professor, Boston Univ., 1993-2006; Vis. Professor, Harvard, 2002; Professor, Chicago-Kent, 1988-1993; Vis. Professor, Harvard, 1992; Vis. Prof., Northwestern, 1990-1991; Vis. Scholar, Northwestern, 1988-1989; Professor, Chicago-Kent, 1986-1988; Ass't Professor, Chicago-Kent, 1982-1986; Res. Fellow, Univ. of Chicago, 1981-1982; Ass't St.'s Att'y, St.'s Atty's Off. Cook Cty. Chgo., 1977-1981. *Subjects:* Contracts; Const'l Law; Recent Books on the Const. (S). *Books:* The Struc. of Liberty, 2d ed, 2014; Restoring the Lost Constitution, 2d ed, 2014; Const'l Law: Cases in Context, 2d ed, 2013; Contracts, Cases and Doctrine, 5th ed., 2012; Oxford Introduction to U.S. Law: Contracts, 2010; Perspectives on Contract Law, 4th ed., 2009.*Awards:* Bradley Prize, 2014; Guggenheim Fellowship, 2009. *Member:* Nat'l Exec. Com. 1990-93, Order of the Coif; Member, Am. Pol. Sci. Association; Member, Law & Soc. Association.

BRYANT, SUSAN J. Professor, CUNY. JD, 1973, Georgetown. *Admitted:* NY, 1976. Prof., since 2003; Dir., Clinic Progs. 1989-94, since 1996; professor, CUNY Sch. of Law, 2002-2015; Assoc. Prof., CUNY at Queens, 1984-2003; Assoc. Dean for Acad. Affairs, Acad. Affrs., 1994-1996; Professor, CUNY NY, 1983-1989; Dir., Clin. Prog. Hofstra, 1976-1983; Dep. Dir., Com. on Defense Servs. DC Bar, 1975-1976; Fellow, Prettyman Legal Intern Prog. Georgetown, 1974-1976; Att'y, Defender Ass'n of Phila., 1973-1974. *Subjects:* Legal Res. & Writing; Clin. Tchg. (S); Trial & Appellate Advocacy; Evidence; Family Law (S); Evidence. *Books:* Transforming the Educ. of

Lawyers, 2014. *Awards:* AALS Clinical Sect. Award Contributions to Clin. Education, 1996. *Member:* SALT, Bd. of Governors, CLEA; AALS (Chair, Sect. on CLE, 1981-83). *Consultantships:* Consult., Clinic, Univ. of Penn. Law Sch., since 1991; Consult., Clin. Prog., Harvard, since 1989; Consult., CA St. Bar Exam., since 1988.

CAHN, NAOMI R. John Theodore Fey Res. Prof., Geo. Wash. MA, 1989, Georgetown; JD, 1983, Columbia; BA, 1979, Princeton Univ. Res. & Writing Ed., Colum. Hum. Rts. L. Rev. *Admitted:* NY, 1984; DC, 1984. Assoc. Dean, since 2006; Prof., since 1999; Assoc. Prof., Geo. Wash., 1993-1999; Vis. Prof., 1991-1993; Ass't Dir., Sex Discrim. Clinic Georgetown, 1988-1993; Assoc., Hogan & Hartson DC, 1987-1988; Assoc., Dolkart & Zavos DC, 1986-1987; Fellow, Harrison Inst. Georgetown, 1984-1986; Staff Att'y, Community Legal Servs. Phila., 1984. *Subjects:* Family Law; Juv. Law; Estates & Trusts; Clinic; Feminist Legal Theory. *Books:* The New Kinship, 2013; Contemporary Family Law (3d ed. with Abrams, Ross and Meyer), 2012; Contemporary Approaches to Trusts and Estates (with Gary, Borison, and Monopoli), 2011; Red Families v. Blue Families (with June Carbone), 2010; Confinements (with Michie), 1997. *Consultantships:* Sr. Fellow, Evan Donaldson Adoption Institute, 2009-2015; Reporter, Unif. Law Commission, UFADAA Drafting Committee, 2012-2014.

CHARLES, GUY-URIEL E. Prof. of Law, Founding Dir. Duke Law Cntr. on Law, Race, and Politics, Duke. JD, 1996, Michigan. Ed.-in-Ch., Mich. J. of Race & L. *Admitted:* MI, 1998. Prof., since 2004; Assoc. Prof., Minnesota, 2000-2004; Assoc., Long Baher & Tishkoff LLP Ann Arbor, 1997-2000; Clerk, U.S.C.A. 6th Cir. Detroit, 1996-1997. *Subjects:* Civil Procedure; Voting Rts. (S); Conflicts.

CHAVIS, KAMI Assoc. Professor, Wake Forest. JD, 1999, Harvard; BA, 1996, North Carolina. *Admitted:* DC, 2000; MD, 2000. *Subjects:* Perspectives in Law Enforcement (S); Crim. law; Crim. Procedure; Prof'l Responsibility. *Member:* Phi Beta Kappa. *Consultantships:* Member, Wake Forest Univ. Police Adv'y Committee, since 2010.

DARK, OKIANER CHRISTIAN Prof. of Law, Howard. JD, 1979, Rutgers - Newark; JD, 1979, Rutgers - Newark; BA, 1976, Upsala College. *Admitted:* PA, 1979; NJ, 1979. Prof., Howard, since 2001; Assoc. Dean, 2005-2012; Ass't U.S. Att'y, Off. of U.S. Att'y Dist. of OR Portland, 1995-2001; Prof., 1990-1997; Assoc. Prof., Univ. of Richmond Sch. of Law, 1987-1990; Ass't Prof., Richmond, 1984-1987; Trial Att'y, Civil Div. DC, 1983-1984; Trial Att'y, Antitrust Div. U.S. Dep't of Just. DC, 1979-1984. *Subjects:* Torts; Health Law (S); Products Liability; Advanced Torts (S). *Awards:* ABA Section of Tort, Trial & Ins. Liberty Achievement Award for Advancing Diversity in the Legal Profession, 2014; Warren Rosmarin Prof. of Law Excellence Award in Teaching and Service, 2005; National Fair Housing Alliance Award of Excellence, 1997; Virginia Women Attorneys Ass'n Fdn. Dist. Fac. Award, 1991; Univ. of Richmond Dist. Educ'r Award, 1990. *Consultantships:* Member, Adv'y Bd. of Montgomery Cty. Primary Care Program, Montgomery County, 2006-2014; Chair, Montgomery Cty. Comm. on Health, 2005-2007.

FIELD, ELIZABETH Dir. of Marketing and Strategic Communications, Geo. Wash. MBA, 2007, The Johns Hopkins University. BA, U. of Maryland, 1997. Villanova Univ. Sch. of Business, Dir. of Communication, 2009-2013. Area of Expertise: Marketing, communications, rankings strategy; publication management; media relations, social media and event planning.

FRANKLIN, KRIS Prof. & Dir., Acad. Skills Prog., NYLS. BA, 1989, Yale Univ.. Ed.-in-Ch., N.Y.U. Rev. of L. & Soc. Change. *Admitted:* NY, 1993. Prof., since 2006; Dir., Acad. Skills Prog., since 2002; Assoc. Prof., New York L.S., 2002-2006; Legal Res. & Writing Instr., New York Univ., 1996-2002; Staff Att'y, Legal Aid Soc. Civil Div. NYC, 1992-1996. *Subjects:* Lesbian & Gay Studies (S); Lawyering Theory (S); Contracts; Clin. Teaching; Torts. *Member:* AALS (Past Chair, Sect. on Acad. Support); SALT. *Consultantships:* Lesbian & Gay Rts. Com., 2000-2002; Sex & Law Com., Ass'n of the Bar of NYC, 1996-1999.

HENDERSON, TAJA-NIA Y. Assoc. Prof. at Rutgers Sch. of Law-Newark, Rutgers. PhD, 2013, New York University; JD, 2005, NYU Sch. of Law. Sr. Notes Ed., N.Y.U. L. Rev. *Admitted:* NY, 2006. Ass't Professor, Rutgers Sch. of Law-Newark, 2010-2013; Associate, Arnold & Porter LLP, 2007-2010; Law Clerk, Judge Consuelo B. Marshall, USDC, 2006-2007; Tchg. Fellow, New York Univ. Sch. of Law, 2005-2006. *Subjects:* Confinement, Reentry, and Public Policy (S); Policing the City (S); Civil Procedure; Property. *Awards:* Prof. of the Yr. (Rutgers-Newark), 2013.

HESSICK, CARISSA BYRNE Prof. of Law, Assoc. Dean for Fac. Res. & Development, Utah. JD, 2002, Yale; BA, 1999, Columbia University. Editor, Yale Law Journal. *Admitted:* NY, 2003. Judge, A. Raymond Randolph (D.C. Cir.), 2004-2005; Judge, Barbara S. Jones (SDNY), 2003-2004; Litig. Associate, Wachtell, Lipton, Rosen & Katz, 2002-2003. *Subjects:* Crim. Proc. I; Fed. Crim. Law (S); Crim. Sentencing; Crim. Law; Prof'l Responsibility. *Books:* Refining Child Pornography Law: Crime, Language, and Social Consequences (U. Michigan Press), 2016; Strange Neighbors: The Role of The States in Immig. Policy (NYU Press) (with G.J. Chin), 2014. *Awards:* Outstanding Tchr. Award, 2009.

HU, MARGARET Vis. Ass't Professor, Wash. & Lee. *Admitted:* CA, 2000; CA, 2000. Ass't Prof. of Law, Washington and Lee Univ. Sch. of Law, since 2013; Vis. Ass't Professor, Duke Law School, 2011-2013; Sr. Lecturing Fellow, Duke Law School, 2010-2011; Spec. Policy Counsel, U.S. Dept. of Justice, Civil Rts. Division, 2006-2010; Sr. Trial Attorney, U.S. Dept. of Justice, 2001-2006. *Subjects:* Civil Rts. Practicum (S); Am. Public Law Process; Fed. Civil Rts. Law & Policy (S); Cybersurveillance & Privacy Law (S); Const'l Law; Intersection of Immig. Policy & Civil Rts. Law (S).

HURT, CHRISTINE Rex J. and Maureen E. Rawlinson Prof. of Law, Brigham Young. JD, 1993, Univ. of Texas; JD, 1993, Univ. of Texas; BA, 1990, Texas Tech. Manuscript Ed., Tex J. Women & Law. *Admitted:* TX, 1994; GA, 1993. Professor, Illinois, 2006-2014; Assoc. Professor, Marquette, 2003-2006; Instructor, Houston, 1999-2003; Vis. Ass't Professor/ Fellow, Texas Tech, 1998-1999; Skadden, Arps Slate Meagher & Flom L.L.P. Houston, 1997-1998; Assoc., Baker & Botts L.L.P. Houston, 1994-1997; Assoc., Paul Hastings Janofsky & Walker Atlanta, 1993-1994. *Subjects:* Int'l Bus. Transactions (S); Torts. *Books:* Bromberg & Ribstein on Partnership (with Smith), 2015; Bromberg & Ribstein on Limited Liability Partnership (with Smith), 2015; Interactive Citation Workbook & Workstation (with McGaugh & Holloway), 2014.

LEVINE, LAWRENCE C. Prof. of Law, McGeorge. JD, 1981, UC, Hastings; BA, 1976, Allegheny Coll. Assoc. Exec. Ed., Hastings L.J. *Admitted:* CA, 1981. Prof., since 1991; Vis. Prof., New York L.S. fall 2000, 2002-2007; Dir., Min. Support Prog., 1994-1996; Assoc. Prof., 1988-1991; Ass't Prof., McGeorge, 1985-1988; Assoc., Morrison & Foerster San Fran., 1983-1985; Clerk, Judge Eugene Lynch U.S.D.C. San Fran., 1982-1983; Adj. Prof., Cal. Hastings, 1982; Assoc., Steinhart Falconer & Morenstein San Fran., 1981-1982. *Subjects:* Crim. Law; Prof'l Responsibility; Torts; Sexual Orientation & the Law (S). *Books:* Tort Law and Prac. (with Vertri, Vogel, and Gassama), 4th ed., 2011; Understanding Torts (with Diamond & Bernstein), 4th ed., 2010; A Torts Anthology (with Davies & Kionka), 1993, 3d ed., 2007. *Member:* ALI.; SALT; Order of the Coif.*Consultantships:* Stdg. Com. on Sexual Orientation Discrim., St. Bar of CA, 1993-95, since 1997; Co-founder, Sacramento Lawyers for the Equality of Gays & Lesbians, 1995-2002.

MORAN, RACHEL F. Michael J. Connell Dist. Prof. of Law; Dean Emerita, U.C.L.A. JD, 1981, Yale. Yale L.J. *Admitted:* CA, 1984. Dean, UCLA Sch. of Law, since 2010; Prof., 1988-2010; Acting Prof., Cal. Berkeley, 1984-1988; Assoc., Heller Ehrman White & McAuliffe San Fran., 1982-1983; Clerk, Ch. Judge Wilfred Feinberg U.S.C.A. 2d Cir. NYC, 1981-1982. *Subjects:* Crim. Procedure; Law & Educ. (S); Torts. *Books:* Educational Policy and the Law, 5th ed., 2011; Race Law Stories, 2008; Educational Policy and the Law, 4th ed., 2002; Interracial Intimacy: The Regulation of Race and Romance, 2001. *Awards:* Graciela Olivarez Award, Hispanic Student Association, Notre Dame Law School, 2013; Lifetime Achievement Award, Santa Clara La Raza Lawyers Association, 2012; Public Serv. Award, Latino Law

Students Association, Yale Law School, 2012; Acad. Award, Am. Const. Soc. Bay Area Lawyer Chapter, UC Hastings Coll. of Law, 2011. *Member:* Phi Beta Kappa; ALI. *Consultantships:* Member, ABA Taskforce on Financing Legal Education, since 2014; Member, Permanent Com. for the Oliver Wendell Holmes Devise, since 2012; Senator, Phi Beta Kappa, since 2010; "Member (ex officio), Am. Law Institute, since 2010; Fellow, Am. Bar Foundation, since 2010; Adv'y Bd. Member, Law Sch. Survey of Student Engagement, since 2009; Chair and Member, Nominating Committee, Ass'n of Am. Law Schools, 2012-2013; Immediate Past-President, Ass'n of Am. Law Schools, 2010.

MORANT, BLAKE D. Dean and Robert Kramer Res. Prof. of Law, Geo. Wash. JD, 1978, Univ. of Va.. *Admitted:* DC, 1986; VA, 1978. Dean and Prof. of Law, Wake Forest University, 2007-2014; Assoc. Dean, Acad. Affrs., 2006-2007; Prof., Washington and Lee Univ. Sch. of Law, 2000-2007; Dir., Frances Lewis Law Cntr., 2001-2006; Vis. John Stone Prof., The Univ. of Alabama Sch. of Law, 2002; Assoc. Prof., 1997-2000; Assoc. Prof., Toledo, 1992-1997; Vis. Prof., Wash. & Lee, 1996; Vis. Assoc. Prof., Michigan, 1994; Prof'l Lect., American, 1988-1992; Ass't Gen. Counsel, DC Metro Transit Auth., 1987-1992; Sr. Assoc., Braude Margulies et al. P.C. DC, 1985-1987; Ass't Staff Judge Advocate, USA J.A.G. Corp DC, 1978-1985. *Subjects:* Legal Method; Admin. Law; Contracts; Law & Education; Communications Law - Law & Journalism (S). *Books:* Law Touched Our Hearts -- A Generation Remembers Brown v. Bd. of Educ. (ed. Robinson and Bonnie), 2009; Communications Law: Media, Entertainment, and Regulation (with Lively, Hammond & Weaver), 1997. *Member:* Phi Beta Kappa; Raven Society. *Consultantships:* Vice President, North Carolina Bar Association, 2009-2010; Ed'l Bd., Jour. of Legal Educ., AALS, 2000-2002; Task Force Appointee, Gender Bias Study of the VA Cts., Sup. Ct. of VA, 1998-2000.

NAGY, DONNA M. C. Ben Dutton Prof. of Bus. Law, Ind., Maurer. JD, 1989, New York Univ. Art. Ed., N.Y.U. L. Rev. *Admitted:* OH, 2000; DC, 1990. C. Ben Dutton Prof., Bus. Law Ind. Bloomington, since 2006; Charles Hartsock Prof., Cincinnati, 2001-2006; Interim Dean, 2004-2005; Assoc. Dean, Fac., 2002-2004; Vis. Prof., Illinois, 2001; Prof., 1999-2001; Assoc. Prof., 1998-1999; Ass't Prof., Cincinnati, 1994-1998; Assoc., Debevoise & Plimpton DC, 1989-1994. *Subjects:* Securities Litig. (S); Securities Regulation; Const'l Law; Corporations. *Books:* Securities Litig. and Enforcement: Cases and Materials 2d ed. (with Painter & Sachs), 2008; Ferrara on Insider Trading and the Wall (with Ferrara & Thomas), 2003. *Member:* Order of the Coif; Phi Beta Kappa; ALI. *Consultantships:* Member, National Adjudicatory Council, Financial Indus. Regulatory Auth. (FINRA), since 2010; Member, AALS Standing Com. on Prof'l Development, since 2010.

NATAPOFF, ALEXANDRA Assoc. Dean for Research, Loyola, LA. JD, 1995, Stanford; BA, 1987, Yale. Art. Editor, Stanford Law Review. *Admitted:* DC, 1996; MD, 1995. Ass't Fed. Public Defender, Fed. Public Defender, 2000-2003; Community Fellow, Open Soc. Institute, 1998-2000; Jud'l Clerk, Hon. David S. Tatel DC Cir., 1997-1998; Jud'l Clerk, Hon. Paul Friedman U.S.D.C. DC, 1995-1997. *Subjects:* Crim. Law; Crim. Procedure. *Books:* The New Crim. Just. Thinking (with Dolovich), 2016; Snitching: Crim. Informants and the Erosion of Am. Justice, 2009. *Awards:* Guggenheim Award, 2016; Law & Soc. Art. Award, 2013; ABA Silver Gavel Award Hon. Mention, 2010; Outstanding Scholarship Award from the AALS Crim. Just. Section, 2007; AALS Scholarly Papers Competition Hon. Mention, 2007; Outstanding Scholarship Award from the AALS Crim. Just. Section, 2004. *Member:* Am. Law Institute.

NZELIBE, JIDE O. Prof., Northwestern. JD, 1998, Yale. Submission's Ed., Yale J. Int'l L. *Admitted:* DC, 2000; MD, 1998. Ass't Prof., Northwestern, since 2004; Lect./Fellow, Univ. of Chicago, 2002-2004; Assoc., Kellog Huber Hansen Todd & Evans DC, 1999-2002; Clerk, Hon. Stephen Williams U.S.C.A. DC Cir., 1998-1999. *Subjects:* Contracts; Foreign Rels. Law (S); Int'l Trade. *Books:* Ford Fdn. Fellowship, 1994; Woodrow Wilson Fellowship, 1993. *Member:* Am. Law & Econ. Assn.; ASIL.

OLIVARES, MARIELA Ass't Prof., Howard. Exec. Editor, Michigan L. Rev. *Admitted:* DC, 2003; TX, 2002. Ass't Professor, Howard Univ. Sch. of Law, since 2011; Lecturer, Catholic Univ. of America Columbus Sch. of Law, 2010-2011; Tchg. Fellow, Georgetown Univ. Law Center, 2008-2010; Attorney, Ayuda, 2005-2008; Associate, Wiley Rein & Fielding LLC, 2003-2005; Law Clerk, Sup. Ct. of Texas, 2002-2003. *Subjects:* Immig. Law; Torts; Family Law; Domestic Violence (S).

PERDUE, ABIGAIL Assoc. Prof., Wake Forest University School of Law. Dir., Washington Summer Judicial Externship Program. JD, University of Virginia. BA, Washington and Lee. Law Clerk, U.S. Court of Appeals. Law Clerk, U.S. Court of Federal Claims. Adjunct Instructor and Special Consultant to the Pre-Law Program, Washington and Lee University. *Books:* Animal Cruelty and Freedom of Speech, When Worlds Collide, 2014. *Subjects:* Legal Analysis, Writing, and Research, Appellate Advocacy, Vaccination and the Law, the Federal Judiciary, Diversity and Discrimination, Introduction to American Law.

POLIKOFF, NANCY D. Prof., Am. University. JD, 1975, Georgetown. *Admitted:* MD, 1976; DC, 1975. Prof., since 1993; Vis. Prof. of Law, Univ. of Arizona James E Rogers Coll. of Law, 2004-2005; Assoc. Prof., 1990-1993; Ass't Prof., American, 1987-1990; Staff Att'y, Women's Legal Defense Fund DC, 1982-1987; Founding Mem., Feminist Law Collec. DC, 1976-1981. *Subjects:* Family Law; Civil Procedure; Sexuality and the Law (S); Family Theory and Policy Seminar (S); Clinic (S). *Books:* Beyond (Straight and Gay) Marriage: Valuing All Families under the Law, 2008. *Member:* Int'l Soc. of Family Law.; Coun. on Contemporary Families. *Consultantships:* Adv'y Bd., Nat'l Cntr. for Lesbian Rts., since 1989; Exec. Com., AALS Sect. on Gay & Lesbian Legal Issues, 1990-94, Chair, 1992-1993; Child Support Guidelines Com., DC Superior Ct., 1985-1989.

RATHOD, JAYESH Am. University. JD, 2001, Columbia; JD, 2001, Columbia. *Admitted:* NY, 2002; DC, 2002. Staff Att'y, CASA of MD Inc., 2003-2006; Jud. Law Clerk, Hon. Louis F. Oberdorfer U.S.D.C. for DC, 2002-2003; Assoc., Wilmer Cutler & Pickering LLP, 2001-2002. *Subjects:* Immigrant Just. Clinic; Immigrants in the Workplace; Immig. Law.

SCHWARTZ, MICHAEL H. Dean & Prof., Ark., Little Rock. JD, 1987, UC, Hastings. Hastings Int. & Comp. L. Rev. *Admitted:* CA, 1987. Att'y, Hufstedler Miller Kaus & Beardsley Los Angeles, 1987-1989. *Subjects:* Contracts; Remedies; Ins. Law. *Books:* Techniques for Tchg. Law II (with Sparrow, Hess, and Friedland), 2011; Tchg. Law by Design for Adjuncts (with Hess and Sparrow), 2010; Tchg. Law by Design: Engaging Students from the Syllabus to the Final Exam (with Hess and Sparrow), 2009; Contracts: A Context and Prac. Casebook (with Riebe), 2009; Expert Learning for Law Students, 2008; Thurston Society, 2007; Pass the Bar! (with Reibe), 2006; Order of the Coif, 1987. *Member:* AALS Balance in Legal Educ. (Immediate Past Chair); AALS Sect. on Acad. Support (Chair Elect); AALS Sect. on Tchg. Methods (Treasurer).

SMITH, PEGGIE R. Wash., St. Louis. JD, 1993, Harvard; MA, 1990, Yale; BA, 1987, Yale . Vice Dean, Wash., St. Louis, since 2014; Professor, Wash., St. Louis, since 2010; Professor, Iowa, 2003-2010; Professor, Chicago-Kent, 2002-2003; Ass't Professor, Chicago-Kent, 1996-2002; Charles Hamilton Houston Fellow, Harvard, 1995-1996; Clerk, Hon. Michael Boudin U.S.C.A. 1st Cir. Boston, 1994-1995. *Subjects:* Feminist Legal Theory (S); Emplymt. Relationships; Emplymt. Discrimination; Contracts. *Books:* Principles of Emplymt. Law (with Hodges, Stabile & Gely), 2009. *Member:* Exec. Committee, Labor Law Group.

TUSHNET, MARK V. William Nelson Cromwell Prof., Harvard. JD, 1971, Yale; MA, 1971, Yale; BA, 1967, Harvard. Yale L.J. Prof., since 2006; Prof., 1982-2006; Vis. Prof., Harvard, 2005; Vis. Prof., New York Univ., 2004; Vis. Prof., Columbia, 1999-2000; Assoc. Dean, Res. Georgetown 1992-96, 1998-1999; Vis. Prof., Univ. of Chicago, 1994; Vis. Prof., Southern Cal., 1989; Vis. Prof., Georgetown, 1981-1982; Prof., Wisconsin, 1979-1982; Assoc. Prof., 1976-1979; Vis. Assoc. Prof., Univ. of Texas, 1977-1978; Ass't Prof., Wisconsin, 1973-1976; Clerk, Just. Thurgood Marshall

U.S. Sup. Ct. DC, 1972-1973; Clerk, Judge George Edwards U.S.C.A. Detroit MI, 1971-1972.*Subjects:* Comp. Const'l Law; Legis. and Regulation; Const'l Law (S); First Amendment; Civil Procedure; Fed. Courts. *Books:* Why the Const. Matters, 2010; Const'l Law (with G. Stone, L. Seidman, & C. Sunstein), 5th ed., 2005; A Ct. Divided: The Rehnquist Ct. and the Future of Const'l Law, 2005; The New Const'l Order, 2003; Taking the Const. Away from the Courts, 1999. *Awards:* Doctor honoris causa, Univ. of Athens, 2014. *Member:* Org. Am. Historians; AALS, Pres. 2003; Am. Soc. Legal Hist.; Am. Acad. of Arts & Sci.

VAN ALSTINE, MICHAEL P. Prof. of Law, Maryland. BA, 1983, St. Norbert Coll.. *Admitted:* WI, 1986. Assoc. Dean for Res. & Fac. Dev., Univ. of Maryland Sch. of Law, since 2006; Prof., Univ. of Maryland Sch. of Law, since 2002; Vis. Prof., Univ. of Maryland Sch. of Law, 2001-2002; Prof., Univ. of Cincinnati Coll. of Law, 1999-2002; Vis. Assoc. Prof., George Washington Univ. Sch. of Law, 1998-1999; Assoc. Prof., Univ. of Cincinnati Coll. of Law, 1997-1999; Ass't Prof., Univ. of Cincinnati Coll. of Law, 1994-1997; Assoc., Holters & Elsing, 1991-1994; Assoc., Foley & Lardner, 1985-1990. *Subjects:* Commercial Law; Int'l Bus. Transactions; Int'l Law; Contracts. *Books:* U.S.-Amerikanisches Handels- und Wirtschaftsrecht, 1999; Fehlender Konsens beim Vertragsabschluss nach dem Einheitlichen U.N.-Kaufrecht, 1995. *Member:* Order of the Coif; ASIL.

MURRAY, MELISSA E. Interim Dean and Prof. of Law, UC, Berkeley. JD, 2002, Yale; JD, 2002, Yale; BA, 1997, Univ. of Virginia. Notes Dev. Editor, Yale L.J. *Admitted:* NY, 2003. Ass't Prof., Cal. Berkeley, 2006-2011; Assoc.-in-Law, Columbia, 2004-2006; Clerk, Hon. Sonia Sotomayor U.S.C.A. 2d Cir. NYC, 2003-2005; Clerk, Hon. Stefan Underhill U.S.D.C. D. CT Bridgeport, 2002-2004. *Subjects:* Family Law; Crim. Law; Reproductive Rts. and Justice; Const'l Law. *Books:* Cases on Reproductive Rts. and Just. (with K. Luker), 2014. *Awards:* Dukeminier Award, 2013; AALS Sect. on Women in Legal Educ. New Voices in Gender Studies Paper Competition Winner, 2010; AALS Scholarly Papers Competition Winner, 2010; AALS Derrick A. Bell Award, 2009; Phi Beta Kappa, 1997. *Member:* Member, Am. Law Institute. *Consultantships:* Bd. Member, East Bay Community Law Center, since 2012.

VLADECK, STEPHEN I. Prof. of Law, Am. University. JD, 2004, Yale; JD, 2004, Yale; BA, 2001, Amherst Coll.; BA, 2001, Amherst College. Exec. Ed., Yale L.J.. *Admitted:* DC, 2009; NY, 2006. Prof. of Law, Am. University, since 2009; Assoc. Dean for Scholarship, Am. University, 2011-2014; Assoc. Prof., Am. Univ., 2007-2009; Assoc. Prof., Miami, 2005-2007; Clerk, Hon. Marsha S. Berzon U.S.C.A. 9th Cir. San Fran., 2004-2005. *Subjects:* Const'l Law; Int'l Law; Immig. Law (S); Fed. Courts; Civil Procedure; National Security Law. *Books:* Potter Stewart Prize, Yale, 2004; Harlan Fiske Stone Prize, Yale, 2004. *Awards:* WCL Tchr. of the Year, 2010; Emalee C. Godsey Fac. Scholarship Award, 2008.*Member:* Elected Member, Am. Law Institute.*Consultantships:* Vice President, ACLU of the Nation's Capital, 2013-2016.

WATERSTONE, MICHAEL E. Prof. of Law, Loyola, LA. JD, 1999, Harvard; BA, 1995, U.C.L.A. *Admitted:* CA, 1999. Prof. of Law, Loyola Law Sch. Los Angeles, since 2006; Ass't Prof., Mississippi, 2003-2006; Att'y, Munger Tolles & Olson LLP L.A., 2000-2003; Clerk, Hon. Richard S. Arnold Little Rock, 1999-2000. *Subjects:* Emplymt. Law; Disability Law; Civil Rts. (S); Civil Procedure. *Books:* Disability Civil Rts. Law & Policy: Cases and Materials (with Blanck, Hill & Siegel), 2008; A Treatise On Am. Disability Civil Rts. Law (with Blank, Hill & Siegal), 2003. *Member:* Chair, AALS Sect. on Disability Law, 2007-08.

WU, FRANK H. Chancellor & Dean, UC, Hastings. JD, 1991, Michigan; JD, 1991, Michigan; BA, 1988, Johns Hopkins University. *Admitted:* DC, 1995; CA, 1992. CV Starr Vis. Professor, Peking University, 2009; Vis. Professor, George Washington University, 2009; Vis. Professor, Johns Hopkins University, 2009; Vis. Professor, Univ. of Maryland, 2008; Dean, Wayne St. University, 2004-2008; Prof., 2001-2004; Vis. Prof., Michigan, 2002-2003; Adj. Prof., Columbia, 2002-2003; Assoc. Prof., 1998-2001; Ass't Prof., Howard, 1995-1998; Fellow, Stanford, 1994-1995; Assoc., Morrison & Foerster San Fran., 1992-1994; Clerk, Hon. Frank J. Battisti U.S.D.C. Cleve., 1991-1992. *Subjects:* Immig. Law; Civil Procedure;

Prof'l Responsibility; Legal History; Evidence. *Books:* Yellow: Race in America Beyond Black and White, 2002; Race, Rts. & Reparations: The Law of the Japanese Am. Internment (with Yamamoto, Chon, Kang & Izumi), 2001. *Awards:* Chang-Lin Tien Leadership Award, 2008; NAPABA Trailblazer Award, 2007. *Member:* ABF; ALI; Com. of 100.. *Consultantships:* Bd. Member, Leadership Conf. on Civil Rights, 2004-2010; Bd. of Trustees, Gallaudet Univ., 2001-2010; Mem., DC Bd. on Prof'l Respon., 2003-2004; Chair, DC Comm. on Human Rts., 2001-2002; Trustee, Deep Springs College, since 2010; Trustee, Museum of Chinese in the Americas, since 2010.

YURACKO, KIMBERLY A. Interim Dean and Prof., Northwestern. JD, 1998, Stanford; PhD, 1997, Stanford. Arts. Ed., Stan. L. Rev.. *Admitted:* CA, 1998. *Subjects:* Family Law; Emplymt. Law; Property; Women & the Law. *Books:* Perfectionism and Contemporary Feminist Values, 2003.

Exhibitors

Take the opportunity during refreshment breaks to visit the display tables of the exhibiting companies to view and discuss products, teaching methods and new technologies that can enhance your teaching and career. The display tables are located in New Hampshire Foyer, Lower Lobby.

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Presentation Outlines and Materials

Workshop speakers were invited to submit discussion outlines for those in attendance. These outlines and other materials are presented in sequence of the program.

The Future of Legal Education: The Role of Faculty

Frank H. Wu
University of California, Hasting College of Law

Law Deans on Legal Education Blog

Saturday, November 2, 2013

Dean Frank Wu: We're Never Coming Back

By Cynthia L. Fountaine

This essay is by Dean Frank H. Wu, who is Chancellor & Dean of University of California Hastings College of the Law. This blog entry appeared originally at Above The Law.

People ask me all the time, “Isn’t it all a cycle?” They want to know if the legal marketplace will come back, with legal education then following.

My answer is, “No.”

A better answer, like most law professor’s answers to simple questions, would be, “It depends on what you mean.”

Yes, law as a business will rebound. It has already done so by some measures. However, it won’t come back in the same form. Nothing ever does.

We all are the products of our backgrounds. For me, that means Detroit.

The American automakers, which gave the Motor City its nickname, once enjoyed 99% market share. You can look it up or ask your grandfather, who likely was a “Ford man” or a “Chevy man,” identifying with a brand as marketing gurus wish for. That was transformed by the oil shocks of the 1970s.

Despite the challenge from overseas, “Big Four” car companies always believed that the domestic consumer would be patriotic and prefer their products. It is true, as gas prices dropped intermittently, shoppers demanded land yachts again. But the recovery was always to a point lower than before; there also was realignment underway that cannot be reversed.

There is an even more pertinent example for legal education. It is so-called “BigLaw.” I should insert the caveat that the giant law firms, whether they are high-end or mid-market, have always constituted a minority of the bar, even in economic boom times. They serve as an excellent example, however, of how these two phenomena should not be confused.

Alongside the normal business cycle on the one hand is profound market restructuring on the other hand. The cycle should not obscure the trend.

While many law firms, those that remain, are enjoying profits per partner at levels that exceed the bullish figures before the Great Recession, they are doing it by different means than before. Assuming business picks up, which it has in some specialties and a few regions (but ought not be counted on more generally), law firms that have come to terms with this environment are not likely to revert to their former selves. They altered their cultures permanently, even if they were motivated by circumstances that were temporary. Unlike an automobile factory, a law firm does not recall laid off employees.

The structure of successful law firms is different now. They have bounced but to a different place.

THE BLOG

Learning to Teach Anew

03/24/2016 01:05 pm ET | **Updated** 1 day ago

Frank H. Wu
Distinguished Professor, UC Hastings College of the Law

I have had that rare epiphany: I am not alone in the wilderness. There are many others who have had the same thoughts, and, what is even better, they are ahead of me by far in their thinking. I am thrilled to join them and happy to follow. These are the opinion leaders in applying improvement science to education. I have been talking about structural problems in higher education and the priority of process to make good on our ideals; it turns out I am no more than a novice.

I am not embarrassed to admit I am giddy about ideas. At the Carnegie Foundation Summit on Improvement in Education, I was introduced to a set of concepts that are not new — except to educators. Not since I met the woman who became my wife at a professional conference have I looked forward to such gatherings. The series of presentations I saw this week in San Francisco, however, were transformative: I am determined to test the principles at the level of post-baccalaureate professional training.

The leader of this intensely practical movement is Anthony S. Bryk. The president of the Carnegie Foundation, he was part of the team that brought about progress in the Chicago public schools. With each tangible gain, he has noted, aspirations increased. The project is never finished. The group just published a new book presenting plans that they hope will be copied.

Bryk promotes "six core principles." They are as follows. (I encourage everyone

Perspectives on Getting Your ideas Out There

Naomi R. Cahn and Elizabeth Field [1]
The George Washington University Law School

Part I: Introduction: Goals of Distributing Your ideas

1. What *is* your purpose in disseminating your ideas?

2. Who is your audience?
   a) Colleagues at your school
   b) Colleagues at other schools
      (i) In your "home" discipline[s]?
      (ii) In other disciplines
      (iii) Nonlaw school academics?
   c) Students
   d) alumni/donors
   e) Media
   f) Policymakers
   g) Practitioners
   h) General public
   i) Other?

Part II: How can you reach those goals?

3. Academic audiences
   a) Conferences!
   b) Distributing reprints
      i) Hard copies
      ii) Law school/personal website
      iii) AALS newsletters, etc.
   c) Blogs and other social media (see below)
   d) SSRN, Google Scholar
   e) Institutional Repository (e.g., Digital Commons, http://digitalcommons.bepress.com/subscriber_gallery/)
4. Social Media Consumers: Facebook, Twitter, LinkedIn, blogs, Instagram, etc.
   a) LOTS of advice – for example, the Online Academic has a 5-part guide for using Twitter, https://onlineacademic.wordpress.com/social-media-for-academics/twitter-for-

[1] ncahn@law.gwu.edu; efield@law.gwu.edu.

academics/https://www.timeshighereducation.com/blog/weird-and-wonderful-world-academic-twitter, or here's *10 Things about Twitter for Academics*, http://justpublics365.commons.gc.cuny.edu/06/2014/10-things-twitter-academics/

b) to maximize times that your article will be found by search engines, see Optimizing Your Article for Search Engines, https://authorservices.wiley.com/bauthor/seo.asp
c) Review on Jotwell (http://jotwell.com/), etc.

5. Media: Become a "Faculty Expert" for Media Inquiries
   a) Work with your media relations office
   b) Get media trained and practice, practice, practice!
   c) Develop strong relationships with reporters and read/follow the news you want to be a part of
   d) Provide background context to reporters but not "off the record content or opinions"
   e) Know your options when working with reporters - you don't always have to answer the questions they ask
   f) Develop a wish list of print and online publications you want to included in
   g) Keep your parent institution in mind during interviews
   h) The OpEd Project has resources, advice, how to pitch, etc.: http://www.theopedproject.org/

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In addition, publishers have various tips on promoting research: for example, http://journalauthors.tandf.co.uk/pdfs/howtopromote.pdf, https://rowman.com/Page/PubTips.

Bibliography on Interdisciplinary Approaches to Legal Scholarship

Jide O. Nzelibe
Northwestern University Pritzker School of Law

Dear Colleagues: I have a bibliography that discusses some of the trends regarding interdisciplinary approaches to the study of law. The first part of the bibliography looks at what I might call the first generation debates, which cover the autonomy of law as a discipline. The second part deals with more recent debates which methodological approaches are the most useful.

The Old Terrain

There is a longstanding debate about whether or not law can be viewed as an autonomous discipline in its own right, or whether you need to deploy methodological orientations borrowed from other social science disciplines in order to make any concrete headway in the study of law. The articles below describe the contours of these debates, although many of you may already be familiar with the broad outlines of these intellectual controversies. For those who want a brief and succinct version, Richard Posner's article on Legal Scholarship today will suffice.

Richard A. Posner, Legal Scholarship Today, 115 Harv. L. Rev. 1314, 1317 (2002)

Harry T. Edwards, The Growing Disjunction Between Legal Education and the Legal Profession, 91 Mich. L. Rev. 34 (1992).

George Priest, The Growth of Interdisciplinary Research and the Industrial Structure of the Production of Legal Ideas: A Reply to Judge Edwards, 91 Mich. L. Rev. 1929 (1993).

George L. Priest, Social Science Theory and Legal Education: The Law School as University, 33 J. Legal Educ. 437, 441 (1983).

Richard A. Posner, The Decline of Law as an Autonomous Discipline: 1962-1987, 100 Harv. L. Rev. 761, 766-77 (1987).

The New Terrain

Beyond the debates about the autonomy of law as a discipline, there are now newer and ongoing debates as to which methodologies and or interdisciplinary approaches are the most useful or have the highest payoffs to the study of the law. Along the lines, there are questions about the level of rigor or the depth of various methodological approaches. There are also additional questions of conflating normative and positive approaches to the study of law, or more broadly, selectively deploying positive approaches that are often pregnant with deep normative assumptions.

Robert D. Cooter, Maturing into Normal Science: The Effect of Empirical Legal Studies on Law and Economics," 5 Ill. L. Rev. 147 (2011).

Eric A. Posner & Adrian Vermeule, Inside or Outside the System?, 80 U. Chi. L. Rev. 1743 (2014)

Lee Epstein and Gary King, The Rules of Inference, 69 U Chi L Rev 1 (2002).

Frank Cross et al., Above the Rules: A Response to Epstein and King, 69 U. Chi. L. Rev. 135 (2002)

Jack Goldsmith & Adrian Vermeule, Empirical Methodology and Legal Scholarship, 69 U. Chi. L. Rev. 153 (2002)

Edelman, Lauren (2004) "Rivers of Law and Contested Terrain: A Law and Society Approach to Economic Rationality," 38 Law & Society Rev. 181-98.

Lee Epstein and Lauren Edelman, Building the Bridge from both Sides of the River: Law and Society and Rational Choice, 38 Law & Soc'y Rev. 207 (2004).

Josh Fischman and David Law, What is Judicial Ideology and Should we Measure It? 29 Wash. U. J.L. & Pol'y 133

Richard Posner, A Tribute to Dworkin, 63 N.Y.U. Ann. Surv. Am. L. 9 (2007).

The Complications of Diversity

Rachel F. Moran
University of California, Los Angeles School of Law

I. Introduction
- A. Changing demographics and the increasing importance of diversity
- B. The ongoing diversity gap in law schools and the legal profession
- C. The resulting challenges for access to justice and development of the law
- D. Why this matters to you: The critical role of the law school professoriate as gatekeepers to the profession

II. The Changing Nature of Diversity
- A. New complexities in the nature of difference
- B. Ongoing uncertainties regarding the legal and pedagogical rationales for diversity
- C. Incomplete realization of diversity's promise in law schools and law practice
- D. Emerging challenges to diversity as a result of changes in the legal market

III. What This Means for New Law Teachers Like You
- A. Knowing your students is more important than ever.
  1. Finding out about your students' interests and experiences
  2. Getting feedback from your students
  3. Using office meetings effectively
  4. Creating other opportunities for interaction

- B. Being reflective about your teaching methods is more critical than ever.
  1. Ensuring that your course content is presented in an inclusive way
  2. Using pedagogical techniques that allow for broad-based engagement
  3. Determining how to use assessment in constructive ways for all students
  4. Learning from experience during a dynamic period of change

- C. Being aware of how others can help is always vital.
  1. Knowing what resources are available on campus to assist students with significant challenges
  2. Taking advantage of resources at your law school and campus to make you a better and more inclusive teacher
  3. Getting advice from colleagues when you need it
  4. Utilizing on-line resources, professional networks, and conferences like these to enhance your performance as a teacher

- D. Conclusion: You have the opportunity to play a transformative role in the lives of your students at a time when they will need your guidance and support more than ever before.

Experiential Learning Demostration[1]

Susan J. Bryant
City University of New York School of Law

Tell me, and I will forget. Show me, and I may remember. Involve me, and I will understand. Confucius, circa 450 BC.

I. INTRODUCTION

A. A Word on Experiential Learning

Using the "experiential learning" model, educators intentionally engage learners in direct experience and focused reflections to accomplish various teaching goals, which may include increasing knowledge, developing skills, and clarifying values. Clinical faculty often summarize the model with three stages that form a cycle: **Plan, Do, Reflect**. Others add additional steps such as **Generalize/Hypothesize** to explicitly recognize that from the reflection students are expected to develop or refine ideas that will influence planning the next time the activity is repeated. What sets this model apart from simply "learning by doing" is the reflective processing that comes after the doing.

Experiential Learning is a point in the range of Active Learning strategies or techniques devised to better engage students in the learning process. Active Learning is the opposite of Passive Learning, which occurs when students simply await the dispensing of information from instructors. While all of Experiential Learning is Active Learning, not all of Active Learning is Experiential Learning.

In Experiential Learning, students are asked to pay attention to the process: (1) to plan it (2) do it; (3) think about what happened; (4) figure out what was important from the experience; (4) find general trends or truths in the experience; and (5) apply these to a similar or different situation. Plan, Do, Reflect, and Plan again

In law schools, Experiential Learning reaches its zenith in the clinical legal education program where experiences with real clients or simulated lawyering activities provide fertile opportunities to Plan, Do, and Reflect. However, non-clinical faculty can add Experiential Learning to the mix of teaching techniques employed in doctrinal or "casebook" courses to enhance doctrinal learning and prepare students for their clinical work in later years.

Experiential learning bridges the divide between knowledge and ideas and where and how they might be used. Authentic learning increases motivation and integration promotes transfer.

B. Experiential Learning Opportunities in the Doctrinal Classroom

1 This is an edited version of a handout prepared for a panel on experiential learning by Susan J. Bryant, City University of New York School of Law, Charles R. Calleros, Arizona State University Sandra Day O'Connor College of Law, Mehmet K. Konar-Steenberg, William Mitchell College of Law Calvin Pang, University of Hawaii William S. Richardson School of Law. With permission, I have edited it and repurposed it for this conference.

In a more traditional "casebook course," Experiential Learning typically takes the form of periodic role playing in a simulated lawyering task, or in other role-playing that provides support for traditional case analysis.

To illustrate, here are ways that Charles R. Calleros uses Experiential Learning in a contracts class, starting from the end of the spectrum in which the experiential component is most subtle:

- Conducting a simulation simply to make some doctrinal material more concrete or subject to visualization, such as acting out an exchange transaction or inviting students to work through documents and transcripts in a file to immerse them in the facts of a judicial opinion or a hypothetical case prior to group discussion;
- Relating classroom lessons to the "real world," such as through students taking note of contracts or warning labels that they encounter in their daily lives and explaining how they illustrate doctrine being discussed in the classroom;
- Asking students to prepare for class by writing a segment of a brief for each side of a dispute presented in a problem, or by writing a majority and dissenting opinion in resolution of the problem;
- Using simulation to walk students through legal matters that are difficult to teach through readings, charts, and lecture, such as by assigning roles and leading students through an international sales negotiation and letter-of-credit financing through the banking system;
- Helping students consolidate their study of doctrinal law while developing professional identity, skills and values by asking them to work with the doctrine in a professional task, such as by drafting an enforceable non-competition agreement, simulating the counseling of a client about legal rights, or advocating for a client in simulated oral argument or brief writing.

Simulation can also be used to uncover the discretion and ambiguity in legal rules and how those rules might be used in a discriminatory way. The simulation used in the AALS session is described more fully in this essay in **BUILDING ON BEST PRACTICES: TRANSFORMING LEGAL EDUCATION IN A CHANGING WORLD, Chapter 6, page 360**, ***Social Justice Across the Curriculum***. http://ssrn.com/abstract=2637499

II. BENEFITS OF EXPERIENTIAL LEARNING[2]

A. Deep Learning through Doing: Experiential learning engages students, requiring more in-depth understanding to apply knowledge and the knowledge is more likely "to stick" when the student uses it. The learning is multidimensional, engaging emotional, cognitive and skill dimensions.

B. Adding Variety to Teaching Methods: Experience shows that the risk of students "zoning out" is lessened when they are actively engaged and when the teacher varies teaching techniques. For example, simply switching for a few minutes from traditional Socratic method to small-group discussions can dramatically increase the energy and breadth of participation in a

[2] A growing body of learning theory and empirical scholarship backs these claims. See, e.g., Carole Silver, Amy Garver, Lindsay Watkins, *Unpacking the Apprenticeship of Professional Identity and Purpose: Insights from the Law School Survey of Student Engagement*, 17 J. Legal Writing Institute (forthcoming) (empirical study of how clinical experience furthers professional identity and purpose learning); ROY STUCKEY, BEST PRACTICES FOR LEGAL EDUCATION 149-157 (2007) (early exposure to simulation and actual law practice vital to development of problem-solving skills and judgment); Paul S. Ferber, *Adult Learning Theory and Simulations—Designing Simulations to Educate Lawyers*, 9 Clinical L. Rev. 417 (2002-2003) (simulations enhance motivation and develop self-teaching capacity).

classroom. Breaking up the traditional case method with an occasional supporting simulation can result in additional intellectual stimulation.

C. Helping Students to Imagine Themselves as Professionals: Leading students in role-playing can help them to identify as lawyers rather than simply as students. For some students it is their first introduction to the work of lawyers. Experiential learning helps them contemplate the responsibilities and challenges that arise from client representation. When they see how their learning is connected to their future work, they are motivated to learn not just for learning sake but for future clients.

III. CHALLENGES TO ACCOMPLISHING LEARNING GOALS

A. Scarcity of Time: In the typical casebook course, the perennial challenge is to squeeze critically important topics into the allocated classroom hours. Much ground can be covered through assigning reading and providing lecture, but engagement and deep learning is unlikely to take place. Socratic method takes time, and Experiential Learning typically can require more time. Consequently, deriving benefits from the exceptional engagement provided by Experiential Learning requires reduced coverage or covering some topics through lecture.

Potential Solutions:

- *Let Go of Topics:* Or as a compromise, cover some topics through lecture, not for deep learning but simply to highlight them as issues.
- *Adopt A Text That Incorporates Experiential Learning:* Many new texts are including experiential exercises in the book and teachers' manuals include ideas about how to teach from the exercises.
- *Add Time:* If you have control over the time allotted to your course, such as by converting a 2-unit upper-division course to a 3-unit course, expand your course to permit Experiential Learning and reinforcing currently covered topics rather than cutting them.

B. Added Preparation: Adding Experiential Learning to a course may require additional infusions of creative pedagogy, preparation of supporting materials, and planning the logistics of executing the exercise.

Potential Solutions:

- *Add Experiential Learning Incrementally:* To minimize the burdens of pedagogic change, add one or two new Experiential Learning exercises each year.
- *Benefit from In-House Collaboration:* Ask a colleague who teaches a skills course to lend you a time-tested exercise or teach the class for you.
- *Benefit from the Work of Colleagues Throughout the Academy:* Books, articles, listserv discussions, and web sites can provide classroom-tested ideas and resources for you to adopt or adapt to your needs. For example, the new Lexis-Nexis Skills and Values series and accompanying web course material; various websites on teaching like:
    - http://lawteaching.org/about/
    - http://iaals.du.edu/educating-tomorrows-lawyers/projects/resources
    - http://library.law.umn.edu/researchguides/teachingtools.html;

- http://www.ssrn.com/update/lsn/lsn_lsn-educator.html
- Bridge to Practice Series from West Publishers

  bridgetopracticeseries.com/
- The Skills and Values Series from Lexis Nexis

  www.**lexisnexis**.com/store/catalog/catalog.jsp?id=cat80154

C. Difficulty of Using Experiential Learning in Large Classes: Actively engaging a large class is difficult. Using Experiential Learning in a large class may appear even more difficult. In reality, it increases engagement throughout the classroom, including in the back row. When a teacher moves from Socratic questioning of a single student to assigning students to negotiate a contract in pairs, the engagement of all students increases. Experiential Learning activities provide great benefits to a large classroom, albeit while raising some logistical challenges. *Potential Solutions to Logistical Problems are discussed more fully in section IV, below.*

D. Fear of Negative Reactions for Departing from Traditional Methods: Because many law faculty who teach doctrinal courses have never had instruction in pedagogy, we often replicate the teaching methods that we experienced as law students. Faculty who break out of this mold may wonder whether other faculty will view non-traditional teaching methods as less rigorous, or may fear that some students will believe that the time devoted to Experiential Learning in a "casebook course" is wasted.

Potential Solutions:

- *The Fears are Exaggerated:* Avoid exaggerating the risk of negative reactions. If you display competence in traditional methods such as Socratic questioning, all but the most hopelessly conservative of faculty are likely to view with approval, if not envy, your ability to employ various teaching methods. Because students have different learning styles, they too are likely to appreciate being exposed to a number of teaching methods.
- *Explain Your Pedagogy:* Even the skeptical students will appreciate your methods if you explain your teaching goals and connect earlier experiential exercises to doctrinal learning. Skeptical faculty, too, may be positively influenced by explanations of your pedagogy.
- *Use Classroom Time Efficiently:* If you plan and execute an Experiential Learning activity carefully, achieving its goals efficiently, then students and others will be less apt to wonder whether the activity is displacing other teaching and learning opportunities to an excessive degree.

IV.CONSTRUCTING EXPERIENTIAL LEARNING ACTIVITIES TO PROMOTE LEARNING

Choose when to use Experiential Learning, design the context for the experience, identify the tasks for each stage of the activity, and pay careful attention to logistics.

A. Choose When to Use Experiential Learning: match benefits to goals

1. Employ experiential exercises purposefully. Identify those aspects of doctrine, theory, lawyer's role or practice where student engagement in an activity and reflecting on that activity will teach something necessary and valuable to the student.

2. Identify difficult concepts where greater contextual understanding will increase student learning and plan Experiential Learning around these. For example, use a contract negotiations exercise to provide a foundation for raising issues regarding the parol evidence rule, a conceptually difficult doctrine for some students.

3. Identify how lawyers use the law to benefit clients or broader societal interests and plan an activity giving students insight into the connection between doctrine and lawyers' work. For example, engage students in drafting a non-competition agreement that requires choices about what to disclose to adversaries about missing or ambiguous clauses, especially when the client has requested a contract clause that is not enforceable. Such an exercise teaches ethical issues and the doctrine of mistake or conscious ambiguity in contract formation.

4. Make intentional choices about role. Where students are in role as lawyers, pay attention to explicit and implicit messages about professional values, about lawyer's work, the law and lawyer's role in promoting justice and access.

B. Identify Context. How close to law practice should the activity be to meet learning goals? Use a variety of contexts including non-litigation contexts to teach lawyer's identity and purpose.

1. Exercises: Context for activities is a non-legal context that promotes learning of underlying concepts. For example, interviewing clinical classmates and using that experience to develop understanding of lawyer-client interviewing, or engaging students in non-legal bargaining exercise to teach concepts of developing contractual obligations.

2. Role-play: Context for activity involves students playing a role in a setting that is not designed to be fully faithful to the real world. For example, students are asked to explain the law to a client in a counseling session. Or students are asked to argue the benefits of a statute pending before a legislature. Students do not know the full context of either activity. The counseling exercise drops the student into an on-going attorney client relationship whereas the legislative advocacy role-play involves acting without knowing all of the specifics of the legislative committee.

3. Simulation: Students play a role in a situation designed to replicate significant aspects of the real world. Students in the lawyer's role, in an ongoing and developing matter, exercise choices that have consequences as the representation continues. For example, students may represent a client in an ongoing dispute and take the client through the stages of litigation. Students may also become players in a semester-long simulation playing other roles for example, as students playing workers and teacher playing employer in a semester-long simulation

C. Focus on the Process and Tasks of the Exercise. Using the stages of Experiential Learning—**Plan, Do, Reflect, Hypothesize**—identify the tasks and stages for the exercise. While these stages can be and often are jumped, good Experiential Learning has aspects of these stages even if they are not followed in a linear fashion. In designing an experiential exercise, identify what if any tasks you want students to do and what the teacher's role will be.

1. Plan: Students identify purpose, options, and develop a plan for the activity or task (Teaching decisions: How much time to plan the exercise and how to memorialize the plan? For example, an in-class minute-write or a highly structured plan developed as homework? How much direction should teacher give about content and process of planning?)

2. Do: Students carry out plan, make adjustments as needed. (Teaching decisions: what tasks will students do? Not every activity will be suitable for a large class. Simpler more limited

exercises may be most appropriate. What roles if any will they play? How long will the exercise run? Will it be in or out of class? What will the teacher's role be during the exercise?)

3. Reflect: Students identify what happened, why it happened, how it is the same or different than student planned. What are lessons or insights about law and lawyering? About myself as a developing lawyer? (Teaching decisions: how to engage students: individualized writing or a short e-mailed reflection submitted after class with later summary by teacher; teacher-led large group or teacher-directed pairs/smaller groups. Devise specific questions or topics to reflect upon? Or more open-ended? Bring small group insights to larger group through discussion? What to reflect about? Law, Lawyer's Role,)

4. Hypothesize: Generalization that applies to new situation? What would you repeat? What would you do differently? What are the key features that will enable you to recognize similar situations so as to transfer learning?

D. Pay careful attention to logistics of running activities in classroom:

1. Plan timing of each aspect of the activity: plan, do, reflect, hypothesize. Do not be afraid to shorten any stage as short intense experiences can teach valuable lessons and longer exercises can sometimes result in a loss of classroom energy. (Think speed dating.) Make sure to allocate time for debriefing and synthesizing lessons.

2. Put exercise in context. What do they need to know about the setting? For example, where in the life of the client or lawyer relationship is the task situated? What has already happened? Or how much does it resemble "real?"

3. Identify the activity's place and setting. Will it be individual, small group or large class? In or out of class? If small group consider time allocated to exercise in setting group number.

4. Clearly define students' tasks and roles. Write these out on a smartboard, class website or a hand-out. A classroom full of small groups of people asking "what should we be doing?" is wasted time. Make instructions clear. Moving students quickly into and out of role and task is essential to building students' confidence that learning is occurring.

5. Plan teacher's role. In allocating time to the stages and planning the teacher's role, think about how where the teacher's expertise can add to the learning. For example, how much will the exercise teach by itself vs. how much teacher-led reflection is necessary to tease out the full potential of the activity? If the concepts are difficult, teachers may need to play a role in the planning or even in the doing by role-playing with the students.

PLENARY SESSION TEACHING

EXPERIENTIAL LEARNING DEMONSTRATION

A Dozen Tips for Student Engagement in Classroom Discussions

Susan Bryant, CUNY School of Law

1. Set Participation Expectations In Your Syllabus. Announce that participation and contributions as well as good listening are expected of everyone. Explain that learning how to participate and share conversation space are professional skills that lawyers need. Explain why you value all voices to enrich the conversation. Students have previous participation patterns that may be difficult to disrupt. The "talkers" are used to having the floor and the "lurkers" are used to giving it to them and worse may be otherwise engaged. Importantly, these roles can be gendered and racialized. When that happens, the diversity we seek in classroom conversation is lost.

2. Model Participation Early and Reinforce It With Ground Rules. Disrupting previous patterns and establishing new ones needs to be set from the beginning. From the first day, make sure everyone is participating and keep rough track of contributions to make sure no one is dominating. Set ground rules that disrupt patterns and promote trust. For example – establish a norm that no one talks again until all have spoken at least once unless it is to follow-up in a back and forth discussion. If the same hands go up or jump into conversations, ask for new voices to join the conversation.

3. Make Goals for Conversations Clear. By outlining goals of the discussion, we allow students to monitor their understanding as the discussion ensues. Clearly articulated goals also help the faculty member to structure the discussion so that it is productive. Students have a better idea of what a valuable contribution is and appropriate behavior when they know the purpose of the discussion.

4. Develop Low Stake Ways to Contribute. Ask for a report on work in small group. "Tell us one idea your group developed." Or give people a quick write to allow them to formulate thoughts to a prompt before you ask for discussion. Warms ups to broader conversations enable greater and often better participation in large group conversations. If the students hesitate to join a conversation or conversation is heated among only a few, call a time out for a quick write.

5. Reward Participation. Some teachers grade contributions but those that don't reward participation in other ways such as thanking students for participating, affirming their participation through nodding, eye contact, smiling, or moving closer to the speaker.

6. Use Large Group Discussion Techniques that Promote Participation. Start an idea chain that goes around the room with each student contributing an idea. Call on students who are not regulars when they volunteer and do not be afraid to cold call on them if they do not volunteer. Or, let students call on each other after they talk with the only caveat that they cannot call on someone who has already spoken. (Over the years, I have had many students comment that they never participated in class before and they really enjoyed participating in class. They thanked me for calling on them.)

7. Assign Roles in the Discussion. Assign Roles whether in small group or large – people who are hesitant to give their own opinion will often offer an opinion when in role of another. Or, assign facilitative roles in the discussion – e.g. some students are assigned to ask others questions about their ideas, others are asked to make contributions that continue a line of conversation, others to surface assumptions, while others summarize/synthesize the conversation.

8. Include Participation Instructions in Exercises or Role Plays. For example, "each person will do xxx" or "first one will, then the next will do or tell xxx." Announce in the middle of the exercise that it is time to change, i.e. "If you have not switched story tellers do that now. "

9. Motivate Students By Connecting Conversation To Their Work As Lawyers. When students find positive value in a learning goal or activity, see achievement as possible, and perceive support from their environment, they are motivated to learn and participate.

10. Use Questions That Spark Conversation. Generally, questions that ask for multiple interpretations or approaches, different theories to connect to, build on other comments, or ask for facts to support or oppose are ones that will continue conversations. Vary questions used to vary the discussion (e.g., exploratory, relational, diagnostic, cause-and-effect, summary). Avoid questions that have right or wrong answers, as they often will kill conversations.

11. Live with Silence. Do not answer your own questions. Reframe them or try to figure out why you are getting silence. (Are they too obvious, too confusing, or do they just take some thought before answering?) Most often students will attempt to answer your question if you give them time.

12. Build a Community of Learner/Practitioners. Students are engaged in a common endeavor of representing clients and becoming excellent lawyers. An ethic of commitment to life-long learning and collaborative purpose includes students' ability to have frank conversations about strengths and weaknesses with each other; to reflect together about ways to improve the practice; and to agree and disagree while listening to each other. A clinical classroom that teaches students these skills is educating students in ways that enable them to be leaders and learners.

Plenary Session: Teaching

Stephen I. Vladeck
American University Washington College of Law

Top Ten Teaching Tips That I've Picked Up Along the Way…

2016 AALS WORKSHOP FOR NEW LAW SCHOOL TEACHERS

By Steve Vladeck
svladeck@wcl.american.edu
American University Washington College of Law

Saturday, June 11, 2016

#10

TOP TEN TEACHING TIPS THAT I'VE PICKED UP ALONG THE WAY

Write. Everything. Down.

- The undeniable value of communication.
- The Syllabus (yes, you need one) as a guide, and not just vague aspirations.
- **The *Charming Student* Canon**: Ambiguities in course materials construed ***against*** you.

#9

TOP TEN TEACHING TIPS THAT I'VE PICKED UP ALONG THE WAY

Teach to the *whole* classroom.

- Different kinds of learners.
- Different work ethics / intellects.
- Introverts vs. Extroverts vs. Gunners.
- But also, literally, teach to the entire ***physical space*** that is the classroom.

#8

TOP TEN TEACHING TIPS THAT I'VE PICKED UP ALONG THE WAY

Teach *outside* the classroom.

- Linger before / after class.
- Use office hours effectively.
- Teach over e-mail—including the importance of imposing limits.
- Find other ways to reach quieter students.

#7

TOP TEN TEACHING TIPS THAT I'VE PICKED UP ALONG THE WAY

To use technology, you must command it.

- To Powerpoint or not to Powerpoint…
- Make friends with the A/V and IT staffs.
- Always prepare for techno-disasters.
- Be transparent about *why* and *how* the technology is supposed to help students.

2

#6

TOP TEN TEACHING TIPS THAT I'VE PICKED UP ALONG THE WAY

Consistently provide a roadmap & segues.

- Helps students understand why this particular reading *matters* / where it fits.
- Great opportunity to tie up loose-ends.
- Even if students don't *understand* where the class is going, at least you'll appear to…

#5

TOP TEN TEACHING TIPS THAT I'VE PICKED UP ALONG THE WAY

You should set *a* tone for the discussion.

- We'll get to what *kind* of tone in a minute, but pedagogical consistency is important.
- Plan in advance how you'll handle difficult topics and/or inappropriate comments.
- Don't be shy about diving on the grenade.

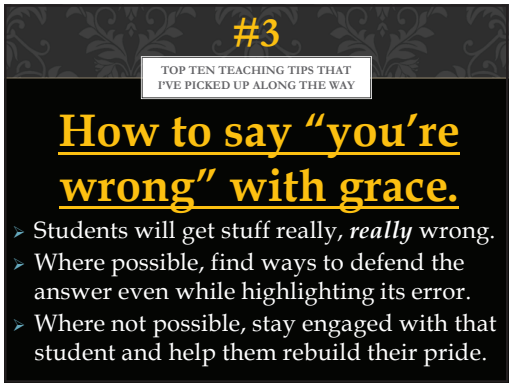
#4

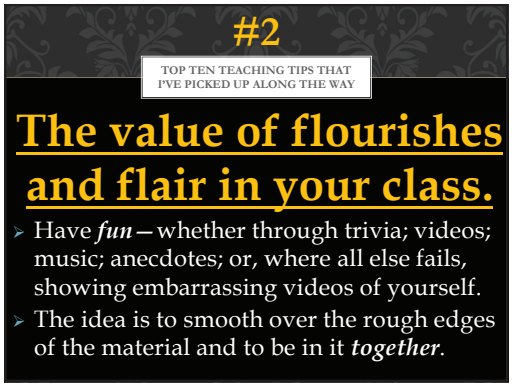
TOP TEN TEACHING TIPS THAT I'VE PICKED UP ALONG THE WAY

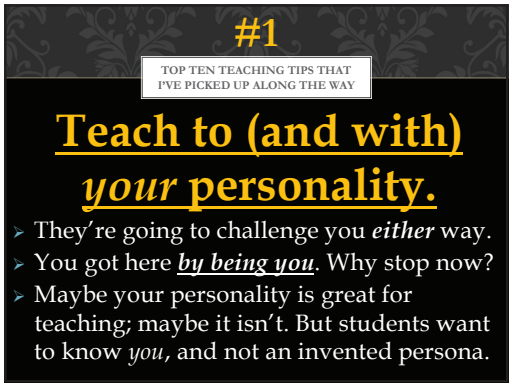
You must *own* your mistakes.

- Don't try to bluff your way out of it…
- There are lots of ways to say "I don't know" that won't lose students' respect.
- If you really screw something up, don't be shy about mocking yourself.

3


#3
TOP TEN TEACHING TIPS THAT I'VE PICKED UP ALONG THE WAY
How to say "you're wrong" with grace.
Students will get stuff really, really wrong.
Where possible, find ways to defend the answer even while highlighting its error.
Where not possible, stay engaged with that student and help them rebuild their pride.


#2
TOP TEN TEACHING TIPS THAT I'VE PICKED UP ALONG THE WAY
The value of flourishes and flair in your class.
Have fun—whether through trivia; videos; music; anecdotes; or, where all else fails, showing embarrassing videos of yourself.
The idea is to smooth over the rough edges of the material and to be in it together.


#1
TOP TEN TEACHING TIPS THAT I'VE PICKED UP ALONG THE WAY
Teach to (and with) your personality.
They're going to challenge you either way.
You got here by being you. Why stop now?
Maybe your personality is great for teaching; maybe it isn't. But students want to know you, and not an invented persona.

4

5

Note-Taking Guide: Learning Theories and Teaching Theory

Michael H. Schwartz
University of Arkansas at Little Rock, William H. Bowen School of Law

I. What is a learning theory?

II. Constructivist Learning Theories

   A. Gist of the theory

   B. The teacher's role according to this learning theory

   C. Implications for teaching

   D. Other core precepts

III. Cognitive Learning Theories

   A. Student Focus

   B. Memory

   C. Moving Between the Two Types of Memory

   D. Teaching implications of the information processing cognitive theory

   E. Theory explanation for card catalog and computer document storage systems

IV. Adult Learning Theory

   A. Key terminology

   B. Overlap with constructivist theory

   C. Role of learning goals

   D. Role of students' prior knowledge in learning process

   E. Other aspect of students' role in the learning process

V. Teaching Theory

   A. High expectations

   B. Respect

   C. Enthusiasm

   D. Active learning

   E. Other core teaching theory principles

VI. Application of Learning Theory to Teaching Decisions

"Questions Online" Negligence Exercise

Kris Franklin
New York Law School

I Want to Ride My Bicycle

Ten-year-old Gabriel frequently rides his bicycle near his home in Brooklyn. He tries to follow his parents' instructions even when they are not watching him: he always wears his helmet, he stops to walk his bike across the street, and he avoids riding in the busy avenues surrounding his house.

The other day Gabriel was plotting with his sister on their walkie-talkies as he rode his bike to the corner store. Distracted by his conversation, Gabriel did not see his neighbor Lorenzo walking down the sidewalk. Instead Gabriel ran directly into Lorenzo, who immediately fell to the ground unconscious. Seeing the crash, several bystanders rushed over to help. One began to try to revive Lorenzo. The other witness berated Gabriel for his carelessness, telling him to look where he was going and where he was supposed to be while gesturing toward the clearly marked bike lane down the right side of the street.

Meanwhile the second witness, Verna, continued to try to help Lorenzo. Verna currently works as a private detective, but calling on the CPR training she had received years earlier when she worked as a flight attendant, she began administering chest compressions. Unfortunately Verna was mistaken about Lorenzo's condition; his heart was still pumping and he did not actually need the CPR. But in the process of giving the life support she thought necessary Verna pushed Lorenzo's upper body several inches, which was all it took to move his broken spine enough to cause permanent paralysis.

Who might Lorenzo sue to seek compensation for his injuries?

Class 2

Working Group Problem

Reading effectiveness quiz: *Leonard v. Pepsico*

1. Does the procedural posture of this particular case affect the outcome or the court's reasoning?

2. What legal issue(s) is the court is deciding?

3. What facts support Leonard's contention that he is owed a Harrier jet? (list all)

   What facts suggest that he is not? (list all)

4. Where in the case does the court state the rule(s) of law to be applied?

   Restate the rule(s) in your own language.

5. Why do the defendants win here, but not in *Lefkowitz* or *Carlill*?

6. What contracts policy concerns support the court's holding in this case?

Class 7

Working Group Problem

Mastering rules: *comparison of common law and UCC contract formation*

Fill in the chart below. Explain commonalities and distinctions in the governing law, and give precise sources of UCC rules. If you find it helpful, also indicate cases exemplifying common law rules.

Point of comparison	Common Law	UCC Article II
Contracts covered		
Policy approach to contract formation (favored or disfavored and why)		
Minimum requirements for certainty of terms		
Manner of acceptance		
Effect if purported acceptance changes a term		

Class 9

Working Group Problem

Lawyering is Problem Solving: the *Jim Parsons question*

Jim Parsons plays Sheldon on the TV sitcom *The Big Bang Theory*. The show is a big hit, and in recent years has become one of CBS's most profitable shows. Its 9th season debuted this week.

You are Jim's agent/attorney. Your client's ongoing contract calls for a reported salary of $350,000 per episode. Given how much 30-second commercial spots are selling for, this, this seems ridiculously low for a show this successful and important.

Assuming Jim's existing contract already covers this season, brainstorm ways you might nonetheless secure more money for his performances.

Develop as many possible (reasonable) options for your client as you can.

Class 12

Working Group Problem

Building arguments: *state of mind problems*

In Problem 2 of Ex. 5-6 [Text p. 201], assume that Baldo sued Sandra to get his money back. In his complaint, Bob alleged all of the facts listed in the problem and contended that the contract to buy the land was invalid because "Sandra Seller intentionally, negligently or innocently misrepresented the prior use of the land at issue." Seeking right off the bat to limit her client's potential liability (and not incidentally to eliminate any possible suggestion at trial that her client behaved dishonorably), Sandra's attorney moved to dismiss the intentional misrepresentation claim, arguing that the facts alleged in the complaint, even if true, could not support a finding that the misrepresentation was intentional.

Prepare to conduct an oral argument on the motion. If your group is sitting on the **East** side of classroom you will argue for Baldo Buyer. If your group is sitting on the **West** side of the classroom you will argue for Sandra Seller. **Write out the opening for your oral argument, together with responses to any questions you might expect to get from the bench.**

To help frame your argument, consider your responses to the following questions:

How will you describe what contract law considers to be an intentional misrepresentation?_____

_____

_____

How will you describe what Sandra said to Baldo?_____

_____

_____

_____

Your argument:

[Some lawyers write out their planned oral statements in full, while others prefer to speak from notes or bullet points. Either is fine for this project, so you should tailor your notes to the style that would work best for you if you were called on to make your argument to the class.]

Class 26

Working Group Problem

Understanding rules and policy: *constructive conditions*

1. Why do most contracts have constructive conditions?

2. Explain why courts have adopted these rules and in this order [note: it may help to include concrete examples of each of these kinds of deals and then to explain why a court would follow the rule for this kind of agreement]:

    a. First, follow any dates established in the contract. If none are specified, order duties relative to the parties' expected performances. *Condition precedent.*

    b. If the parties *can* perform at the same time, they must do so. *Concurrent conditions*. [R.2d §234(1)]

    c. A party whose performance requires a period of time must perform before a party who can perform all at once. *Condition precedent*. [R.2d §234(2)]

    d. If the order remains unclear, consider the nature of the transaction and what the parties were trying to accomplish. *Possibly concurrent or precedent conditions*.

3. How can you tell a constructive condition precedent from an offer to form a unilateral contract? How might a court handle ambiguity on this point?

Class 28

Working Group Problem

Diagnosing issues in contracts questions: *contracts exam questions*

Within your group, take turns reading aloud each of the short-answer questions that were included in the 2012 contracts exam. Read your question one time through only, and "think aloud" about what issues and problems you see in the question as you are reading. Listening carefully, the rest of the group should discuss what each student is seeing in his/her problem and offer any suggestions about how each student can read and respond to the question even more effectively.

1. John agreed to buy a second-hand stainless steel grill from his coworker Martha for $300. John was supposed to get the cash on Tuesday and bring it to work the following day. Martha said she would bring the grill to John over the weekend in time for the football tailgating that he wanted it for. John forgot to go to the bank all week, and on Friday Martha decided to give the grill to her cousin Greg instead. John is outraged and wants to sue Martha to force her to sell him the grill like she promised. He needs it for his party on Sunday! Will John win if he goes to court today?

2. Zuri ordered some new golf clubs from Homer's exclusive sporting goods store, which caters to tour professionals as well as many serious (and wealthy) amateurs. Zuri was excited to negotiate a very good price for the clubs: under her contract with Homer she would only have to pay $4000, even though she estimated that this luxury brand was worth more than $5000 for the set. Zuri indicated to Homer that it was very important that the clubs arrive by December 31, but did not explain why. Due to a backlog of orders, Homer was not able to deliver the clubs until January 20. As a result of this delay Zuri, who worked as a pro at the local country club, had to give up almost 3 weeks' worth of private lessons which would have earned her about $1800. If Zuri sues Homer, what can she collect?

3. Ryan was interested in buying Kelly's beautiful Country Inn upstate. When they were chatting over coffee one day Ryan asked Kelly whether she would be interested in selling the property. He was overjoyed when she said she might. Ryan then asked whether the business was turning a profit, and Kelly assured him that it was. Excited, and eager to seal the deal on the spot, Ryan said that he'd pay $800,000 for the property. Kelly promptly shook his hand and agreed. It turns out, though, that Kelly has been losing over $2000 a month on the Inn for the past two years, and that it has had some terrible reviews in the local papers and on the TripAssist™ website. Ryan wants your help to get out of the agreement. What advice can you offer him?

4. Webb worked in a multi-level factory and was cleaning its upper floors. To do so he had to drop some large pieces of steel down an open shaft and onto the ground floor. Just as he was about to drop the second piece, he saw the factory owner's grandchild toddling toward the shaft. Webb fell on the steel to keep it from dropping down and hurting the child, and in the process fractured his spine in two places. Grateful to Webb for saving his grandchild, Owen the factory owner promised to pay the now-disabled Webb his current salary for the remainder of his life. Webb found it difficult to adjust to being in a wheelchair but was relieved that at least he could retire rather than having to learn a new trade. Three years later Owen died, and Owen's heirs subsequently stopped sending Webb's monthly checks. Can Webb force Owen's heirs to continue paying him?

MIDTERM GRADING SHEET

CONTRACT FORMATION	POINTS POSSIBLE	POINTS EARNED
	8	
Applicable Law • This is primarily a contract for the services of renovation. Any materials purchased are probably ancillary to the work, so under the predominance test, common law should apply.	**1.5**	
Mutual Assent • Not clear from facts who made offer and who accepted. Original offer seems to be Joe for 35K, but that was clearly rejected. • Both parties act as if they have a deal for the three specified parts of the job at $25K. A deposit was given and accepted. Probably enough to show that both had a present intent to form a contract at the time the deal was struck. **Terms and Type** • Sufficient certainty of terms likely requires price and scope of the work. There aren't a lot of details here, but the basics seem covered enough that lack of certainty will not defeat a determination of mutual assent. • Bilateral or Unilateral? ✓ Contract for services could be unilateral because S wants the work actually done, not just a promise to do it. ✓ But no specific language here suggests offer for unilateral, and default rule is bilateral unless specifies otherwise, so probably bilateral. ✓ Classification matters b/c if unilateral than contract not formed until perfect performance. So under classical rule S could still revoke. But R.2d §45 makes unilateral K irrevocable if performance has begun, which here it has. ✓ Chances are, then, whether deemed bilateral or unilateral Joe will be able to show that he has a contract. **Consideration** • No question of consideration in original deal. Bargained-for exchange of money for work. • Did Joe have a pre-existing duty to repair all of the electricity? Unlikely. The parties' discussions back and forth about this seem pretty clear that he was supposed to fix identified problems but was not obliged under the contract to remove and replace all wiring in affected rooms. • Sarah could claim that there was no consideration for the contract modification of extra money for unplanned electrical work. Hold up game when she's living in a torn up house and needs work done ASAP? • But illusory promise means one party doesn't get anything. Here she'd get all new wiring, which is probably a substantial benefit. And there's at least a suggestion that this is required to bring her home into compliance with building codes.	**5.5** 5=*amazing* 4=strong 3=fine 2=some problems 0-1=lacking analysis average = 3	
If no contract • If by any chance Joe loses on the question of whether there was a binding contract, he would have a decent claim for compensation for his work so far under a promissory estoppel theory, because he justifiably relied on Sarah's promises to pay for work done to her house.	**1**	

DEFENSES & DAMAGES	POINTS POSSIBLE 10	POINTS EARNED
Breach • Sarah breached by locking Joe out of the job and calling in someone else. • Did Joe breach by changing the plan for wiring work? Very unlikely. Seemed necessary, and both parties indicated assent. **Defenses** • W/o consideration modification wasn't enforceable, or economic duress for modification. ✓ Both illusory promise and duress are doubtful because added work seems necessary, Sarah got a benefit in exchange, and had an opportunity to bargain. Anyway, these defenses would go to price owed when work completed. Wouldn't give Sarah the right to cancel the job. • Mistake ✓ Seems like both parties thought they didn't need to entirely replace the wiring, but turned out they did. If mistake, then probably mutual. ✓ Scope and price of job drastically changes with wiring, so likely basic to K, and definitely material to parties' exchange because they talked about this back and forth. ✓ If mistake, could void contract. Arguably that's what the parties did when Joe said another $16K and Sarah said go ahead. If so, though, new K now in force. • Illegality ✓ Not an issue since Joe was going to correct the illegal wiring. If anything, Sarah's *new* contract may be illegal.	**6** 6=*amazing* 5=strong 4=fine 3=some difficulties 2=problems 0-1=lacking analysis average = 3.5	
Damages • Partial payment, so defective performance, not non-performance. • Joe will probably want BoB of his expected profit on the job. Calculated as "get" ($25K or $37K?) minus "give" of cost of labor and materials to complete the work, expected to be $4K (but was that for original deal or including added electrical work?), less the deposit already paid. • Joe will also ask for reliance damages of $6K, calculated as $3K in materials and $3K in labor. • Joe may instead ask for damages as expected profit on the basement job he passed up, but since he wouldn't be able to do both jobs, can't get both this and the BoB for Sarah's job. One or the other. • Sarah should counterclaim for $4K deposit. Chances are this will get swallowed by what she owes Joe, so just deducted from amt. to be paid. • Depending on what the market would bear (as evidenced by her deal with new contractor?), Sarah may instead argue that Joe made a bad bargain and damages should be calculated as FMV-K price if less. No specific facts support this, though.	**4** 4= excellent 3=strong 2=fine 1=problems average = 2.5	

Contracts Section 1C

Franklin, Fall 2015

Midterm

Please respond to the attached question as thoughtfully as you can within the time allotted, **explaining and supporting your reasoning** for all important points. If any parts of the question are not clear, or if you believe there is a mistake or typo in the question, please just state the assumptions you are working with and I will grade your paper with that understanding.

If you handwrite your response, please write on only one side of the page, preferably in ink, and make your answer as legible as possible. You are welcome to skip lines if that will make your response easier to read.

You can make any notes you wish on the test itself or on scrap paper. These will be collected, but your markings will not be read or scored. However, you **may not** write on the Restatement/UCC supplement because they will be checked and reused for future exams.

Sarah's 100-year-old brownstone badly needed some updates. She began talks with Joe, a fully-licensed contractor, about the possibility of undertaking a significant renovation to her home. Initially Joe suggested that Sarah do a few minor cosmetic upgrades to the kitchen and bathrooms but focus primarily on bringing all of the plumbing and electrical equipment up to date. He estimated that he could do all that work for about $35,000. This was too much money for Sarah. And though she understood the importance of Joe's attention to what was going on behind the walls, didn't want to devote too much of her limited budget to things she couldn't see or appreciate.

The two continued their conversations and eventually decided they'd aim for a compromise consisting of:

- a new kitchen island and refaced cabinets;
- replacing the tile and building a new walk-in shower in the main bathroom; and
- repairs to the plumbing and electricity, but not full-scale rebuilding of those systems.

This could be done for Sarah's maximum budget of $25,000. Sarah gave Joe a deposit of $4,000 to get started.

The following week Joe and his crew began the project by removing an agreed-upon wall, taking the fronts off of the kitchen cabinets, and tearing out the bathroom down to the studs. It was at that point that Joe noticed the bathroom wiring consisted of consisted of "knob and tube" fittings that these days are considered genuinely dangerous.

Joe went back and explained to Sarah that there was now no way to do the job as they had previously outlined. Leaving the knob and tube wiring wasn't legal, so in addition to running new lines in the demolished bathroom, he would have to investigate, and probably end up replacing the wiring in every room he was working

in. The expected electrical work, and the repairs to the walls that would have to be broken into to complete it, would likely cost $16,000 more than projected.

Sarah was shocked and upset. Faced with a house in shambles and few other options, she tearfully told Joe to proceed. Joe's crew spent the next few days rewiring the bathroom, removing the debris from their demolition work, and bringing in the materials they would need for the next phases of their work.

The following Monday, Joe went to Sarah's house and found that the key she had given him no longer worked. When he called her cell phone she explained that she had located another builder who was willing to make the cosmetic repairs she wanted without worrying about the problematic wiring. She thanked Joe for what he had done so far, but indicated she would no longer need his services.

Joe couldn't believe what he was hearing. His crew's labor so far already added up to $3000, and they had brought in another $3000 in materials. He was out money, time, the $4000 profit he had expected from Sarah, as well as the chance to take on a $10,000 basement renovation job that he had passed up because he was committed to working on Sarah's place.

If Joe sues Sarah what will he claim, and what counterclaims or defenses should he expect? Who is likely to win, and what damages, if any, might be awarded?

Supplemental Materials

Call for Scholarly Papers for Presentation at 2017 AALS Annual Meeting

To encourage and recognize excellence in legal scholarship and to broaden participation by new law teachers in the Annual Meeting program, the association is sponsoring a call for papers for the 31st annual AALS Scholarly Papers Competition. Those who will have been full-time law teachers at an AALS Member or fee-paid school for five years or less on July 1, 2016, 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.

The winning paper or papers will be presented and honored at the AALS Annual Meeting in San Francisco, California, in January 2017.

Inquiries: Questions should be directed to scholarlypapers@aals.org.

Deadline: To be considered in the competition, an electronic version of the manuscript and a cover letter (described below) should be emailed to scholarlypapers@aals.org no later than August 5, 2016, 11:59 p.m. EST.

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, should 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: Each submission should be prepared using Microsoft Word or otherwise should be submitted in rich text format. There is a maximum word limit of 30,000 words (inclusive of footnotes) for the submitted manuscripts. The manuscript should be double-spaced in 12-point (or larger) type with ample (at least 1") margins on all sides. Footnotes should be 10-point or larger, single-spaced, and preferably on the same page as the referenced text.

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 not eligible, nor 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 less as of July 1, 2016 (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. Authors 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. AALS Scholarly Papers Competition winners are not eligible to compete again, though past Honorable Mention recipients are eligible.

Papers are expected to reflect original research. Papers are not eligible for consideration if they will have been published before February 2017. However, inclusion of a version of the paper on the Social Science Research Network (SSRN) or similar pre-publication resource 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 should 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 less as of July 1, 2016;
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 2017; and
5. The author agrees to notify the AALS if the submitted paper will be published before February 2017.

Each author is to indicate up to four subject categories from the list below that best fit the paper. In the event that none of the listed categories captures the essence of the paper, the author should write-in one topic under "other."

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; Other; 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.

AALS Sections with Calls for Papers

The following Sections have issued calls for papers to select one or more presenters for the section's program to be held at the 2017 AALS Annual Meeting. The section's topic for their program is also listed below. The AALS Annual Meeting will be held January 3 – 7, 2017 in San Francisco.

Each section appoints a review committee and announces the call for papers to its members. Section members submit detailed abstracts or papers for peer review by the section's review committee. If you are interested in making a submission, please visit the AALS website at www.aals.org/aals-events/rfps/ to view the details for the section's specific call for papers or contact the section chair directly for details and the submission due date. The list of section chairs can be found on page 77 of this booklet.

Section on Africa
China in Africa: Legal, Political and Development Issues in China's Growing Influence in the African Continent

Section on Agency, Partnership, LLC's and Unincorporated Associations
LLCs, New Charitable Forms, and the Rise of Philantrocapitalism

Section on Aging and the Law
Ethical and Moral Dimensions of Lawyering for Clients with Limited Capacity

Section on Animal Law
Animals as Living Accommodations

Section on Art Law
Is it Art? Who Cares?

Section on Balance in Legal Education
Transformative Learning: Helping Students Discover Motivation, Values and Voice

Section on Business Associations
Business Law in the Global Sharing Economy: Legal Theory, Doctrine, and Innovations in the Context of Startups, Scaleups, and Unicorns

Section on Children and the Law
Children as Decisionmakers: Legal, Social, and Scientific Perspectives

Section on Civil Procedure
The Roberts Court and the Federal Rules of Civil Procedure

Section on Civil Rights
Navigating Intersections: Law, Race, Speech, Place

Section on Commercial and Related Consumer Law
Contracts, Commercial and Consumer Law In Action

Section on Conflict of Laws
New Voices in Conflict of Laws

Section on Constitutional Law
The Constitution in an Era of Increasing Inequality

Section on Contracts
Contracts, Commercial & Consumer Law in Action

Section on Defamation and Privacy
The Governance of Privacy: What Governance Theory Can Tell Us About Privacy Law and Policy

Section on Economic Globalization and Governance
The Corporate Stake in Climate Change Response

Section on Education Law
Title IX and Transgender Student Rights: Looking Ahead

Section on Election Law
Lessons from the 2016 Elections (and Implications for the Future)

Section on Employment Discrimination Law
Responding to Fisher v. Texas

Section on Family and Juvenile Law
The Constitution and the Family

Section on Financial Institutions and Consumer Financial Services
The Tenth Anniversary of the Subprime Mortgage Crisis: The State of Financial Reform & Consumer Financial Protection

Section on Graduate Programs for Non-U.S. Lawyers
Bridging the Gap Between Graduate Law and JD Programs: Fostering Inclusion Through Curriculum and Program Design

Section on Immigration Law
Migration: Crisis, Opportunity, and International Law

Section on Indian Nations and Indigenous Peoples
The Supreme Court's Recent Indian Law Jurisprudence

Section on International Human Rights
Human Rights Outside the West

Section on Internet and Computer Law
Artificial Intelligence, the Internet of Things, and Social Values

Section on Islamic Law
Islamic Law Teaching in the 21st Century Global Law School

Section on Labor Relations and Employment Law
Classifying Workers in the "Sharing" and "Gig" Economy

Section on Law and Anthropology
Qualitative Data and Legal Advocacy, Research, and Teaching

Section on Law and the Humanities
Narrating Evidence

Section on Law, Medicine and Health Care
Health Law and Health Equality

Section on Legal Writing, Reasoning and Research
Experiential Learning in Legal Writing Programs.

Section on Legislation & Law of the Political Process
Justice Scalia and Statutory Interpretation: A Retrospective Assessment

Section on Litigation
MDL Problems

Section on Minority Groups
Presidential Politics and the Future of the Supreme Court: Post-Election Reflections and Forecasts for the "Post-Racial" Post-Obama White House

Section on Minority Groups
Health Law and Health Equality

Section on National Security Law
Domestic Responses to Declared and Undeclared Emergencies: U.S. and Comparative Perspectives

Section on Natural Resources and Energy Law
Natural Resource, Energy, & Environmental Implications of "Leave it in the Ground" Policies

Section on Nonprofit and Philanthropy Law
LLCs, New Charitable Forms, and the Rise of Philanthrocapitalism

Section on North American Cooperation
What U.S. Law Professors Should Know About Legal Research in Canada and Mexico -- It's Not Just NAFTA Anymore

Section on Poverty Law
The Constitution in an Era of Increasing Inequality

Section on Professional Responsibility
Teaching Professional Responsibility in a New World of Practice

Section on Property Law
Property and the Challenge of Housing Affordability

Section on Real Estate Transactions
Keeping the "Real" World in Real Estate Transactions: New Ideas, Best Practices, and Partnership Opportunities to Strengthen Teaching and Scholarship

Section on Securities Regulation
Securities Regulation and Technological Change

Section on Sexual Orientation and Gender Identity Issues
Vulnerable Communities: LGBT Youth & Elders

Section on Transactional Law and Skills
Ethics in Business Transactions

Section on Women in Legal Education
Cultivating Empathy

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

American law professors typically are members of two professions and thus should comply with the requirements and standards of each. Law professors who are lawyers are subject to the law of professional ethics in force in the relevant jurisdictions. Non-lawyers, in turn, should be guided by the norms associated with their disciplines. In addition, as members of the teaching profession, all law faculty members are subject to the regulations of the institutions at which they teach and to guidelines that are more generally applicable, such as the Statement of Professional Ethics of the American Association of University Professors.

This statement does not diminish the commands of other sources of ethical and professional conduct. Instead, it is intended to provide general guidance to law professors concerning ethical and professional standards both because of the intrinsic importance of those standards and because law professors serve as important role models for law students. In the words of the American Bar Association's Commission on Professionalism, since "the law school experience provides the student's first exposure to the profession and . . . professors inevitably serve as important role models for students, . . . the highest standards of ethics and professionalism should be adhered to within law schools."[1]

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

Although the norms of conduct set forth in this Statement may be relevant when questions concerning propriety of conduct arise in a particular institutional context, the statement is not promulgated as a disciplinary code. Rather, the primary purpose of the Statement— couched for the most part in general aspirational terms—is to provide guidance to law professors concerning their responsibilities (1) to students, (2) as scholars, (3) to colleagues, (4) to the law school and university at which they teach, and (5) to the bar and the general public.

1 ". . . In the spirit of Public Service": A Blueprint for the Rekindling of Lawyer Professionalism 19 (1986).

I. RESPONSIBILITIES TO STUDENTS

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

Because of their inevitable function as role models, professors should be guided by the most sensitive ethical and professional standards.

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

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

Evaluation of student work is one of the fundamental obligations of law professors. Examinations and assignments should be conscientiously designed and all student work should be evaluated with impartiality. Grading should be done in a timely fashion and should be consistent with standards recognized as legitimate within the university and the profession. A student who so requests should be given an explanation of the grade assigned.

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

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

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

should not sexually harass students and should not use their role or position to induce a student to enter into a sexual relationship, or to subject a student to a hostile academic environment based on any form of sexual harassment.

Sexual relationships between a professor and a student who are not married to each other or who do not have a preexisting analogous relationship are inappropriate whenever the professor has a professional responsibility for the student in such matters as teaching a course or in otherwise evaluating, supervising, or advising a student as part of a school program. Even when a professor has no professional responsibility for a student, the professor should be sensitive to the perceptions of other students that a student who has a sexual relationship with a professor may receive preferential treatment from the professor or the professor's colleagues. A professor who is closely related to a student by blood or marriage, or who has a preexisting analogous relationship with a student, normally should eschew roles involving a professional responsibility for the student.

II. RESPONSIBILITIES AS SCHOLARS

A basic responsibility of the community of higher education in the United States is to refine, extend, and transmit knowledge. As members of that community, law professors share with their colleagues in the other disciplines the obligation to discharge that responsibility. Law schools are required by accreditation standards to limit the burden of teaching so that professors will have the time to do research and to share their results with others. Law schools also have a responsibility to maintain an atmosphere of freedom and tolerance in which knowledge can be sought and shared without hindrance. Law professors are obligated, in turn, to make the best and fullest use of that freedom to fulfill their scholarly responsibilities.

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

The scholar's commitment to truth requires intellectual honesty and open-mindedness. Although a law professor should feel free to criticize another's work, distortion or misrepresentation is always unacceptable. Relevant evidence and arguments should be addressed. Conclusions should be frankly stated, even if unpopular.

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

A law professor shall disclose the material facts relating to receipt of direct or indirect payment for, or any personal economic interest in, any covered activity that the professor undertakes in a professorial capacity. A professor is deemed to possess an economic interest if the professor or an immediate family member may receive a financial benefit from participation in the covered activity. Disclosure is not required for normal academic compensation, such as salary, internal research grants, and honoraria

and compensation for travel expenses from academic institutions, or for book royalties. Disclosure is not required for funding or an economic interest that is sufficiently modest or remote in time that a reasonable person would not expect it to be disclosed. Disclosure of material facts should include: (1) the conditions imposed or expected by the funding source on views expressed in any future covered activity and (2) the identity of any funding source, except where the professor has provided legal representation to a client in a matter external to legal scholarship under circumstances that require the identity to remain privileged under applicable law. If such a privilege prohibits disclosure the professor shall generally describe the interest represented.

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

Covered activities include any published work, oral or written presentation to conferences, drafting committees, legislatures, law reform bodies and the like, and any expert testimony submitted in legal proceedings. A law professor should make, to the extent possible, all disclosures discussed in this policy at the earliest possible time. The earliest possible time should be when the professor is invited to produce the written work for publication or to make a presentation or when the professor submits the written work for publication or delivers the presentation.

III. RESPONSIBILITIES TO COLLEAGUES

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

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

Law professors should comply with institutional rules or policies requiring confidentiality concerning oral or written communications. Such rules or policies frequently will exist with respect to personnel matters and evaluations of student performance. If there is doubt whether such a rule or policy is in effect, a law professor should seek clarification.

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

Law professors should make themselves reasonably available to colleagues for purposes of discussing teaching methods, content of courses, possible topics of scholarship, scholarly work in progress, and related

matters. Except in rare cases and for compelling reasons, professors should always honor requests from their own law schools for evaluation of scholarship in connection with promotion or tenure decisions. Law professors should also give sympathetic consideration to similar requests from other law schools.

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

IV. RESPONSIBILITIES TO THE LAW SCHOOL AND UNIVERSITY

Law professors have a responsibility to participate in the governance of their university and particularly the law school itself. Although many duties within modern universities are assumed by professional administrators, the faculty retains substantial collective responsibility to provide institutional leadership. Individual professors have a responsibility to assume a fair share of that leadership, including the duty to serve on faculty committees and to participate in faculty deliberations.

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

When a law professor resigns from the university to assume another position, or seeks a leave of absence to teach at another institution, or assumes a temporary position in practice or government, the professor should provide reasonable advance notice. Absent unusual circumstances, a professor should adhere to the dates established in the Statement of Good Practices for the Recruitment of and Resignation by Full-Time Faculty Members of the Association of American Law Schools.

Although all law professors have the right as citizens to take positions on public questions, each professor has a duty not to imply that he or she speaks on behalf of the law school or university. Thus, a professor should take steps to assure that any designation of the professor's institution in connection with the professor's name is for identification only.

V. RESPONSIBILITIES TO THE BAR AND GENERAL PUBLIC

A law professor occupies a unique role as a bridge between the bar and students preparing to become members of the bar. It is important that professors accept the responsibilities of professional status. At a minimum, a law professor should adhere to the Code or Rules of Professional Conduct of the state bars to which the law professor may belong. A law professor may responsibly test the limits of professional rules in an effort to determine their constitutionality or proper application. Other conduct warranting discipline as a lawyer should be a matter of serious concern to the professor's law school and university.

One of the traditional obligations of members of the bar is to engage in uncompensated public service or pro bono legal activities. As role models for students and as members of the legal profession, law professors share this responsibility. This responsibility can be met in a variety of ways, including direct client

contact through legal aid or public defender offices (whether or not through the law school), participating in the legal work of public interest organizations, lecturing in continuing legal education programs, educating public school pupils or other groups concerning the legal system, advising local, state and national government officials on legal issues, engaging in legislative drafting, or other law reform activities.

The fact that a law professor's income does not depend on serving the interests of private clients permits a law professor to take positions on issues as to which practicing lawyers may be more inhibited. With that freedom from economic pressure goes an enhanced obligation to pursue individual and social justice.

Adopted by the Executive Committee, November 17, 1989

Amended May 2003

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Special Message from the Officers of the AALS Section for New Law Professors

Congratulations on becoming a law professor! We write merely to inform you that support for new law professors does not end at the conclusion of this Workshop. The AALS Section for New Law Professors exists to provide advice, guidance, and support to professors in their first seven years of law teaching. We offer informative panels, networking opportunities, teaching assistance, and scholarship opportunities for our members. We would love to have you join the section.

Before you can join the section and access the resources it provides, you must first ask your law school dean's office to have you added to the law school roster with your position, whether it is a tenure track, contract, visiting, fellow, or adjunct. Once added to the roster, you will need to log into the AALS website. Passwords are not automatically assigned, therefore you will need to select "forgot your password" and follow the appropriate steps to have a temporary password sent to you. Only your dean's office can add you to the law school's AALS roster.

You can use the following procedure to check and see if your school has already added you the law school's AALS roster:

- Go to www.aals.org/login/
- Click the 'forgot password' link on the bottom of the page
- Type your e-mail address and click the 'go' button
  - If you get the message 'E-mail address not found in database.' Then you have not been added by your school to your law school's roster.
  - If your e-mail address was found, then you have already been added by your school's roster. Your password will be e-mailed to you, which will allow you to log in. After logging in, you can change your password under the 'My Information' link.
  - If you need assistance, contact dltsupport@aals.org

TO JOIN AND ENGAGE WITH AALS SECTIONS:

Email support@aals.org to have an AALS team member sign you up for one or more AALS sections, including the Section for New Law Professors. To see a complete list of all 100 AALS sections, please visit www.aals.org/sections/. Please note there is a special process and a $15 registration fee to join the Section on Clinical Legal Education.

After joining a section, log into the section website to find the listserv email address, view past discussions, and share files.

TO UPDATE YOUR BIOGRAPHY IN THE AALS DIRECTORY OF LAW TEACHERS:

Each year law schools and tenured, tenure-track, and long-term contract faculty members are asked to update their AALS profile for the *Directory of Law Teachers*. The Dean's office at each school updates their faculty roster, providing AALS with basic status and demographic information on these particular individuals. Additional information is collected directly from the faculty members. The information collected from the dean and faculty is combined to form the biographies that appear in the Directory of Law Teachers. For more information about the Directory please visit www.aals.org/about/publications/directory-law-teachers/.

Finally, if you have any questions or ideas for the Section for New Law Professors, please feel free to contact any of the Section Officers. For 2016, the officers are:

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Chair-Elect: Eugene D. Mazo, Rutgers Law School
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Congratulations again!

NOTES

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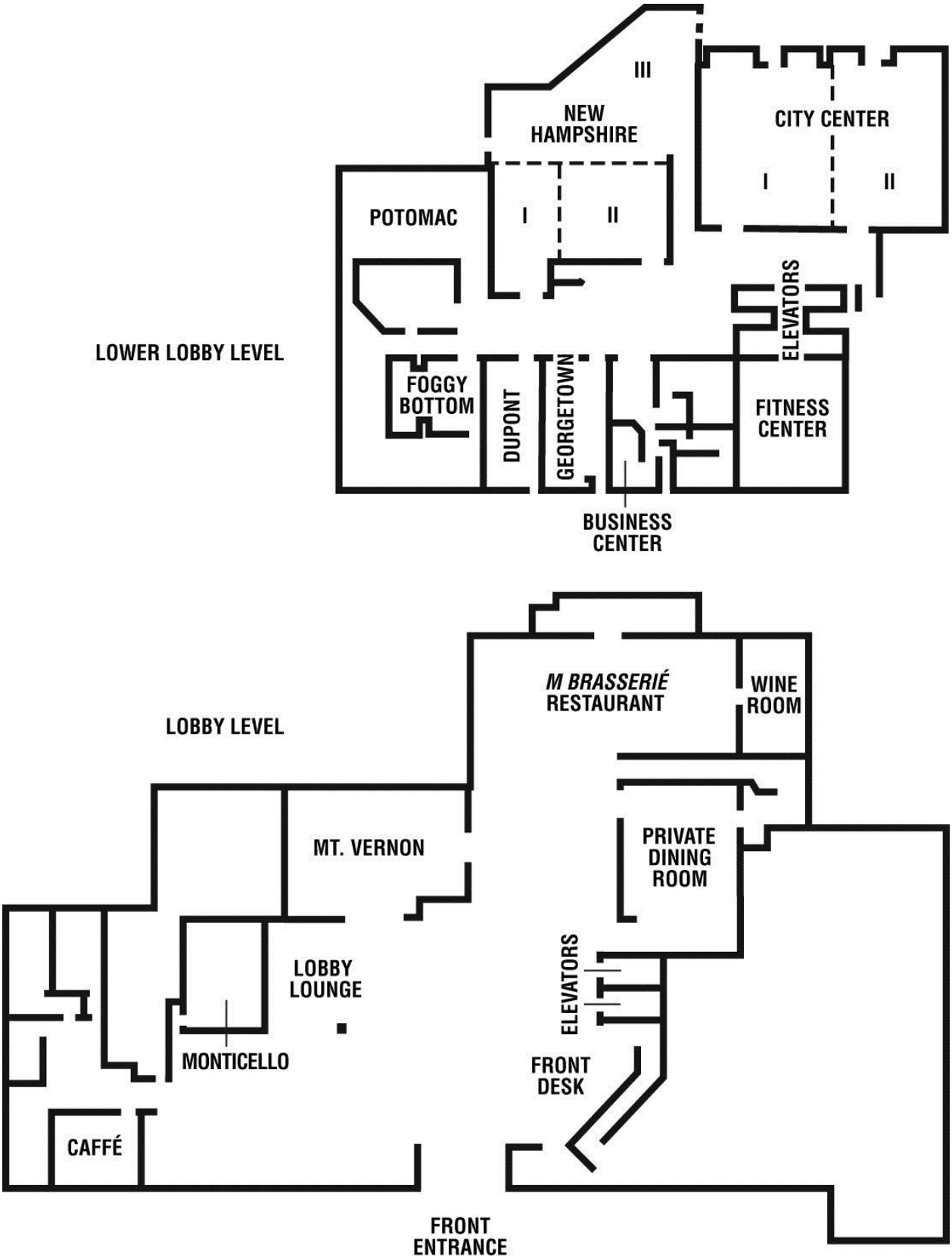
Hotel Floor Plan



AALSCalendar

http://www.aals.org/aals-events/

2016

WORKSHOP FOR NEW LAW SCHOOL TEACHERS
Thursday, June 9 – Saturday, June 11
Washington, DC

FACULTY RECRUITMENT CONFERENCE
Thursday, October 13 – Saturday, October 15
Washington, DC

2017

ANNUAL MEETING
Tuesday, January 3 – Saturday, January 7
San Francisco, CA

CONFERENCE ON CLINICAL LEGAL EDUCATION
Friday, May 5 – Tuesday, May 9
Denver, CO

WORKSHOP FOR NEW LAW SCHOOL TEACHERS
Thursday, June 22 – Saturday, June 24
Washington, DC

FACULTY RECRUITMENT CONFERENCE
Thursday, November 2 – Saturday, November 4
Washington, DC

2018

ANNUAL MEETING
Wednesday, January 3 – Saturday, January 6
San Diego, CA

CONFERENCE ON CLINICAL LEGAL EDUCATION
Sunday, April 29 – Wednesday, May 2
Austin, TX

WORKSHOP FOR NEW LAW SCHOOL TEACHERS
Thursday, June 7 – Saturday, June 9
Washington, DC

FACULTY RECRUITMENT CONFERENCE
Thursday, October 11 – Saturday, October 13
Washington, DC

2019

ANNUAL MEETING
Wednesday, January 2 – Sunday, January 6
New Orleans, LA