

ASSOCIATION OF AMERICAN LAW SCHOOLS WORKSHOP FOR NEW LAW SCHOOL TEACHERS

June 7 – 9, 2018 | Washington, DC



Program Booklet



Association of American Law Schools

AALS.ORG/NLT2018
#NLT2018

Exhibitors

Be sure to visit the Exhibitors in the District Ballroom, Lower Level.



Connect with AALS online!



Visit our website
www.aals.org



Follow us on Twitter
www.twitter.com/TheAALS



Like us on Facebook
www.facebook.com/TheAALS



Subscribe to us on YouTube
www.aals.org/youtube



Find us on Flickr
www.aals.org/flickr



Connect with us on LinkedIn
www.linkedin.com/company/TheAALS



WORKSHOP FOR NEW LAW SCHOOL TEACHERS

June 7 - 9, 2018

Washington, DC

TABLE OF CONTENTS	Page
Introduction	3
Welcome.....	5
Program	7
Workshop Planning Committee and AALS Executive Committee	11
Biographies of Presenters and Planning Committee Members	13
Exhibitors	19
Presentation Outlines and Materials	
Naomi R. Cahn.....	23
Veryl Victoria Miles.....	29
Kris Franklin.....	31
Howard E. Katz	43
Okianer Christian Dark	49
Blake D. Morant.....	53
Sophie M. Sparrow	57
Supplemental Materials	
Connect with AALS	63
AALS Call for Scholarly Papers.....	65
AALS Statement of Good Practices by Law Professors in the Discharge of Their Ethical and Professional Responsibilities.....	67
AALS Section Chairs and Chairs-Elect	73
Notes Page.....	80
Hotel Floor Plan	81

EVALUATION SURVEY

An evaluation survey will be emailed to you at the conclusion of the workshop.

Your feedback and suggestions will assist the Planning Committee with improvements to the 2019 workshop.

Introduction

Welcome to the 2018 AALS Workshop for New Law School Teachers, and to the legal academy! This is an exciting time to begin establishing both your career and your identity as a scholar, teacher, mentor, and institutional citizen. This is also a challenging time. Legal education and our roles and responsibilities as faculty members are undergoing significant transformations. You are in a position to meet the challenges that we, our colleagues, and our students face. You have the opportunity to put your energy, passion, insights, and leadership to work in the service of the legal enterprise, the legal profession, and the common good.

Over the next few days, the Planning Committee hopes that you will gain valuable insights and practical information on how to become an effective classroom teacher, a productive scholar, a caring mentor, and an active citizen in your law school and beyond. Our diverse array of presenters has a wide range of experience and expertise, but what they have in common is a generosity of spirit and a commitment to helping you launch and flourish in your academic career. Please ask questions, share your concerns, and take advantage of the opportunities to learn from such a devoted and talented group.

This workshop is distinctive in that it brings new law school teachers together across subject-matter fields and includes new clinical and legal writing faculty. Our roles are more similar than they are different, and we become even better teachers and scholars when we integrate ideas and pedagogy from the full range of legal education, experiential learning, and research.

Just as important as the knowledge that you will gain are the rewarding and sustaining professional relationships and friendships that you will begin to build over the next few days. We are all delighted to be with you at the beginning of this journey and look forward to an exciting workshop.

Congratulations!

Richard W. Garnett, University of Notre Dame, and Chair, Planning Committee for the 2018 AALS
Workshop for New Law School Teachers

Welcome

Dear Colleagues,

On behalf of President Wendy Perdue 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 9,000 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 and a dynamic curriculum that is both broad and deep;
4. A diverse faculty and staff hired, promoted, and retained based on 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 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 103 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 and conversation 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 Wednesday, January 2 through Sunday, January 6, 2019 in New Orleans, will bring together more than 2,500 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 “Building Bridges,” selected by AALS President Perdue. Faculty 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.

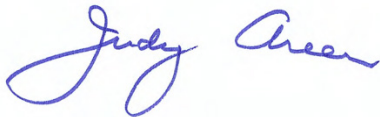
AALS also sponsors a scholarly papers competition for those who have been in law teaching for five years or fewer. To learn more, see the competition announcement at the end of this booklet.

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 American University, Washington College of Law and the Northeastern University School of Law. The co-editors are Billie Jo Kauffman, Camille Nelson, and Shannon Roddy of American University, Washington College of Law and Jeremy R. Paul and Margaret Y. Woo of Northeastern University School of Law. The Association also co-sponsors the *Journal of Clinical Legal Education*.

The AALS *Directory of Law Teachers* is published annually and is available year-round online. 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 7, 2018

4 pm – 8 pm

Registration

District Foyer, Lower Level

6 pm – 7:15 pm

Small Group Discussions - Setting the Stage

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

7:30 pm – 8:45 pm

AALS Sponsored Dinner

District Ballroom, Lower Level

Introduction to Workshop

Richard W. Garnett, Notre Dame Law School, and Chair, Workshop for New Law School Teachers

The Privilege and Responsibility of the Legal Academy, Our Positions, Being a Legal Scholar

Deanell Reece Tacha, Pepperdine University School of Law

8:45 pm – 9:30 pm

Dessert and Coffee Reception

District Ballroom, Lower Level

Mingle and enjoy a reception of mini desserts and coffee in a relaxed atmosphere after the opening dinner.

Friday, June 8, 2018

8 am – 8:45 am

AALS Section on Women in Legal

Education Q & A with Coffee and Breakfast Pastry

Senate Room, Lobby Level

Speakers:

Okianer Christian Dark, Howard University School of Law

Veronica S. Root, Notre Dame Law School

8:45 am – 9 am

Refreshment Break

District Ballroom, Lower Level

9 am – 9:15 am

Opening Session

District Ballroom, Lower Level

Welcome

Wendy C. Perdue, AALS President, and University of Richmond School of Law

Introduction

Richard W. Garnett, Notre Dame Law School, and Chair, Workshop for New Law School Teachers

9:15 am – 9:45 am

Plenary Session: Why Scholarship Matters

District Ballroom, Lower Level

Speaker: Vicki Jackson, Harvard Law School

Introduction: Janet C. Hoeffel, Tulane University Law School

In an era of “alternative facts,” good legal scholarship is of the highest importance. Law is essential to constitutionalism, democracy, and markets, but law is often in need of improvement. Good legal scholarship fosters better understandings of law and how law operates. In so doing, it provides a foundation

for reform where needed. Professor Jackson will discuss these points and explore how many different forms of legal scholarship contribute to law's ability to provide both needed stability and needed change.

10 am – 10:45 am

BREAKOUT SESSIONS: SCHOLARSHIP

- **Clinical/Experiential Legal Education**
Constitution, Lower Level

Moderator: Deborah Epstein, Georgetown University Law Center

- **Pursuing Your Research Agenda**
District Ballroom, Lower Level

Moderator: Randy E. Barnett, Georgetown University Law Center

- **Transitioning from Practice: Designing Your Research Agenda from Scratch**
Independence, Lower Level

Moderator: Emily Hammond, The George Washington University Law School

10:45 am – 11 am

Refreshment Break

District Ballroom, Lower Level

11 am – 12 pm

Plenary Session: Scholarship: Building Relationships and Distributing Your Ideas

District Ballroom, Lower Level

Speakers:

Randy E. Barnett, Georgetown University Law Center

Emily Hammond, The George Washington University Law School

Naomi R. Cahn, The George Washington University Law School

Moderator: Omari S. Simmons, Wake Forest University School of Law

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.

12:15 pm – 1:45 pm

AALS Luncheon – How to Become an Excellent Classroom Teacher

Cabinet Room, Lobby Level

Speakers:

Deborah Epstein, Georgetown University Law Center

Introduction: Suzanne Valdez, University of Kansas School of Law

2 pm – 3 pm

Plenary Session: Exploring the Range of Service Opportunities

District Ballroom, Lower Level

Speakers:

Stephen R. McAllister, US District Attorney for District of Kansas (on leave from University of Kansas School of Law)

Eloise Pasachoff, Georgetown University Law Center

Anita Sinha, American University, Washington College of Law

Moderator: Richard W. Garnett, Notre Dame Law School

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.

3 pm – 4 pm

BREAKOUT SESSIONS

• **Clinicians and Service**

Constitution, Lower Level

Moderator: Anita Sinha, American University,
Washington College of Law

Does my clinical work count as service?
What additional service should I expect? This session covers how to manage the demands of the clinic with other service expectations and how to have service work complement clinical work.

• **Internal Service Requirements**

District Ballroom, Lower Level

Moderator: Eloise Pasachoff, Georgetown
University Law Center

What kind of service should you expect from the law school and the larger University, and how should you balance service with teaching and scholarship? This session also covers obtaining a mentor and getting support managing your time, including time spent with students outside of class.

• **Service Outside the Academy**

Independence, Lower Level

Moderator: Stephen R. McAllister, US District
Attorney for District of Kansas (on leave
from University of Kansas School of Law)

How important is outside service, and when should you accept service outside the law school and university? This session covers how outside service can help with scholarship and teaching and whether and how to continue service you already are engaged in.

4 pm – 4:15 pm

Refreshment Break

District Ballroom, Lower Level

4:15 pm – 5:30 pm

**Plenary Session: Diversity and Inclusion
Inside and Outside the Classroom**

District Ballroom, Lower Level

Speakers:

Orin S. Kerr, University of Southern California,
Gould School of Law

Naomi Jewel Mezey, Georgetown University Law
Center

Veryl Victoria Miles, The Catholic University of
America, Columbus School of Law

Moderator: Richard W. Garnett, Notre Dame
Law School

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.

5:30 pm – 6:30 pm

AALS Reception

Senate Room, Lobby Level

6:30 pm – 7:30 pm

**AALS Section on Sexual Orientation and
Gender Identity Issues Informal Gathering**

Constitution, Lower Level

Moderators:

Shaakirrah Sanders, University of Idaho College
of Law

Kyle C. Velte, University of Kansas School of
Law

Saturday, June 9, 2018

8 am – 8:45 am

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

Senate Room, Lobby Level

Moderators:

Khaled A. Beydoun, University of Detroit Mercy
School of Law

Veronica S. Root, Notre Dame Law School

8:45 am – 9 am

Refreshment Break

District Ballroom, Lower Level

9 am – 10:15 am

Plenary Session: Assessment

District Ballroom, Lower Level

Speakers:

Kris Franklin, New York Law School

Suzanne Valdez, The University of Kansas
School of Law

Moderator: Richard W. Garnett, Notre Dame
Law School

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.

10:15 am – 10:30 am

Refreshment Break

District Ballroom, Lower Level

10:30 am – 11:45 am

Plenary Session: Teaching Techniques

District Ballroom, Lower Level

Speakers:

Gerry W. Beyer, Texas Tech University School of
Law

Okianer Christian Dark, Howard University
School of Law

Howard E. Katz, Cleveland- Marshall College of
Law, Cleveland State University

Moderator: Omari S. Simmons, Wake Forest
University 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 – 1:30 pm

AALS Luncheon - Reflections on Teaching

Cabinet Room, Lobby Level

Speaker: Blake D. Morant, The George
Washington University Law School

Introduction: Janet C. Hoeffel, Tulane
University Law School

1:45 pm – 3:15 pm

Plenary Session: Learning Theory

District Ballroom, Lower Level

Speaker: Sophie M. Sparrow, University of New
Hampshire School of Law

Moderator: Omari S. Simmons, Wake Forest
University 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.

3:15 pm – 4:15 pm

Small Group Discussions - Reflections

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

4:15 pm

Informal Networking and Refreshments

District Ballroom, Lower Level

Committees

PLANNING COMMITTEE FOR 2018 AALS WORKSHOP FOR NEW LAW SCHOOL TEACHERS

Richard W. Garnett, Notre Dame Law School, **Chair**
Janet C. Hoeffel, Tulane University Law School
David Min, University of California, Irvine School of Law
Omari S. Simmons, Wake Forest University School of Law
Suzanne Valdez, University of Kansas School of Law

AALS EXECUTIVE COMMITTEE

Wendy C. Perdue, University of Richmond School of Law, **President**
Vicki C. Jackson, Harvard Law School, **President-Elect**
Paul Marcus, William & Mary Law School, **Immediate Past President**

Mark C. Alexander, Villanova University Charles Widger School of Law
Alicia Alvarez, The University of Michigan Law School
Erwin Chemerinsky, University of California, Irvine School of Law
Gillian Lester, Columbia Law School
Camille A. Nelson, American University Washington College of Law
Vincent D. Rougeau, Boston College Law School

Biographies of Planning Committee Members and Presenters

BARNETT, RANDY E. Carmack Waterhouse Prof. of Legal Theory, 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, American Pol. Sci. Association; Member, Law & Soc. Association.

BEYDOUN, KHALED A. Assoc. Prof. of Law, Univ. of Detroit Mercy School of Law. BA, Univ. of MI.; LL.M., Univ. of Toronto Faculty of Law; JD, UCLA School of Law. *Admitted:* MI. Affiliated Faculty, Univ. of California, Berkely, 2014; Ass't. Prof. of Law, Barry Law School, 2014-2016; Visiting Ass't Prof./Fellow, UCLA School of Law, 2012-2014. *Subjects:* National Security; Civil Rights and the Formation of Arab and Muslim American Legal Identity; Race, Religion and Citizenship; Const. Law with Special Emphasis on First and Fourteenth Amendments. *Books:* All-American: 45 American Men on Being Muslim, 2012; Mortgaging God's Interest: Mainstreaming Shari'ah Compliant Mortgage Products, 2008. *Awards:* Diversity in Education 2016 Emerging Scholar Award.

BEYER, GERRY W. Gov'r Preston E. Smith Regents Prof., Texas Tech. SJD, 1990, Illinois; LL.M., 1983, Illinois; JD, 1979, Ohio State; BA, 1976, Eastern Michigan Univ. *Admitted:* TX, 1984; OH, 1980; IL, 1980. Professor, Texas Tech, since 2005; Vis. Professor, Illinois, 2017; Vis. Professor, Boston Univ., 2016; Vis. Professor, Boston Univ., 2014; Vis. Professor, Ohio State, 2012; Vis. Professor, La Trobe Univ. Sch. of Law, 2010; Vis. Professor, La Trobe Univ. Sch. of Law, 2008; Professor, St. Mary's, 1987-2005; Vis. Professor, Santa Clara, 1999-2000; Vis. Professor, Southern Methodist, 1997; Vis. Professor, New Mexico, 1995; Vis. Professor, Boston Coll., 1992-1993; Assoc. Professor, St. Mary's, 1984-1987; Ass't Professor, St. Mary's, 1981-1984; Instructor, Illinois, 1980-1981; Att'y & Clerk, Knisley Carpenter Wilhelm & Nein Columbus, 1980. *Subjects:* Property; Wills & Trusts; Commercial Law (Commercial Paper & Secured Transactions); Estate Planning. *Books:* Texas Prac. - Texas Law of Wills, vols. 9-10, 4th ed., 2016; Tchg. Materials on Estate Planning, 4th ed., 2013; Skills & Values: Prop. Law (with Shannon), 2012; Modern Dictionary for the Legal Profession, 4th ed., 2008. *Awards:* President's Acad. Achievement Award -- Texas Tech University, 2015; Outstanding Researcher from the Sch. of Law -- Texas Tech University, 2013; Texas Tech Tchg. Academy, 2012; Chancellor's Coun. Dist. Tchg. Award -- Texas Tech University, 2010; President's Excellence in Tchg. Award -- Texas Tech University, 2007. *Member:* Chair, St. Laws Committee, Am. Coll. of Trust & Estate Counsel (Acad. Fellow); COIF; American Law Institute. *Consultantships:* Admin. & Distrib. of Estates & Trusts Com., Probate & Trust Div., Real Prop., Probate & Trust Law Sect., ABA, V-Chair, 2000-2001; Animal Res. Com., S.W. Fdn. for Biomed. Res., 1986-1992; Editor-in-Chief, REPTL Rptr. -- St. Bar of Texas, since 2014; Ed., Keeping Current-Probate column of Probate & Prop. Mag., Probate & Trust Law Sect., ABA, since 1992..

CAHN, NAOMI R. Harold H. Greene Chair, 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. Prof., since 1999; Assoc. Dean, 2006-2008; 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*: *Contemporary Approaches to Trusts and Estates* (3rd ed. with Gary, Borison, and Monopoli), 2016; *Contemporary Family Law* (4th ed. with Abrams, Ross, Meyer, & McClain), 2015; *The New Kinship*, 2013; *Red Families v. Blue Families* (with June Carbone), 2010; *Confinements* (with Michie), 1997. *Member*: Acad. Fellow, ACTEC; Member, ALI. *Consultantships*: Sr. Fellow, Evan Donaldson Adoption Institute, 2009-2015; Reporter, Unif. Law Commission, UFADAA Drafting Committee, 2012-2014.

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); ; Advanced Torts (S); Products Liability. *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.

EPSTEIN, DEBORAH Prof., Director, Domestic Violence Clinic, Georgetown. JD, 1988, New York Univ; BA, 1984, Brown Univ. N.Y.U. L. Rev. *Admitted*: DC, 1991; WA, 1990; NY, 1989. Assoc., Bernabei & Katz DC, 1991-1993; Women's Law & Public Policy Fellow, Georgetown, 1990-1991; Assoc., Heller Ehrman White & McAuliffe Seattle, 1989-1990; Clerk, Hon. Marvin Katz E.D. PA, 1988-1989. *Subjects*: Family Law (S); Clin. Tchg. (S); Emplmt. Discrim. Law (S). *Books*: *The Clinic Seminar*, 2014; *Listening to Battered Women: A Survivor-Centered Approach to Advocacy, Mental Health, and Justice*, 2008; *Dist. of Columbia Domestic Violence Benchbook*, 1997; *Litigating Domestic Violence Cases: A Prac. Manual* (with Fulcher & Lehrman), 1995. *Awards*: Clin. Legal Educ. Association, Outstanding Advocate for Clin. Teachers, 2011; Georgetown Women's Forum Alumnae Award, 2011; Georgetown Law Cntr. Fac. of the Yr. Award, 2006. *Consultantships*: Chair, D.C. Domestic Violence Fatality Rev. Bd., since 2005; Comm'r, DC Mayor's Comm. on Violence Against Women, since 1996; Dir., DC Superior Ct. Domestic Violence Intake Cntr., since 1996.

FRANKLIN, KRIS Prof. of Law, NYLS. JD, 1992, New York Univ; 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*: Contracts; Advanced Legal Methods; Negotiation, Counseling & Interviewing; Sexuality Law; Torts. *Books*: *Strategies and Techniques for Tchg. Acad. Success*, 2015; *The Lawyer's Practice*, 2011. *Member*: Past Chair, Sect. on Tchg. Methods), AALS ; Past Chair, Sect. on Acadmic Support, AALS; member, SALT. *Consultantships*: Lesbian & Gay Rts. Com. member, Ass'n of the Bar of NYC, 2000-2002; Sex & Law Com. member, Ass'n of the Bar of NYC, 1996-1999.

GARNETT, RICHARD W. Paul J. Schierl/Fort Howard Corp. Prof. of Law, Notre Dame. BA, 1990, Duke Univ. Yale L.J.; Yale J. of L. & the Humanities. *Admitted*: IN, 2010; DC, 1998; AZ, 1997. Professor, Notre Dame, since 2008; Assoc. Prof., Notre Dame, 2002-2008; Ass't Prof., Notre Dame, 1999-2002;

Assoc., Miller Cassidy Larroca & Lewin L.L.P. DC, 1997-1999; Clerk, Ch. Just. William H. Rehnquist U.S. Sup. Ct. DC, 1996-1997; Adj. Prof., Ark. Little Rock, 1996; Clerk, Ch. Judge Richard S. Arnold U.S.C.A. 8th Cir. Little Rock, 1995-1996. *Subjects*: Crim. Law; Const'l Law; Const'l Crim. Procedure; The Death Penalty; The Freedom of Religion; The Freedom of Speech; Catholic Social Thought and the Law (S). *Consultantships*: National Bd. of Acad. Advisors, William H. Rehnquist Cntr. on the Const'l Structures of Government, since 2007; Member, Cntr. Committee, Christian Legal Society, since 2006; Sr. Fellow, Cntr. for the Study of Law and Religion, since 2004; Fellow, Inst. for Educ'l Initiatives, since 2000.

HAMMOND, EMILY Glen Earl Weston Res. Prof. of Law, Geo. Wash. JD, 2002, Georgia; BS, 1996, Virginia Polytechnic Inst. & St. University. Sr. Notes Ed., Ga. L. Rev. *Admitted*: GA, 2002. Professor; Assoc. Dean for Public Engagement (2015-16), Geo. Wash., since 2014; Professor, Wake Forest, 2012-2014; Assoc. Dean & Assoc. Dir. of Law Center; Assoc. Professor, Univ. of Oklahoma, 2007-2012; Vis. Ass't Professor, Univ. of Georgia Coll. of Law, 2006-2007; Associate, Bondurant, Mixon and Elmore, 2004-2006; Law Clerk to Hon. Richard W. Story, U.S. Dist. Ct. for the Northern Dist. of Georgia, 2002-2004. *Subjects*: Water Law; Risk, Public Policy, and Law (S); Torts; Admin. Law; Energy Law; Oil and Gas Law. *Books*: West Pub. Co. Award for Outstanding Acad. Achievement, 2002; Nat'l Ass'n of Women Lawyers Outstanding Law Grad., 2002. *Awards*: Dist. Young Env'tl Scholar (Stegner Center, Univ. of Utah), 2015; Order of the Coif, 2003; National Ass'n of Women Lawyers Outstanding Law Grad., 2002; West Pub. Co. Award for Outstanding Acad. Achievement, 2002; Order of the Barristers, 2001. *Member*: Past Chair (2017); Chair (2016); Exec. Com. (2012-15), AALS Sect. of Admin. Law; American Law Inst.; Scholarship Award Com. (2017 - present), ABA Sect. of Admin. Law and Regulatory Practice.

HOEFFEL, JANET C. Catherine D. Pierson Prof. of Law, Tulane. JD, 1990, Stanford; BA, 1985, Princeton. Stan. L. Rev. *Admitted*: CO, 1998; DC, 1991; IL, 1991. Prof., Tulane, since 1999; Vice Dean of Acad. Affairs, Tulane Law School, 2009-2012; Assoc., Haddon

Morgan & Foreman P.C. Denver, 1998-1999; Staff Att'y, Public Defender Serv. DC, 1991-1997; Clerk, Hon. Milton Shadur N.D. IL, 1990-1991. *Subjects*: Gender & the Law; Crim. Law; Evidence; Scientific Evid. (S); Death Penalty; Const'l Crim. Procedure: Investigation. *Books*: Principles of Crim. Proc. (with Weaver, Burkoff, Hancock, Singer & Friedland) (5th ed.), 2016; Crim. Procedure: A Contemporary Approach (with Weaver, Burkoff, Hancock, Singer & Friedland), 2015. *Awards*: President's Award for Grad. and Prof'l Teaching, 2017; Felix Frankfurter Dist. Tchg. Award, 2005. *Member*: Order of the Coif. *Consultantships*: Member, Louisiana Public Defender Board, 2006-2009; Secretary, Bd. for Capital Appellate Proj. & Promise of Just. Initiative, since 2016.

JACKSON, VICKI C. Thurgood Marshall Prof. of Constitutional Law, Harvard. JD, 1975, Yale. Yale L.J. *Admitted*: DC, 1979; NY, 1976. Prof., since 1992; Assoc. Dean, Transnat'l Legal Stud., Georgetown Univ. Law Center, 2009-2010; Assoc. Dean, for Res. & Acad. Progs., 2004-2005; Assoc. Dean, Res., 2001-2004; Assoc. Prof., Georgetown, 1986-1992; Att'y, Rogovin Huger & Lenzer DC, 1978-1985; Clerk, Hon. Thurgood Marshall DC, 1977-1978; Clerk, Hon. Morris Lasker S.D. NY, 1976-1977; Clerk, Hon. Murray Gurfein 2d Cir. NY, 1975-1976. *Subjects*: Fed. Courts; Comp. Const'l Law; Const'l Law; Sup. Ct. (S); Gender & Fed. Courts (S). *Books*: Fed. Courts Stories (with Resnik), 2010; Const'l Engagement in a Transnational Era, 2010; Defining the Field of Comp. Const'l Law (with Tushnet), 2002; Comp. Const'l Law (with Tushnet), 2d ed 1996, 1999. *Member*: ALI; Int'l Ass'n Women Judges (Managerial Bd., since 2003); Int'l Ass'n Const'l Law (Bd., since 1999). *Consultantships*: Bd. of Gov'rs, DC Bar, 1999-2002; Co-Chair, Spec. Comm. Gender, Task Force on Gender, Race & Ethnic Bias, DC Cir., 1992-95, Adv'y Com. on Procs., 1992-1998.

KATZ, HOWARD E. Legal Educ'r in Residence, Cleve.-Marshall. JD, 1977, Harvard. *Admitted*: OH, 1977. Vis. Professor, Duquesne, 2015-2017; Professor, Elon Univ. Sch. of Law, 2008-2015; Vis. Prof., Capital Univ. Law School, 2007-2008; Vis. Prof., Cleve-Marshall, 2005-2006; Vis. Prof., Widener, 2005; Vis. Prof., Cleve. - Marshall, 2003-2004; Dir., Strategic

Plng. Cuyahoga Cty. Treas'rs Off. Cleve., 1998-2004; Vis. Prof., Cleveland-Marshall, 1995-1998; Vis. Prof., Geo. Wash., 1994-1995; Vis. Assoc. Prof., Howard, 1993-1994; Vis. Assoc. Prof., Case Western Res., 1993; Ch. Counsel, Cleve. City Coun., 1990-1993; Vis. Assoc. Prof., Pittsburgh, 1989-1990; Ass't Dean, Univ. of Bridgeport Law Sch., 1988-1989; Vis. Assoc. Prof., Tulane, 1987-1988; Ass't Prof., George Mason, 1981-1987; Ass't Dean, 1980-1981; Ass't Prof., No. Illinois, 1979-1981; Ass't Law Dir., City of Cleve., 1978-1979; Ass't Prof., Law & Gov't Lake Erie Coll. Painesville OH, 1977-1978. *Subjects*: Const'l law; Land Use; Property; Contracts; Torts. *Books*: Const'l Law: Cases in Context 2d. ed. (with Barnett), 2013; Starting Off Right in Contracts, 2d ed. (with Nygren), 2013; Starting Off Right in Torts, 2d ed. (with Nygren), 2011; Strategies and Techniques of Law Sch. Teaching: A Primer for New (and Not So New) Professors (with O'Neill), 2009. *Awards*: Knight Fdn. Fellowship in Community Building, 2003. *Member*: Cong. for the New Urbanism. *Consultantships*: Sr. Fellow, Am. Architectural Fdn., 2005; Developmental Consult. to and Series Ed. for the Focus Casebook Series, Wolters Kluwer, since 2015.

KERR, ORIN S. Frances R. and John J. Duggan Dist. Prof. of Law, Southern Cal. JD, 1997, Harvard; MS, 1994, Stanford; BS, 1993, Princeton. Exec. Ed., Harv. J.L. & Public Poly. *Admitted*: DC, 2008; NJ, 1997. Prof., Geo. Wash., since 2011; Assoc. Prof., since 2001; Vis. Prof., Univ. of Penn. Law School, 2011; Prof., Geo. Wash., 2007-2011; Vis. Assoc. Prof., Univ. of Chicago, 2006; Clerk, Just. Anthony M. Kennedy U.S. Sup. Ct. DC, 2003-2004; Trial Att'y, Computer Crime & Intell'l Prop. Sect. U.S. Dep't of Just. DC, 1998-2001; Spec. Ass't U.S. Att'y, U.S. Att'ys Off. E.D. VA Alexandria, 2000; Clerk, Judge Leonard I. Garth U.S.C.A. 3d Cir. Newark NJ, 1997-1998. *Subjects*: Crim. Law; Crim. Procedure; Computer Crime Law. *Books*: Modern Crim. Proc. (with Kamisar, LaFave, et. al), 2008; Computer Crime Law, 2006. *Member*: Phi Beta Kappa.; American Law Institute.

MCALLISTER, STEPHEN R. United States Att'y for the Dist. of Kansas; E.S. & Tom W. Hampton Dist. Prof. (on leave), Kansas. JD, 1988, Kansas; JD, 1988, Kansas. Arts. Ed., U. Kan. L. Rev. *Admitted*: KS, 1993;

DC, 1991; IL, 1989. E.S. & Tom W. Hampton Dist. Prof. of Law, KU Law, since 2013; Sol. Gen. of Kansas, Kansas Att'y General's Office, since 2007; Professor, Univ. of Kansas Sch. of Law, since 2005; Prof., since 1999; Dean, 2000-2005; Assoc. Dean, Acad. Affrs., 1999-2000; Assoc. Prof., 1995-1999; Vis. Assoc. Prof., Kansas, 1993-1995; Assoc., Gibson Dunn & Crutcher DC, 1991-1993; Clerk, Just. Thomas U.S. Sup. Ct., 1991; Clerk, Just. White U.S. Sup. Ct., 1989-1991; Clerk, Judge Richard Posner U.S.C.A. 7th Cir. Chgo., 1988-1989. *Subjects*: Introduction to Const'l Law; Civil Rts. Actions; Torts; St. Const'l Law. *Books*: St. Const'l Law: The Modern Experience (2d ed.), 2015. *Awards*: Steeples Serv. To Kansans Award, 2008. *Member*: Order of the Coif. *Consultantships*: Adviser, Restmt. on Election Law, American Law Institute, 2013-2017; Fed. Appellate Rules Com., Jud. Conf. of the U.S., 2004-2010; Adviser, Restmt. on Indian Law, American Law Institute, since 2012; Elected Member, American Law Institute, since 2010; Member, Sup. Ct. Historical Soc., U.S., since 2002; Fellow, ABF, since 2001.

MEZEY, NAOMI JEWEL Assoc. Dean (J.D. Program), Prof., Georgetown. JD, 1995, Stanford; MA, 1992, Minnesota; JD, 1987, Stanford. Arts. Ed., Stan. L. Rev. *Admitted*: DC, 1998; CA, 1996. Prof., Georgetown Law, since 1998. *Subjects*: Legal Just. (S); Lawmaking; Feminist Law & Phil. (S); Gender & Sexuality (S); Nationalism & Cultural Identity (S); Nationalism & Cultural Identity (S); Civil Procedure. *Awards*: Flegal Tchg. Award, 2013. *Member*: American Studies Association; Ass'n for the Study of Law, Culture & Humanities (Treas., 2004-07).

MILES, VERYL VICTORIA Professor, Cath. Univ. JD, 1980, Cath. Univ.; BA, 1977, Wells Coll. *Admitted*: VA, 1986; DC, 1980. Professor, The Catholic Univ. of America, Columbus Sch. of Law, since 2012; Prof., since 1997; Dean, The Catholic Univ. of America, Columbus Sch. of Law, 2005-2012; Dep. Dir. of the AALS, AALS, 2001-2003; Assoc. Dean, 1997-1999; Assoc. Prof., 1990-1997; Ass't Prof., 1988-1990; Vis. Ass't Prof., Cath. Univ., 1987-1988; Ass't Prof., George Mason, 1983-1988; Att'y, Bd. of Gov'rs Fed. Res. Sys. DC, 1980-1983. *Subjects*: Commercial Paper; Corporate Finance; Creditors' & Debtors'

Rights; Commercial Law. *Member*: American Law Institute; American Law Institute. *Consultantships*: ABA Accred. Committee, American Bar Association, 2008-2010; NCBE Unif. Bar Examiners' Spec. Committee, National Conf. of Bar Examiners, 2008-2010.

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.

PASACHOFF, ELOISE Prof. of Law, Georgetown. Exec. Ed. - Outside Authors, Harv. C.R.-C.L.L. Rev. *Admitted*: MA, 2005; NY, 2005. Assoc. Prof. of Law, Georgetown Univ. Law Center, since 2011; Assoc. Prof. of Law, Georgetown Univ. Law Center, since 2011; Climenko Fel. and Lect. on Law, Harvard Law School, 2010-2011; Climenko Fel. and Lect. on Law, Harvard Law School, 2010-2011; Law Clerk, The Hon. Sonia Sotomayor, United States Sup. Court, 2009-2010; Climenko Fel. and Lect. on Law, Harvard Law School, 2008-2009; Litig. Associate, Wilmer Cutler Pickering Hale and Dorr, 2006-2008; Law Clerk, The Hon. Robert A. Katzmann, United States Ct. of App.

for the 2nd Circuit, 2005-2006; Law Clerk, The Hon. Jed S. Rakoff, US Dist. Ct. for the Southern Dist. of NY, 2004-2005.

PERDUE, WENDY C. Dean, Richmond. JD, 1978, Duke; JD, 1978, Duke; BA, 1975, Wellesley College. Ed.-in-Ch., Duke L.J. *Admitted*: DC, 1979. Dean and Prof. of Law, Univ. of Richmond, since 2011; Prof., since 1992; Assoc. Dean, Grad. Programs, 2005-2010; Assoc. Dean J.D. Prog., 2000-2004; Assoc. Dean for Research, 1999-2000; Assoc. Prof., 1986-1992; Ass't Prof., Georgetown, 1982-1986; Assoc., Hogan & Hartson DC, 1979-1982; Clerk, Anthony M. Kennedy U.S.C.A. 9th Cir. Sacramento, 1978-1979. *Subjects*: Civil Procedure; Conflict of Laws. *Books*: Civil Proc. (with R. Freer), 2016; Conflict of Laws: American, Comparative, Int'l (with S. Symeonides & A. von Mehren), 2012. *Awards*: Order of the Coif, 1978. *Consultantships*: Exec. Committee, AALS, 2013-2015; Exec. Committee, Order of the Coif, 2007-2011; President-elect, AALS, since 2017.

ROOT, VERONICA S. Assoc. Prof. of Law, Notre Dame. JD, 2008, Univ. of Chicago. Mng. Editor, Chgo. Jour. of Int'l Law. *Admitted*: DC, 2010; IL, 2008. Assoc. Professor, Notre Dame, since 2014; Vis. Ass't Professor/Fellow, Notre Dame, 2012-2014; Associate, Gibson Dunn, 2009-2012; Law Clerk, U.S. Ct. of App. for the Fifth Circuit, 2008-2009. *Subjects*: Prof'l Responsibility; Contracts; Corporate Compliance & Ethics (S). *Awards*: Charles F. Crutchfield Prof'l Award, 2015.

SANDERS, SHAAKIRRAH Assoc. Prof. of Law, Idaho. JD, 2001, Loyola, New Or.; BS, 1997, Trinity College. Index/Casenote Editor, Loyola Law Review. *Admitted*: WA, 2006; NY, 2005; LA, 2001. Staff Attorney, The Defender Association, 2008-2010; Associate, K&L Gates (formerly Preston Gates & Ellis LLP), 2005-2008; 8th Cir. Law Clerk, Hon. Lavenski Smith, 2004-2005; Associate, Locke, Liddell & Sapp (currently Locke Lord Bissell & Liddell), 2002-2004; Jud. Law Clerk (E.D. Louisiana), Hon. Ivan Lemelle, 2001-2002. *Subjects*: Const'l Law II; Crim. Procedure; Const'l Law I.

SIMMONS, OMARI S. Assoc. Professor, Wake Forest. Non US Advanced, 2001, Cambridge.; JD, 1999, Pennsylvania; BA, 1996, Wake Forest. U. PA. J. Cons. L. *Subjects:*Advanced Topics: Corporations (S); Contracts; Sales.

SINHA, ANITA Ass't Prof, American. JD, 2001, New York Univ.; BA, 1997, Barnard. *Admitted:* NY, CA, DC. *Subjects:* Clinical Legal Education, Int'l Human Rights/Humanitarian Law, Immigration Law, Civil Rights, Housing Law.

SPARROW, SOPHIE M. Prof. of Law, New Hampshire. JD, 1986, Harvard. Harv. Women's L.J. *Admitted:* NH, 1986. Prof., since 2000; Dir., Legal Writing, 1998-2008; Vis. Prof., Phoenix Int'l Sch. of Law Scottsdale AZ, 2005-2006; Ass't Dean, Career Servs. Franklin Pierce, 1993-1996; Assoc., Buckley & Zopf Claremont NH, 1989-1991; Staff Att'y, NH Legal Assist. Claremont, 1986-1989. *Subjects:* Torts I & II; Legal Writing, Res. & Analysis; Remedies; Writing for Law Practice; Engaging Students in Law Sch. ; Fundamentals of Law Practice.*Books:* Tchg. Law By Design for Adjuncts 2d Ed. (with Gerald F. Hess and Michael Hunter Schwartz), 2017; Tchg. Law By Design: Engaging Students from Syllabus to Final Exam 2d Ed. (with Michael Hunter Schwartz and Gerald F. Hess), 2016; Techniques for Tchg. Law 2 (with Gerald F. Hess, Steven I. Friedland, Michael Hunter Schwartz, 2011; The Lawyer as Supervisor, Mgr. and Motivator (with Sheffer), 2000. *Awards:* Innaugural Award for Innovation and Excellence in Tchg. Professionalism, 2004. *Member:* Legal Writing Inst.; Team-Based Learning Collaborative. *Consultantships:* Consultant, Inst. for Law Tchg. and Learning, since 2009; Adv'y Com., Inst. for Law Tchg. and Learning, since 2002.

TACHA, DEANELL REECE Dean Emeritus, Pepperdine. JD, 1971, Univ. of Michigan; BA, 1968, Univ. of Kansas. Vice Chancellor, Kansas, 1981-1985; Assoc. Vice Chancellor, Kansas, 1979-1981; Assoc. Dean, Kansas, 1977-1979; Prof. Law, Kansas, 1977-1985; Assoc. Prof., 1974-1977. *Awards:* Christensen Award, 2012; John Marshall Award, 2008; Devitt Award, 2007. *Member:* American Bar Assoc., American Bar Foundation, American Law Institute, Kansas Bar Assoc., Phi Beta Kappa, Order of the Coif. *Consultantships:*

VALDEZ, SUZANNE Clin. Professor, Kansas. JD, 1996, Kansas; BS, 1991, U.N.L.V. Kan. J. of L. & Pub. Policy. *Admitted:* MO, 1997; KS, 1996. Spec. Prosecutor, Wyandotte Cty. D. A. Kan. City KS, since 2005; Clin. Assoc. Professor, Kansas, since 1999; Temporary Judge Pro Tem, Douglas County, Kansas, 2008; Att'y, KS Legal Servs. Kan. City, 1996-1999.*Subjects:* Clin. Teaching; Pretrial Advocacy; Deposition Skills Workshop. *Consultantships:* Diversity Issues Subcom. Chair, KU Athletics NCAA Certification Self-Study, since 2008; Member, Kansas Self-Represented Study Committee, since 2007; Family Law Adv'y Com., KS Jud'l Coun., since 2004; Chair, Kansas Crime Victims Compensation Board, 2010-2013; Chair, KS Cont'g Legal Educ. Comm., 2003-2006; Chair, Family Law Sect., KS Trial Lawyers Ass'n, 2003-2004.

VELTE, KYLE C. Assoc. Prof., Kansas. LLM, 2001, Harvard; JD, 1999, American; BA, 1993, Hamilton. Vis. Ass't. Prof., Texas Tech, 2015-2017; Prof. Law, Univ. Denver Sturm, 2011-2015. *Subjects:* Civil Procedure, Conflicts of Law, Sexual Orientation & the Law.

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 District Ballroom, Lower Level.

Thomson Reuters

610 Opperman Drive
Eagan, MN 55123
Phone: (651) 687-7000
Website: thomsonreuters.com

Representatives

Kyla Stone

Thomson Reuters is a leading source of intelligent information for the world's businesses and professionals. In the US Legal Market, we provide unrivaled legal solutions that integrate content, expertise, and technologies. In the law school setting, our practice-ready tools provide unrivaled research with Westlaw, supercharged know-how with Practical Law, and a variety of other tools that allow faculty the ability to provide a real-life lawyering experience. Visit the Thomson Reuters booth to learn more about these practice ready products, services, and solutions available to law schools.

West Academic

444 Cedar Street, Suite 700
St. Paul, MN 55101
Phone (651) 202-4815
Website: www.westacademic.com

Representatives

Christopher Hart

West Academic is a leading publisher of casebooks, treatises, study aids and other legal education materials in the U.S. Founded on the principle of making legal information more accessible, and rooted in a long history of legal expertise and innovation, we've been a leader in legal education publishing for more than 100 years. Our content is published under three brands: West Academic Publishing, Foundation Press® and Gilbert®. Please visit us to learn more about West Academic, CasebookPlus™ and our new video course offerings!



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.

Scholarship: Building Your Relationships and Distributing Your Ideas

Naomi Cahn

The George Washington University Law School

Part I: Defining the Goals of Distributing your Ideas

1. 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/law review editors
 - d) alumni/donors
 - e) Media - ranging from print to local to national tv to documentarians, etc.
 - f) Policymakers
 - g) Practitioners
 - h) General public
 - i) Other?
2. What is your purpose in disseminating your ideas?
 - a) Get published?
 - b) Law reform
 - c) Other?

Part II: How can you reach those goals?

3. Formats for idea dissemination
 - a) Articles
 - b) Books
 - c) Blogs
 - d) Casebooks
 - e) briefs
 - f) Etc.

Part III: Reaching Out and Building Relationships

4. Academic audiences
 - a) Conferences!
 - i) At other institutions

¹ ncahn@law.gwu.edu. This is an updated version of an outline originally co-authored with Elizabeth Field, the GW Law School Director of Strategic Communications and Marketing, efield@law.gwu.edu.

- ii) Make-your-own: work on creating symposia at your law school
 - 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
 - e) Institutional Repository (e.g., Digital Commons, http://digitalcommons.bepress.com/subscriber_gallery/)
5. 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-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.
6. Law review editors
- a) ExpressO (law school subscription?)
 - b) Scholastica (law school subscription?)
 - c) Not all law reviews accept submissions through ExpressO or Scholastica. For tracking article submission and other information, see Allen Rostron & Nancy Levit, *Information for Submitting Articles to Law Reviews & Journals* (January 26, 2018). Available at SSRN: <https://ssrn.com/abstract=1019029> or <http://dx.doi.org/10.2139/ssrn.1019029>
7. Media: Become a "Faculty Expert" for Media Inquiries
- a) Work with your media relations office (if you have one!)
 - b) Get media trained and practice, practice, practice!

- c) Craft that elevator pitch for your ideas (e.g., <https://hbr.org/2014/12/your-elevator-pitch-needs-an-elevator-pitch>)
- d) Develop strong relationships with your hometown newspaper
- e) Develop relationships with reporters and read/follow the news you want to be a part of
- f) Provide background context to reporters but not "off the record content or opinions"
- g) Know your options when working with reporters - you don't always have to answer the questions they ask
- h) Develop a wish list of print and online publications in which you want to be included
- i) Keep your parent institution in mind during interviews - mention it and make sure it is identified in any quotes, etc. Develop ties with your hometown newspaper! The
- j) Write op-eds. TheOpEd Project has resources, advice, how to pitch, etc.:
<http://www.theopedproject.org/>

BIBLIOGRAPHY (there is so much more out there!!)

Rachel Connelly & Kristen Ghodsee, *The Value of Self-Promotion*, Inside Higher Ed, July 18, 2011, https://www.insidehighered.com/advice/2011/07/18/essay_on_importance_of_self_promotion_for_young_faculty_members

The Faculty Lounge, *Scholarship Strategy*, http://www.thefacultyounge.org/scholarship_strategy/

Erin Hennessy, *Answering the Faculty's Toughest Question*, <http://tvpccommunications.com/answering-the-facultys-toughest-question/>

Lawprofblawg, *Advice From a Law Professor on How to Write an Op-ed*, Sept. 19, 2017, <https://abovethelaw.com/2017/09/advice-from-a-law-professor-on-how-to-write-an-op-ed/>

Nancy Levit, *Scholarship Advice for New Law Professors in the Electronic Age*, 16 Widener Law J. 947 (2007)

James Lindgren, *Fifty Ways to Promote Scholarship*, 49 J. Legal Educ. 126 (1999)

Martha Minow, *Archetypal Legal Scholarship: A Field Guide*, 63 J. Legal Educ. 65 (2013)

Sarah Mui, Mary McDonough, Lee Rawles, *2015 Blawg 100 Hall of Fame* (Dec. 1, 2015), http://www.abajournal.com/magazine/article/2013_blawg_100_hall_of_fame

PrawfsBlawg, *Jr Law Prawfs FAQ*, <http://prawfsblawg.blogspot.com/prawfsblawg/jr-law-prawfs-faq/> (posts, for example, on *How Do I Increase the Chance my Scholarship Will be Read?*, April 11, 2016, etc.)

Reuters Institute for the Study of Journalism, *Social Networks and their Role in News* (2015), <http://www.digitalnewsreport.org/survey/2015/social-networks-and-their-role-in-news-2015>

Diane Schwartz, *9 Tips To Master Before Your Next Media Interview* (2013), <http://www.prnewsonline.com/prnewsblog/2013/09/13/9-tips-you-should-master-before-the-next-media-interview/>

Eugene Volokh, *Scholarship, Blogging, and Tradeoffs: On Discovering, Disseminating, and Doing*, 84 Wash. U.L. Rev. 1089, 1095 (2006)

For Law Librarians:

Jamie Baker, *Promoting Faculty Scholarship*, June 24, 2015,
<https://ripslawlibrarian.wordpress.com/2015/06/24/promoting-faculty-scholarship/>

Simon Canick, *Library Services for the Self-Interested Law School: Enhancing the Visibility of Faculty Scholarship*, 105 Law Lib. J. 175 (2013)

Diversity and Inclusion Inside and Outside the Classroom

Veryl Victoria Miles

The Catholic University of America, Columbus School of Law

AALS 2018 Workshop for New Law Teachers

Diversity and Inclusion: Inside and Outside the Classroom

Professor Veryl Miles,
The Catholic University of America

The Teacher

- Prepared
- Professional
- Participatory Environment



The Mentor

- Classroom
- Community
- Career



The Institutional Citizen




- > A Responsibility
- > An Opportunity...

Law School Committees
University Activities
National, State & Local Bar Associations
Community Service
Academic Conferences
Media Opportunities
and more...



Best wishes as you teach, mentor, and serve the next generation of lawyers: Your Students!



Agreed Damages

Kris Franklin
New York Law School

Exercise 8-1: Chapter Problem

You are a new associate in a law firm. The senior partner in your law firm has just dropped a project in your lap. She told you that the firm represents a small motorcycle manufacturing company and she asked you to draft what she calls a “bullet-proof liquidated damages clause.”

By using the term “bullet-proof liquidated damages clause,” the partner means that she wants you to draft a clause that is so unquestionably enforceable that no rational lawyer would challenge the clause. The partner told you that the assignment of drafting the entire contract has been divided up among several associates. Your only task is to draft the liquidated damages clause.

The clause will be used as part of a contract between your client and a construction company that is building the client a new manufacturing factory. The partner provided you with the following additional information about the deal:

- The contract will have a construction completion date of July 1, 2015.
- The client wants the project finished on time and, therefore, wants the clause to address what will happen if the construction company does not complete construction on time.
- The client estimates that the new plant will save the client \$4,000,000 per year over the fifteen-year useful life of the plant. These savings stem from a number of factors; specifically, the new factory will allow the client to reduce its number of employees because it will automate more of the client’s manufacturing processes, and the new machinery will require less power to operate than the machinery in the existing factory.
- The client also believes that the new factory will allow the client to produce better, more reliable motorcycles—thereby increasing the client’s profits, although the client has stated that it cannot determine how much its profits will increase.

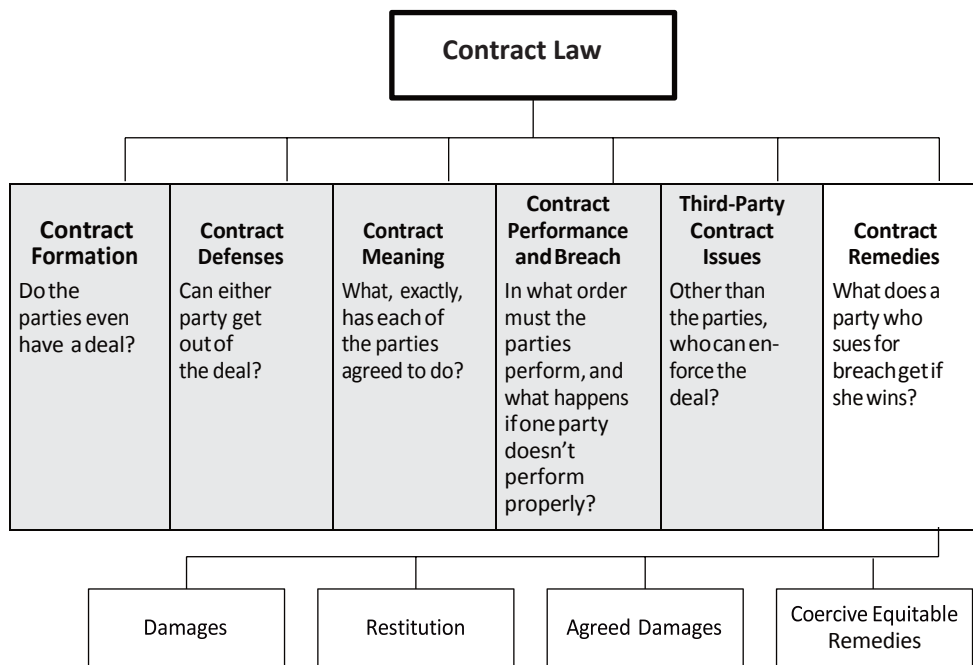
Introduction to Agreed Damages

You are about to learn about a particular type of contract clause frequently included in contracts: “agreed” or “liquidated” damages clauses. Lawyers use these two terms interchangeably and so will we in this chapter.

Diagram 8-1 depicts where this topic fits within the bigger picture of contract law. As you

will see, “Agreed Damages” is the third box under the sixth major contract subject, “Contract Remedies.”

Diagram 8-1: Contract Law Graphic Organizer



You need to learn about liquidated damage clauses because they are a common type of clause that lawyers draft and use. There are also many other types of commonly used contract clauses. For example, earlier in this text you were introduced to covenants not to compete and damages waiver clauses. To give you more insight into commonly used clauses, Table 8-1 on the next page provides a non-exhaustive list of common contract terms and a summary explanation of each type of clause. As you work your way through your study of contract law, look for all of these clauses and make sure you understand the effect of each.

Introduction to the Validity of Liquidated Damages Clauses

Courts use a set of specialized rules to determine the validity of liquidated damages clauses, although courts vary greatly in how they frame their tests. Liquidated damages clauses are generally enforceable, but courts strike down such clauses if they are found to be a “penalty.” “Penalty” is just a label attached by a court when it concludes that a clause is unenforceable. The “penalty” label does not provide a rule.

Courts generally use a two-part test to determine if a liquidated damages clause is valid (not a “penalty”):

Table 8-1: Common Contract Clauses

Name of Clause	Goal of Clause
Covenant not to compete	Communicates that an employee or a seller of a business cannot compete (for a specified period of time and within a specified locale) with the employer or buyer
Liquidated damages	States an amount a party should be awarded by a court if the other party breaches the contract
Merger	Communicates that the written document contains all of the terms to which the parties have agreed and that prior agreements that are not reflected in the written document are not part of the parties' contract.
No oral modification	Indicates the parties only can modify the contract in writing.
Force majeure	Lists circumstances, usually natural disasters and wars, under which a party can avoid having to perform the contract without penalty.
Time is of the essence	Uses the words "time is of the essence" to communicate an expectation about timely performance of the parties' contract promises.
Choice of law	States the body of law that will govern any dispute between the parties. May also limit the state or city in which either party may file suit. (Lawyers may refer to this latter provision as a "jurisdiction clause.")
Arbitration	States that disputes under the contract will not be decided by a court but, rather, by an arbitrator. Usually includes a specified process for the arbitration (<i>i.e.</i> , what rules will be followed and how the arbitrator will be selected).
Indemnification	Communicates that, if one party is sued for a matter relating to the contract, the other party will pay for the costs of defending the suit and will pay any award of damages ordered by the court
No assignments	States that the rights conferred under the contract (and, in some instances, the duties imposed under the contract) cannot be transferred to someone else.
Savings	Indicates the parties have agreed that, if a court invalidates a particular term of the parties' contract, the rest of the contract will remain enforceable.

1. Were the damages difficult to ascertain when the contract was made; and
2. Is the amount stated as liquidated damages reasonable in light of the actual and/or anticipated damages?

In the second prong of the test, the terms "and/or" reflect the fact that courts are split in their articulations of the rule. Also note that the two prongs tend to have an inverse relationship; the more difficult damages are to ascertain, the more leeway courts give parties' efforts to estimate damages (and, conversely, the easier damages are to ascertain, the less leeway courts give parties' efforts to estimate damages). The cases and materials below illustrate the application of these principles.

Overview of Chapter 8

In this chapter, you will learn the tests used to evaluate liquidated damages clauses and how courts apply those tests. You will also learn how to draft a valid and enforceable liquidated damages clause.

Evaluating the Enforceability of an Agreed Damages Clause

Leeber v. Deltona Corp.

546 A.2d 452 (1988)

[... Text of case and accompanying reinforcement questions omitted for AALS New Law Teachers' Conference.]

Summary: Contract between Florida condo developer and condo buyer. Agreed price for purchase of the unit was \$150,200 with 15% down-payment (\$22,530), to be retained as liquidated damages if buyers breach. Upon building completion two years later buyers do breach, and developer resells unit for \$167,500. Since developer benefitted from breach buyers sue to recover their deposit. Court finds liquidated damages clause enforceable, concluding that Florida law general favors liquid damages clauses where damages not ascertainable at the time the contract was made (as was the case here), the 15% figure was reasonable and not a penalty, and was not unconscionable.]

United States v. Hayes

633 F. Supp. 1183 (1986)

[... Text of case and accompanying reinforcement questions omitted for AALS New Law Teachers' Conference.]

Summary: Defendant physician entered a contract as a medical student to accept \$29,000 in tuition assistance in exchange for working for two years after graduation in a government program designed to provide medical services to underserved locales. Standardized for contract provided for treble damages of \$90,000 in event of breach. Court finds damages clause enforceable because calculating the damages to the government would be "virtually impossible," thus the treble damages clause had a direct relationship to the actual damages as a fair and reasonable attempt to set damages in advance.]

[Material omitted for AALS New Law Teachers' Conference]

Chapter Problem Revisited

Exercise 8-1 at the beginning of this chapter asked you to draft a liquidated damages clause. To do so, use what you have learned about liquidated damages clauses in this chapter and the drafting guidance below:

1. Implement your client's goals: Your client wants to encourage the contractor to complete the job on time; to maximize its recovery if the contractor delays completion; to have a court, if necessary, affirm the enforceability of the clause; and to have a clause that is so clearly enforceable that the contractor would not even litigate the issue.
2. Be explicit about the effect you want the contract term to have.
3. Use clear and simple language. Ineffective lawyers draft obscure contract terms, which often become the subjects of litigation.
4. Carefully edit your work product. Your work product will reflect on your level of professionalism and effectiveness as a lawyer. Ensure that any work product you produce is polished.

In addition, it may be helpful to review some sample liquidated damages clauses in formbooks and to read some articles about liquidated damages. Both are available in your law school library. For example, one article that is useful for understanding drafting principles is *How to Draft and Enforce a Liquidated Damages Clause* by Henry Luepke. While we encourage you to read the entire article, below we are providing some key points and excerpts from the article:

1. Express your client's intent. As Luepke states, "If the parties intended the clause to serve as compensation for the damages likely to result from a breach, the court will uphold the clause and enforce it as written. If, on the other hand, the clause was intended to serve as punishment for a breach, the court will refuse to enforce it." Thus, "when drafting a liquidated damages clause, counsel should use language demonstrating that, at the time of contracting, the parties intended the liquidated amount to fully compensate, but not punish, for a breach of the contract." Luepke specifically advises:

The simplest way to demonstrate that the intent of a provision for liquidated damages is compensatory rather than punitive is to explicitly state this intent in the clause itself. Specifically, the clause should provide that the liquidated amount to which the parties have agreed is intended as compensation and is not intended as punishment.

2. Label the clause as a "liquidated" or "agreed" damages clause. As Luepke notes,

It is true that labeling a liquidated damages provision as either one for compensation or as one for a penalty is not conclusive on the issue of whether it will or will not be enforced. Nevertheless, courts are generally constrained to give effect to the parties' intention as expressed by the plain terms of the contract.

3. Be cognizant of the enforceability test your clause will have to pass. As Luepke states:

[A] court will have to answer two threshold questions, *i.e.*, 1) is the liquidated amount a reasonable forecast of just compensation in the event of a breach?; and 2) is the liquidated amount for a harm that was incapable or very difficult of accurate estimation at the time the contract was made?

Because the intent of the parties is to be ascertained from the plain language of the contract, the answers to these questions should be made explicit in the terms of the liquidated damages clause. For example, the liquidated damages clause might state explicitly and explain why the damages to be suffered in the event of breach are very difficult of accurate estimation and, for this reason, the parties have agreed that the amount fixed by the clause is a reasonable forecast of just compensation in the event of breach.

4. Specify the type of breach for which the liquidated amount is intended as compensation. Luepke explains:

All breaches are not alike, and a liquidated damages clause should not treat them as if they were. . . . Where a liquidated damages clause applies equally to multiple types of breaches, regardless of the significance or magnitude of the breach, the scope of the clause is overly broad, and a court will likely find that the intent of the provision is punitive, regardless of statements indicating a contrary intent.

The terms of the clause, therefore, should specify the types of breaches to which it applies and should clearly show that it is intended to provide compensation only for the type of breach that would result in the damages that are difficult or impossible to calculate.

5. Specify the type of harm for which the liquidated amount is intended as compensation. As Luepke notes, "the anticipated harm for which a liquidated damages clause is intended to compensate may not always be obvious to a court." Accordingly, parties to a "liquidated damages clause . . . would do well to specify the types of difficult-to-quantify harm for which the clause is intended to provide compensation." For example, "where breach of a contract may result in a loss of profits . . . the clause should state that the liquidated amount is intended to compensate for the difficult-to-calculate loss of anticipated profits that the parties agree would result from the type of breach in question."
6. Provide a formula for calculating the liquidated amount. A formula is preferable to a lump sum because the amount of damages will vary with the type and duration of breach. For example, a clause could state that a certain amount is to be added to a base liquidated amount for each day contract performance is delayed. Or, where the anticipated harm is lost profits, the liquidated sum could be set as a percentage of the gross amount yet to be paid under the contract. The advantage in using a formula is that it ensures "that the liquidated amount will be adjusted according to the relative degree or magnitude of the breach." Accordingly, a court is more likely to find that "the amount to be recovered as liquidated damages is intended to bear some relationship to a reasonable forecast of the probably damages and, therefore, is intended to compensate, not punish, for a breach. On this basis, a liquidated damages clause will likely be enforced."

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?

MIDTERM GRADING SHEET

POINTS
POSSIBLE

POINTS
EARNED

8

CONTRACT FORMATION

<p>Applicable Law</p> <ul style="list-style-type: none"> 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. 	<p>1.5</p>	
<p>Mutual Assent</p> <ul style="list-style-type: none"> 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. <p>Terms and Type</p> <ul style="list-style-type: none"> 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? <ul style="list-style-type: none"> ✓ 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. <p>Consideration</p> <ul style="list-style-type: none"> 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. 	<p>5.5</p> <p>5=amazing 4=strong 3=fine 2=some problems 0-1=lacking analysis</p> <p>average = 3</p>	
<p>If no contract</p> <ul style="list-style-type: none"> 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. 	<p>1</p>	

DEFENSES & DAMAGES

POINTS
POSSIBLE
10

POINTS
EARNED

<p>Breach</p> <ul style="list-style-type: none"> • 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. <p>Defenses</p> <ul style="list-style-type: none"> • W/o consideration modification wasn't enforceable, or economic duress for modification. <ul style="list-style-type: none"> ✓ 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 <ul style="list-style-type: none"> ✓ 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 <ul style="list-style-type: none"> ✓ Not an issue since Joe was going to correct the illegal wiring. If anything, Sarah's <i>new</i> contract may be illegal. 	<p>6</p> <p>6=<i>amazing</i> 5=strong 4=fine 3=some difficulties 2=problems 0-1=lacking analysis</p> <p>average = 3.5</p>	
<p>Damages</p> <ul style="list-style-type: none"> • 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. 	<p>4</p> <p>4= excellent 3=strong 2=fine 1=problems</p> <p>average = 2.5</p>	

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?

Teaching Techniques

Howard E. Katz
Cleveland-Marshall College of Law
Cleveland State University
h.katz@csuohio.edu

Strategy precedes tactics, and tactics precede implementation

Sun Tzu: “Now, the general who wins a battle makes many calculations in his temple ere the battle is fought.”

Your students aren't you

And, by the way, your current professor self is not your former student self

Recurring decisions

Ask vs. tell

Meeting students where they are, where we think they should be, or somewhere in between

Sequencing

Logical isn't necessarily pedagogical

The “Marbury Gap”

Returning to a topic

Sequencing within a class session

Students teaching each other

Wayfinding and Signaling

- Linking classroom discussion to assessment
- Preview and review
- Situating the material
- Wayfinding during class discussion
- An aside: Over-reliance on inductive learning

Time

- Being mindful about time (but not rushing)
 - Ask vs. tell
 - Compression and expansion
 - Avoiding the temptation of introductory material
 - Offloading (and flipping)
- Making difficult coverage choices
 - Message discipline
- A caution about PowerPoint

A final thought

“To give anything less than your best, is to sacrifice the gift” - Steve Prefontaine (1951-1975)

Please feel free to contact me if you have questions about anything from today’s discussion

Resources:

Strategies and Techniques of Law School Teaching: A Primer for New (and Not So New) Professors, by Howard E. Katz and Kevin Francis O'Neill

Available free from your Wolters Kluwer representative or at my SSRN site

The Strategies and Techniques series (teaching advice on specific courses):

Torts, Contracts, Property, Civil Procedure, Constitutional Law, Legal Analysis and Writing, Criminal Law, Criminal Procedure, Family Law, Evidence, Professional Responsibility, Administrative Law, Federal Income Tax, Academic Support

Available free from your Wolters Kluwer representative or on the WK website

AALS Teaching Materials Network:

<https://secure.stetson.edu/law/teaching-network/login.php>

Perhaps of interest to those teaching first-year courses:

Teaching Legal Analysis Using the Unified Field Theory, by Howard E. Katz

The “unified field theory of legal analysis” method draws on learning theory as well as the experience of professors, especially those who teach element-driven courses (e.g. criminal law and torts). It emphasizes rules, and elements that comprise those rules, as the fundamental organizing principal of how to do legal analysis. This applies to what is done in class, where step-by-step articulation of elements, and application of facts to those elements, is emphasized rather than cases and court opinions as such. The goal is to connect what goes on in class on a day-to-day basis with what is expected of the students on a final exam: a good answer to a fact pattern-based, issue-spotting essay question.

https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3083005

My SSRN page:

https://papers.ssrn.com/sol3/cf_dev/AbsByAuth.cfm?per_id=758091

My bepress page:

<https://works.bepress.com/howardekatz/>

Course Sequencing and Design
AALS New Law School Teachers Workshop
June 2018
Professor Howard E. Katz
Legal Educator-in-Residence
Cleveland-Marshall College of Law
Cleveland State University
h.katz@csuohio.edu

The basic premise: strategy precedes tactics, and tactics precede implementation.

“The job is to figure out what to say and when and how to say it. First, you have to get your audience’s attention. Once you’ve done that, you have to present your message in a clear, logical fashion – the beginning, then the middle, and then the end. You have to deliver information the way people absorb it, a bit at a time, a layer at a time, and in the proper sequence. If you don’t get their attention first, nothing that follows will register. If you tell too much too soon, you’ll overload them and they’ll give up. If you confuse them, they’ll ignore the message altogether.”

from *Why We Buy: The Science of Shopping* by Paco Underhill

The following excerpts are adapted from *Strategies and Techniques of Law School Teaching: A Primer for New (And Not So New) Professors* by Howard E. Katz and Kevin Francis O’Neill:

Ordering the Progression of Topics: Logical Isn’t Necessarily Pedagogical

A very important question is whether there are any topics to which the students must first be exposed in order to understand certain other topics. Not every foundational concept must be *mastered* before proceeding. If students would not be ready to tackle such a concept at the semester’s outset, simply *introduce* the concept, proceed to less challenging topics, and then circle back to it later in your course. Another way of dealing with a foundational concept is to identify it for your students and then, before proceeding onward, ask them to make an *assumption* about it. More generally, you should be asking yourself how the topics may be sequenced so as to give your students the best opportunity to understand the material.

Ordering your topics in a seemingly logical progression is not always pedagogically sound. It’s often true that you can greatly enhance your students’ understanding of the material by arraying the topics in the sequence that would seem logical to someone who is already familiar with the topic. But there are at least two situations where logical is not pedagogical.

First (and this is a point that does not only apply to first-year, first-semester students) you don’t want to begin the semester with an exceedingly difficult, recondite, or abstract topic. This can leave a large number of students confused and demoralized at the very outset. It’s better to begin the semester with a doctrinal overview of your subject, or to present an introductory hypothetical that foreshadows themes or doctrines central to your course. Then, to give them a sense of confidence and to get them accustomed to your classroom methods, begin with material that is comparatively less difficult and less important.

For example, if you’re teaching Torts, it might occur to you that negligence is the most important and central topic, and therefore the right one with which to start the course. Once students have learned this material, you might think to yourself, you can breeze through intentional torts at the very end of the semester or year. But if you think about the perspective of a student

in the first weeks of law school, it may be better to *begin* with intentional torts. In contrast to the murky waters of negligence, the law of intentional torts is comparatively easy to grasp. The elements are clearer and the material is more straightforward. Though it may not be the *logical* place to start, it's *pedagogically* advantageous for being less likely to overwhelm your students when they are first learning how to study, how to conduct themselves in class, and how to gauge your expectations. Justiciability in constitutional law is another example. It logically precedes deciding the case on the merits. But it is extremely difficult for students to understand what is at stake when they haven't yet studied any of the substantive areas of the course.

Second, you don't want to leave a key section of the course until the very end of the semester. The danger of doing this is that you may not reach the final reading assignment in your syllabus. Thus, you'll come to the end of the semester without having covered a key section of your course. Or, in order to reach that final section, you'll hurry through the preceding sections and leave your students confused and dismayed. Do this even if it means departing from a logical progression of topics. Students are capable of understanding a topic encountered out of order, particularly if care is taken to explain where that topic fits in the larger scheme of your course. Then, develop a list of new topics or elaborations of earlier topics that can be introduced in the final week or two of the semester. It can actually be an advantage to come back to a topic for greater depth of coverage, or to explore a sub-topic that relates to material previously covered, as it provides a good vehicle for review. In this way, you can take the awkward problem of how to end the semester and turn it to your advantage by making it an opportunity for review.

A word of caution about how to begin your course: Don't get trapped into spending *too* much time on introductory material. Instead of spending two or three weeks, keep it short. Then, five weeks into the semester, *comeback* to those introductory themes and your students will get more out of them. Once you spend that second or third week, it's gone — and you may be sorry in Week 13 when you're trying not to rush the end of your course.

One thing to keep in mind more generally about *any* sequence you decide on is to constantly "situate the material" – explain to the students what you are covering and how it relates to what has gone before and what will come after.

Avoiding the "Marbury Gap"

By exhorting you to avoid the "Marbury Gap," here is what we mean: When charting the sequence of your reading assignments, try to avoid long passages that provide background rather than conventionally-tested material. The classic example relates to the famous case of *Marbury v. Madison*. It is typical of many Constitutional Law books to present the case and then follow it with extended textual material on the decision's validity and implications. Logically, the issue of *Marbury's* "correctness" comes up at this point in the course. But a careful examination of *Marbury* and the follow-up material can easily consume two or three weeks of class time or more. Thus, a "Marbury Gap" is a long stretch of textual material, often theoretical or historical, that is so basic, or so remote, or so abstract as to be unlikely to be tested in a conventional manner, thus causing problems in the parceling out of assignments.

You need to consider what the reading assignments during this portion of the course will look like, and what sort of class discussion you can expect to generate if the assignment for the day is simply textual reading. This same concern arises in other law school courses. In Criminal Law, for example, many casebooks devote a long section to theories of punishment.

There is another aspect to this, and *Marbury* again serves as an example. In the pages following *Marbury*, most casebooks raise the question of whether or not judicial review is a good idea. But at this point in the course, your students probably haven't read a single substantive decision of the Supreme Court other than *Marbury* itself. Thus, your debate on judicial review takes place in a vacuum. Such material may be better handled by raising the broad question

and themes, but returning to the particulars later, once the students have more of the course under their belts.

How do you deal with a Marbury Gap? Consider breaking up the background or theoretical material into smaller pieces and turning it into a recurrent theme — one that you briefly introduce and later return to from time to time, tying it (if you can) to what your students are currently learning. Let's again look at *Marbury*. Use it initially to introduce the concept of judicial review. Come back to it later, especially when examining the separation of powers and the Supreme Court's role in construing individual liberties and the scope of federal legislative power. Viewed from those perspectives later in the semester, the legitimacy of judicial review and its crucial role in our system of checks and balances will have more meaning for your students. On those later occasions, you can assign some of the note material following *Marbury* to explore questions of theory or policy that your students would have been less able to appreciate at the semester's outset.

Waiting for the Right Time to Address Theory or Policy

The proper *sequencing* of the information you convey is critical to effective teaching. We must be sensitive to sequencing on both the micro level (ordering the progression of ideas when introducing a new topic or doctrine) and the macro level (ordering the progression of topics or doctrines over the span of a whole semester). When it comes to sequencing, be particularly careful about when to expose your students to theory or policy.

Students are much more receptive to discussions of theory or policy if they have first been exposed to some concrete examples of the *context* in which that theory or policy will play out. Thus, when charting the sequence of materials you will cover, our advice is this: Don't front-load theory or policy without first giving the students a real case to sink their teeth into. Particularly with any first-year course, you risk losing your students if you start out with abstractions. Let them see some facts and rules first. Then, after two weeks or so, go *back* over the same material and tease out the strands of theory and policy. Your students will be better equipped to grasp such material then.

The following is from *Best Practice for Legal Education* by Roy Stuckey and others:

Particularly given the intellectual demands of the skills and values law students are learning, law professors should sequence instruction so that students have early success and therefore build self-efficacy. In other words, law professors interested in teaching students case analysis skills would order their syllabi so that the students start with easier cases and build to more difficult ones. Likewise, all law professors should consider the order in which they teach the concepts under study. Perhaps, highly theoretical and difficult concepts such as estates in property law, personal jurisdiction in civil procedure, and consideration in contract law are not good places to start for new law school learners.

Teaching Techniques

Okianer Christian Dark
Howard University School of Law

1. Building and enhancing a learning community in a classroom will help you to accomplish your learning objectives for students both in and outside of the classroom. The purpose of this outline is to provide you with some modest suggestions on how you can create a learning community in your classroom that supports and promotes student learning.
2. A learning community is one where both the professor and the students share the responsibility for the learning that occurs in the classroom. This sharing of responsibility is demonstrated by mutual preparation, use of a variety of activities and/or techniques to address different learning styles of your students, and guided respectful discussion. This is not a touchy feely place without form, substance or even structure but rather it is an environment that supports analysis, exploration, and risk-taking. Ultimately, however, if the learning community is successful for both your students and you then it is a place where relationships matter. The relationship between the professor and the class matters as well as the relationship between each member of the class. It is essential to pay attention to both relationships in each class.
3. While we share the responsibility for developing a learning community in the classroom, it is important to understand that the learning that occurs is something that students accomplish for themselves. Clearly, a professor cannot learn for the students. But, the professor can facilitate, coach, and support an environment within the classroom that makes learning a more likely outcome. Listed below are some core principles for building a learning community.
 - a. “People don’t care what you know until they know that you care.” (Former NFL Quarterback and Congressman, Jack Kemp). In as many ways as possible, you need to demonstrate that you care about the students’ learning and about their success. Remember this is a relationship, therefore one act of caring will not do. You need to demonstrate caring as an integral part of the way that you engage in your teaching on a regular basis whether in or outside of the classroom (e.g., office hours).
 - b. Be prepared. This sounds obvious and yet often professor will spend more time trying to understand and master the content of the material (which is important) and very little time planning how to deliver the content in a meaningful accessible way to their students. You must update your notes, keep up with new developments in your field even if the casebook does not have a new edition containing that information. If you try a new methodology in your class, this will

- require some time to plan and perhaps a dry run before you introduce an activity or exercise to your class.
- c. Find a classroom style that works for you. You want to be your authentic self in the classroom.
 - d. Demonstrate and maintain high expectations for your students. Tie your expectations to the reality of the practice or personal experiences that you had in practice. In this way, you can help students to understand why you insist on high standards in their class work and in the conduct.
 - e. Explaining the rationale behind assignments, or rules in the conduct of your class (e.g., tardiness), will help them to understand
 - f. Be humble. All knowledge does not emanate from the fount, i.e., the podium that you are standing at in the front of the classroom. We can (and often do) learn from our students. Further, there may be an occasion (rare of course) when you do not know the answer to a question or you have made an honest mistake. “Fessing up” when you honestly do not know the answer to a question is an option that a professor can use and not undermine the learning community.
 - g. Set boundaries for the way(s) in which students will interact with each other and you in the classroom. For example, if you say that students must treat each other respectfully during a discussion then you may want to provide a concrete example of respectful discourse and one that is not. Name calling for example would never be appropriate, and would clearly seriously undermine the cohesiveness of the learning community. You must be prepared to reinforce those boundaries when necessary.
 - h. What can you do to help students to share the responsibility for creating and maintaining the learning community? There is much research on the kinds of conditions that need to exist in the classroom to help increase students’ motivation, and help the professor to achieve his/her goals in the course.
4. Identify your student learning goals for your course. In addition to identifying goals for the overall course, also try to establish student learning goals for each class period and/or assignment. Consider how you will determine if the student has accomplished the goal. The more specific the goal then more likely can measure or identify outcomes. What assessment tool or method will you use and how will you provide feedback to the student? Finally, identify and/or select teaching techniques or methods that will help the students to achieve the learning goals or objectives. You do not need to select only one technique for a course for the entire semester or the entire class rather consider using a variety of approaches or methods.

5. Teaching Techniques/Approaches: Variety is the spice of a learning community.
- a. Lecture. The lecture can be used effectively to explain or summarize points for students. If the lecture is planned well then it can be interesting and engaging. There are some recommended rules to have effective lectures: use the lecture for an appropriate purpose; limit the length of lectures (10-20 minutes); do not read the text and organize! Organize! Organize! See Roy Stuckey, **BEST PRACTICES FOR LEGAL EDUCATION 231** (2007).
 - b. The Socratic Method. You really must consider supplementing this method with other teaching techniques. Remember that this method assumes that one student is engaged in discussion with the professor while the others learn from listening in (and staying alert based on fear that they may be the next person to be called on by the professor). The assumption is that the student who is on the hot seat is learning something and everyone in the classroom is learning something from that student's performance (or is it the faculty member's performance?)
 - c. The Problem Method. The use of a problem or a case file can be a very effective way for teaching content, process and raising other issues that may be important to your teaching objectives in the course, e.g., raising ethical issues. There is no need to use long involved problems to utilize this method. Casebooks often have problems in the notes that can be just as helpful for the students. Problem method can be used with small groups or think, pair, share (two students) activity.
 - d. Incorporating "Writing to Learn" Techniques. There is considerable research that writing can be used in the classroom to help facilitate and deepen students' understanding of a subject and encourage students to become active learners. There are many techniques that do not increase the paper load (i.e., grading/evaluation load) for the faculty member. See <http://wac.colostate.edu/intor/pop2d.cfm>.
 - e. Role-plays. I often combine a role play with a problem or case that I have previously assigned to the class. Usually, I select students to play the roles in the problem or case ahead of time so that they have ample time to prepare. The role-plays are a very effective form of active learning that can allow the students to provide their perspective of the facts, law and/or the roles of a client, attorney, or judge in a more meaningful way. I have also been in a role-play with another professor with follow up journals reflecting on and critiquing the role-play.
 - f. Use of audiovisual and/or audio materials in the classroom whenever possible. Increasing faculty can use videos from YouTube or other online sources as well as a DVD. Remember to check the equipment before class to make sure it works and you know how to operate it as well (or the IT is on speed dial).
 - g. Collaborative Work or small group work. Small groups (or buzz groups) can be effectively used in small, medium and large classes. Group of 4-6 students can


provide everyone in the classroom with an opportunity to offer his/her opinion or viewpoint on the issue/case/problem. It is important to have some dialogue or follow up to the small group work each time so that important teaching points are identified and underscored for students. Also, you might consider preparing a document describing the ground rules (if you have any) for the small groups. For example, I usually have students to select a reporter (who will present the group's work product) and a facilitator (someone who will make sure they stay on task and that everyone has an opportunity to participate in the discussion).

- h. Show and Tell. This technique works well for visual learners. Ask students to bring an example of an item in a case or assign students to bring something in so that the items can be used as a part of the discussion. For example, in the products liability course where we discuss warnings, students bring an example of a warning from a product. Based on the cases on purpose, adequacy and effectiveness of warnings, the students provide critiques of the warnings on their products. It can be a very rich discussion.
 - i. Use of Technology inside and outside of the Classroom. Increasing faculty are learning ways to maximize the time in the classroom by using technology to their advantage like use of Poll Everywhere (student uses cell phone rather than clickers to participate in polls), use of Zoom or Skype to include a presenter or discussant from another country in the class discussion, Blackboard or other electronic classrooms, or developing a flipped classroom and there is so much more. Find out if your University has a teaching center or online courses that can expose you to different types and ways to use the technology to make the most of your face-to-face contact with faculty. See Jose Antonio Bowen, **TEACHING NAKED: HOW MOVING TECHNOLOGY OUT OF YOUR COLLEGE CLASSROOM WILL IMPROVE STUDENT LEARNING** (2012).
6. Always debrief or engage in a self-evaluation of each class. How well did you accomplish your teaching objectives for that class? How did you assess student learning today? What result? Were there any surprises or new insights gained regarding the material or your class or even certain students? What might you change or improve upon the next time you are in class or cover this material?
7. The final word – you cannot please everyone so don't try. Your goal is to create, build, and support a learning community for your students. Many students will benefit or profit from this environment and there are likely going to be a couple of students who would prefer to be somewhere else. Who knows you might still find a way to stimulate their interest but focus on most of your class who will be interested in learning, and interested in learning from you.

Reflections on Teaching

Blake D. Morant

The George Washington University Law School




Reflections on Teaching


**2018 AALS Workshop for
New Law Teachers**

Blake D. Morant
Dean and Robert Kramer Research Professor of Law
The George Washington University Law School
bmorant@law.gwu.edu

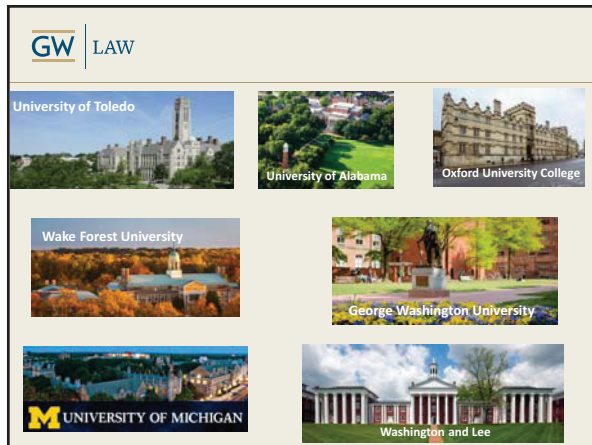
 LAW Professor Kingsfield – “The Paper Chase”

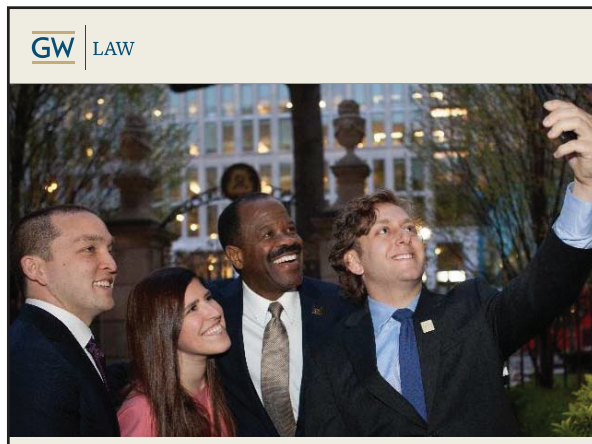


 LAW Robert E. Scott – Columbia Law School











Congratulations, and
Welcome to the Academy

Learning Theory

Sophie M. Sparrow

University of New Hampshire School of Law

What makes a highly effective teacher?

What is significant learning?

What are the implications of the four learning theories (below) for our teaching?

How People Learn - Four Learning Theories	
Adult Learning Theory	<p>Adult learners:</p> <ul style="list-style-type: none">• Learn best in an environment of mutual respect among students and teachers• Perform well when working together with others on a team• Learn by connecting new skills and knowledge to their existing knowledge
Cognitive Learning Theory	<ul style="list-style-type: none">• The most critical step in learning is to transfer concepts into long-term memory• Concepts and skills are more likely to transfer to long-term memory if they are meaningful to students' current or future needs• The more actively and deeply students process concepts and skills, the more likely they are to acquire them

<p>Constructivist Learning Theory</p>	<ul style="list-style-type: none"> • Learning is constructed by students, not transmitted to them • Students construct understanding based on experience • Learning is collaborative - created through discussion from various perspectives
<p>Sensory-Based Ways of Learning</p>	<ul style="list-style-type: none"> • Students can learn through several modes: digital (read and write), auditory (hear and speak), visual (sight and graphics), kinesthetic (learn by doing) or a combination • Multi-modal learning deepens understanding of concepts and skills

Supplemental Materials

Connect with AALS

JOIN YOUR SCHOOL'S ROSTER

To fully access AALS services, you must be on your law school's roster. Ask your dean's office to have you added to the school's AALS roster along with your position, whether it is a tenure track, contract, visiting, fellow, or adjunct. Only your dean's office can add you. You can use the following procedure to check whether this has already been done:

- 1) Go to www.aals.org/login/
- 2) Click the 'Lost Password' link on the bottom of the page
- 3) 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 is 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

Once you are in your law school's roster, you should log into the AALS website. Passwords are not automatically assigned; select 'Lost Password' and follow the appropriate steps to have a temporary password sent to you.

SUBMIT YOUR BIOGRAPHY IN THE AALS DIRECTORY OF LAW TEACHERS

Each year, 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 contact information. Additional information is collected directly from faculty members. The information collected from the school 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/.

JOIN SECTIONS

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 encourage you to join the Section, which offers informative panels, networking opportunities, teaching assistance, and scholarship opportunities for members.

You should find engaging with at least one other Section helpful as well. With 103 unique Sections, the AALS community provides a forum for almost every area of law. Depending on what you teach and what your scholarly interests are, you may find it useful to sign up for several Sections. You can find the complete list of all Sections and their leadership included in this booklet.

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. You can also view the complete list of sections by visiting 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, you may log into the section website to find the listserv email address, view past discussions, and share files.

Call for Scholarly Papers for Presentation at 2019 AALS Annual Meeting

To encourage and recognize excellent legal scholarship and to broaden participation by junior faculty in the Annual Meeting program, the association is sponsoring a call for papers for the 33rd 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, 2018, are invited to submit a paper on a topic related to or concerning law. A committee of established scholars will review the submitted papers with the authors' identities concealed.

Papers that make a substantial contribution to legal literature will be selected for presentation at the AALS Annual Meeting in New Orleans, Louisiana, in January 2019.

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 2, 2018, 5:30 p.m. Eastern Time.

Anonymity: The manuscript shall be accompanied by a cover letter with the author's name and contact information. The manuscript itself, including title page and footnotes, shall not contain any references that identify the author or the author's school. The manuscript shall also not contain any information identifying a specific journal or law review where the manuscript may have been selected for publication. The submitting author is responsible for taking any steps necessary to redact self-identifying text or footnotes.

Form and Length: Each submission shall be prepared using Microsoft Word. There is a maximum word limit of 30,000 words (inclusive of footnotes) for the submitted manuscripts. The manuscript shall be double-spaced in 12-point (or larger) type with ample (at least 1") margins on all sides. Footnotes shall be 10-point or larger, single-spaced, and preferably on the same page as the referenced text. Papers that do not comply with the above formatting requirements cannot be accepted if they cannot be corrected before the submission deadline.

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, and VAPs 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, 2018 (for these purposes, one is considered a full-time faculty member while officially "on leave" from the law school). Time spent as a visiting faculty member will be counted toward the five-year maximum, but time as a fellow or away on family or medical leave will not be included. 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 2019. 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 shall 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, 2018;
3. All information identifying the author, author's school, or publication commitment has been removed from the manuscript;
4. The paper has not been previously published and is not committed for publication prior to February 2019; and
5. The author agrees to notify the AALS if the submitted paper will be published before February 2019.

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 shall write in one topic under "other."

Subject Categories: Administrative Law; Admiralty; Agency/Partnership; Agricultural Law; Alternative Dispute Resolution; Animal Law; Antitrust; Arts and Literature; Aviation and Space Law; Bank and Finance; Bankruptcy and Creditor's Rights; Bioethics; 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; Election Law; Employment Practice; Energy and Utilities; Entertainment Law; Environmental Law; Estate Planning and Probate; Evidence; Family Law; Federal Jurisdiction and Procedure; Foreign Relations; Gender Law; Health Law and Policy; Housing Law; Human Rights Law; Immigration Law; Insurance Law; Intellectual Property; International Law – Private; International Law – Public; Jurisprudence; Juveniles; Labor; Law Enforcement and Corrections; Legal Analysis and Writing; Legal Education; Legal History; Legal Profession; Legislation; Local Government; Mergers and Acquisitions; Military Law; National Security Law; Native American Law; Natural Resources Law; Nonprofit Organizations; Other; Organizations; Poverty Law; Products Liability; Professional Responsibility; Property Law; Race and the Law; Real Estate Transactions; Religion, Law and; Remedies; Science, Law and; Securities; Sexuality and the Law; Social Justice; Social Sciences, Law and; Society, Law and; State and Local Government Law; Taxation – Federal; Taxation – State & Local; Technology, Law and; Terrorism; Torts; Trade; Trial and Appellate Advocacy; Trusts and Estates; Workers' Compensation.

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 need to comply with the requirements and standards of both. Law professors who practice law are subject to the law of professional ethics in force in the jurisdictions in which they are licensed to practice. 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 professional 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 significance of these other sources of ethical and professional conduct. Instead, it is intended to provide general guidance to law professors concerning ethical and professional standards because of the intrinsic importance of those standards and because law professors serve as important role models for law students. This Statement is primarily directed to full-time law faculty, although much of the advice may also assist part-time faculty. The Statement also recognizes that full-time law faculty may have different responsibilities depending upon the nature of their school and the specifics of their faculty role and employment terms. The effort here is to provide guidance at a level of generality that can assist most full-time law faculty.

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

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

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

Law professors should aspire to excellence in teaching and to mastery of the doctrines and theories of the subjects they teach. They should prepare conscientiously for class and employ teaching methods appropriate for the subject 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 meet as scheduled or, when this is impracticable, classes should be rescheduled at a time reasonably convenient for students, or alternative means of instruction should be provided.

Law professors have an obligation to treat students 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 professor's institution 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 reasonable efforts to ensure that the information they transmit is timely and accurate. When in the course of counseling a student, a professor receives information that the student may reasonably expect to be confidential, the professor should not disclose that information unless required to do so by university or law school rule or applicable law. Professors should inform students concerning the possibility of such disclosure.

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

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

Law professors should not sexually harass students and should not use their role or position to induce a student to enter into a sexual or romantic relationship, or to subject a student to a hostile academic environment based on any form of sexual harassment. Sexual or romantic 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 or romantic 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 professional responsibility for the student.

II. RESPONSIBILITIES AS SCHOLARS

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

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

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

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

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

A law professor should also disclose the fact that views or analysis expressed in any covered activity were espoused or developed in the course of either paid or unpaid representation of or consultation with a client when a reasonable person would be likely to see that fact as having influenced the position taken by the professor. Disclosure is not required for representation or consultation that is sufficiently remote in time that

a reasonable person would not expect it to be disclosed. Disclosure should include the identity of any client, where practicable and where not prohibited by the governing Code or Rules of Professional Conduct. If such Code or Rules prohibit a professor from revealing the identity of the client, then the professor shall generally describe the client or interest represented or both. Covered activities include any published work, oral or written presentation to conferences, drafting committees, legislatures, law reform bodies and the like, and any expert testimony submitted in legal proceedings. A law professor should make, to the extent possible, all disclosures discussed in this policy at the earliest possible time. The earliest possible time should be when the professor is invited to produce the written work for publication or to make a presentation or when the professor submits the written work for publication or delivers the presentation.

III. RESPONSIBILITIES TO COLLEAGUES

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

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

Law professors should comply with institutional rules 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. The Family Educational Rights and Privacy Act (FERPA), for instance, has strict rules about student privacy and professors should become familiar with its requirements. If there is doubt whether such a rule or policy is in effect, a law professor should seek clarification.

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

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

As is the case with respect to students (Part I), sexual harassment, or discriminatory conduct involving colleagues or staff members on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity or expression, 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 academic leadership. Individual professors have a responsibility to assume a fair share of that leadership, including the duty to serve on faculty committees and to participate in faculty deliberations.

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

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

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 belongs. A law professor may responsibly test the limits of professional rules in an effort to determine their constitutionality or proper application. 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 students 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 about which practicing lawyers may be more inhibited. With that freedom from economic pressure goes an enhanced obligation to pursue individual and social justice. For the same reason, engaging in law reform activities or advocating for improvements in law and the legal system is a valued role of legal academics.

Adopted by the Executive Committee, November 17, 1989

Amended July 12, 2017

Section Chairs and Chairs-Elect for 2018

Academic Sections

Administrative Law

Louis J. Virelli, III, Stetson University College of Law, **Chair**

Jack Michael Beermann, Boston University School of Law, **Chair-Elect**

Admiralty and Maritime Law

Peter Winship, Southern Methodist University, Dedman School of Law, **Chair**

Charles Norchi, University of Maine School of Law, **Chair-Elect**

Africa

Olufunmilayo B. Arewa, University of California, Irvine School of Law, **Chair**

Naomi R. Cahn, The George Washington University Law School, **Chair-Elect**

Agency, Partnership, LLC's and Unincorporated Associations

Joshua P. Fershee, West Virginia University College of Law, **Chair**

Kelli A. Williams, Florida State University College of Law, **Chair-Elect**

Aging and the Law

Browne C. Lewis, Cleveland-Marshall College of Law at Cleveland State University, **Chair**

Rebecca C. Morgan, Stetson University College of Law, **Chair-Elect**

Agricultural and Food Law

Margot Pollans, Pace University Elisabeth Haub School of Law, **Chair**

Andrea Freeman, University of Hawaii, William S. Richardson School of Law, **Chair-Elect**

Alternative Dispute Resolution

Ellen E. Deason, The Ohio State University, Michael E. Moritz College of Law, **Chair**

Peter R. Reilly, Texas A&M University School of Law, **Chair-Elect**

Animal Law

Justin Marceau, University of Denver Sturm College of Law, **Chair**

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

Antitrust and Economic Regulation

Rebecca Haw Allensworth, Vanderbilt University Law School, **Chair**

Aaron S. Edlin, University of California, Berkeley School of Law, **Chair-Elect**

Art Law

Irene Calboli, Texas A&M University School of Law, **Chair**

Deborah Gerhardt, University of North Carolina School of Law, **Chair-Elect**

Biow

Victoria Sutton, Texas Tech University School of Law, **Chair**

Jordan Paradise, Loyola University Chicago School of Law, **Chair-Elect**

Business Associations

Matthew T. Bodie, Saint Louis University School of Law, **Chair**

Anne M. Tucker, Georgia State University College of Law, **Chair-Elect**

Children and the Law

Meredith J. Harbach, The University of Richmond School of Law, **Chair**

Maryam Ahranjani, University of New Mexico School of Law, **Chair-Elect**

Civil Procedure

Judith Resnik, Yale Law School, **Chair**

David W. Marcus, The University of Arizona

James E. Rogers College of Law, **Chair-Elect**

Civil Rights

Gilbert Paul Carrasco, Willamette University College of Law, **Chair**

Deborah N. Archer, New York Law School, **Chair-Elect**

Clinical Legal Education

Allison K. Bethel, The John Marshall Law School, **Co-Chair**
Scott L. Cummings, University of California, Los Angeles School of Law, **Co-Chair**
Patience A. Crowder, University of Denver Sturm College of Law, **Chair-Elect**

Commercial and Related Consumer Law

Dalié Jiménez, University of California, Irvine School of Law, **Chair**
Christopher K. Odinet, Southern University Law Center, **Chair-Elect**

Comparative Law

Manoj Mate, Harvard Law School, **Chair**
Richard Albert, The University of Texas School of Law, **Chair-Elect**

Conflict of Laws

Donald E. Childress, III, Pepperdine University School of Law, **Chair**
Ralf C. Michaels, Duke University School of Law, **Chair-Elect**

Constitutional Law

Shaakirrah Sanders, University of Idaho College of Law, **Chair**
Louis J. Virelli, III, Stetson University College of Law, **Chair-Elect**

Contracts

Jennifer S. Martin, St. Thomas University School of Law, **Chair**
Sidney W. DeLong, Seattle University School of Law, **Chair-Elect**

Creditors' and Debtors' Rights

Lea Krivinskas Shepard, Loyola University Chicago School of Law, **Chair**
Pamela Foohey, Indiana University Maurer School of Law, **Chair-Elect**

Criminal Justice

Carissa Byrne Hessick, University of North Carolina School of Law, **Chair**
Eric J. Miller, Loyola Law School, Los Angeles, **Chair-Elect**

Defamation and Privacy

Elbert L. Robertson, Suffolk University Law School, **Chair**
Defamation and Privacy Agnieszka McPeak, University of Toledo College of Law, **Chair-Elect**

Disability Law

Valarie Blake, West Virginia University College of Law, **Chair**
Jennifer B. Shinall, Vanderbilt University Law School, **Chair-Elect**

East Asian Law & Society

Robert B. Leflar, University of Arkansas, Fayetteville, Robert A. Leflar Law Center, **Chair**
Judith A. McMorrow, Boston College Law School, **Chair-Elect**

Economic Globalization and Governance

Lynne L. Dallas, University of San Diego School of Law, **Chair**
Larry Cata Backer, The Pennsylvania State University – Penn State Law, **Chair-Elect**

Education Law

Eloise Pasachoff, Georgetown University Law Center, **Chair**
Aaron Tang, University of California, Davis, School of Law, **Chair-Elect**

Election Law

Ciara Torres-Spelliscy, Stetson University College of Law, **Chair**
Atiba R. Ellis, West Virginia University College of Law, **Chair-Elect**

Empirical Study of Legal Education and the Legal Profession

Judith W. Wegner, University of North Carolina School of Law, **Chair**
Neil W. Hamilton, University of St. Thomas School of Law, **Chair-Elect**

Employee Benefits and Executive Compensation

Kathryn L. Moore, University of Kentucky College of Law, **Chair**
 Susan E. Cancelosi, Wayne State University Law School, **Chair-Elect**

Employment Discrimination Law

Joseph R. Fishkin, The University of Texas School of Law, **Chair**
 Stephanie Bornstein, University of Florida Fredric G. Levin College of Law, **Chair-Elect**

Environmental Law

Kalyani Robbins, Florida International University College of Law, **Chair**
 Sharmila Murthy, Suffolk University Law School, **Chair-Elect**

European Law

Fernanda Giorgia Nicola, American University, Washington College of Law, **Chair**
 Erin Delaney, Northwestern University Pritzker School of Law, **Co-Chair Elect**
 Marley Weiss, University of Maryland Francis King Carey School of Law, **Co-Chair Elect**

Evidence

Tamara F. Lawson, St. Thomas University School of Law, **Chair**
 Christine Chambers Goodman, Pepperdine University School of Law, **Chair-Elect**

Family and Juvenile Law

Jessica Dixon Weaver, Southern Methodist University, Dedman School of Law, **Chair**
 Cynthia M. Godsoe, Brooklyn Law School, **Chair-Elect**

Federal Courts

Jonathan R. Siegel, The George Washington University Law School, **Chair**
 Gillian E. Metzger, Columbia Law School, **Chair-Elect**

Financial Institutions and Consumer Financial Services

Hilary J. Allen, Suffolk University Law School, **Chair**
 Andrew Tuch, Washington University in St. Louis School of Law, **Chair-Elect**

Immigration Law

Anil Kalhan, Drexel University Thomas R. Kline School of Law, **Chair**
 Jill E. Family, Widener University Commonwealth Law School, **Chair-Elect**

Indian Nations and Indigenous Peoples

John P. LaVelle, University of New Mexico School of Law, **Chair**

Insurance Law

Rick L. Swedloff, Rutgers Law School, **Chair**
 Shaubin A. Talesh, University of California, Irvine School of Law, **Chair-Elect**

Intellectual Property

Guy A. Rub, The Ohio State University, Michael E. Moritz College of Law, **Chair**
 Ann Bartow, University of New Hampshire School of Law, **Chair-Elect**

International Human Rights

Sharmila Murthy, Suffolk University Law School, **Chair**
 Peter Halewood, Albany Law School, **Chair-Elect**

International Law

Milena Sterio, Cleveland-Marshall College of Law at Cleveland State University, **Chair**
 Thomas M. McDonnell, Pace University Elisabeth Haub School of Law, **Chair-Elect**

Islamic Law

Samy Ayoub, The University of Texas School of Law, **Chair**
 Adnan Zulfiqar, Rutgers Law School, **Chair-Elect**

Jewish Law

Chaim N. Saiman, Villanova University Charles Widger School of Law, **Chair**

Michael Jay Broyde, Emory University School of Law, **Chair-Elect**

Jurisprudence

Joshua Kleinfeld, Northwestern University Pritzker School of Law, **Chair**

Labor Relations and Employment Law

Joseph Mastro Simone, Washburn University School of Law, **Chair**

Michael Oswald, Northern Illinois University College of Law, **Chair-Elect**

Law and Anthropology

Anya Bernstein, University at Buffalo School of Law, The State University of New York, **Chair**

Mary D. Fan, University of Washington School of Law, **Chair-Elect**

Law and Economics

Kathryn Zeiler, Georgetown University Law Center, **Chair**

Todd J. Zywicki, Antonin Scalia Law School at George Mason University, **Chair-Elect**

Law and Interpretation

Francis J. Mootz, III, University of the Pacific, McGeorge School of Law, **Chair**

Karen Petroski, Saint Louis University School of Law, **Chair-Elect**

Law and Mental Disability

Jasmine Elwick Harris, University of California, Davis, School of Law, **Chair**

Jennifer S. Bard, The Pennsylvania State University – Penn State Law, **Chair-Elect**

Law and Religion

Nathan Chapman, University of Georgia School of Law, **Chair**

Michael A. Helfand, Pepperdine University School of Law, **Chair-Elect**

Law and South Asian Studies

Afra Afsharipour, University of California, Davis, School of Law, **Chair**

Vikramaditya S. Khanna, The University of Michigan Law School, **Chair-Elect**

Law and Sports

Jodi S. Balsam, Brooklyn Law School, **Chair**

William W Berry, III, University of Mississippi School of Law, **Chair-Elect**

Law and the Humanities

Allison Tait, The University of Richmond School of Law, **Chair**

Christine Alice Corcos, Louisiana State University, Paul M. Hebert Law Center, **Chair-Elect**

Law and the Social Sciences

David Y. Kwok, University of Houston Law Center, **Chair**

Meera Deo, Thomas Jefferson School of Law, **Chair-Elect**

Law, Medicine and Health Care

Fazal R. Khan, University of Georgia School of Law, **Chair**

Roy G. Spece, Jr., The University of Arizona James E. Rogers College of Law, **Chair-Elect**

Legal History

John F. Stinneford, University of Florida Fredric G. Levin College of Law, **Chair**

Evan C. Zoldan, University of Toledo College of Law, **Chair-Elect**

Legal Writing, Reasoning, and Research

Suzanna K Moran, University of Denver Sturm College of Law, **Chair**

Wendy Adele Humphrey, Texas Tech University School of Law, **Chair-Elect**

Legislation & Law of the Political Process

Evan C. Zoldan, University of Toledo College of Law, **Chair**

Maggie McKinley, University of Pennsylvania Law School, **Chair-Elect**

Litigation

Kenneth Kandaras, The John Marshall Law School, **Chair**
 Andrew Bradt, University of California, Berkeley School of Law, **Chair-Elect**

Mass Communication Law

Amy Gajda, Tulane University Law School, **Chair**
 Lili Levi, University of Miami School of Law, **Chair-Elect**

National Security Law

Rachel VanLandingham, Southwestern Law School, **Chair**
 Dakota Rudesill, The Ohio State University, Michael E. Moritz College of Law, **Chair-Elect**

Natural Resources and Energy Law

Michael Pappas, University of Maryland Francis King Carey School of Law, **Chair**
 Heidi Gorovitz Robertson, Cleveland-Marshall College of Law at Cleveland State University, **Chair-Elect**

Nonprofit and Philanthropy Law

Benjamin M. Leff, American University, Washington College of Law, **Chair**
 Melanie B. Leslie, Benjamin N. Cardozo School of Law, **Chair-Elect**

North American Cooperation

Lisa M. Black, California Western School of Law, **Chair**
 Cara Cunningham-Warren, University of Detroit Mercy School of Law, **Chair-Elect**

Poverty Law

Llezzlie Green Coleman, American University, Washington College of Law, **Chair**
 Sacha M. Coupet, Loyola University Chicago School of Law, **Chair-Elect**

Professional Responsibility

Margaret C. Tarkington, Indiana University Robert H. McKinney School of Law, **Chair**
 Benjamin P. Cooper, University of Mississippi School of Law, **Chair-Elect**

Property Law

Priya S. Gupta, Southwestern Law School, **Chair**
 Stephen Clowney, University of Arkansas, Fayetteville, Robert A. Leflar Law Center, **Chair-Elect**

Real Estate Transactions

Christopher K. Odinet, Southern University Law Center, **Chair**
 Donald J. Kochan, Chapman University Dale E. Fowler School of Law, **Chair-Elect**

Remedies

Alexandra D. Lahav, University of Connecticut School of Law, **Chair**

Scholarship

Kish Parella, Washington and Lee University School of Law, **Chair**
 Brian Galle, Georgetown University Law Center, **Chair-Elect**

Securities Regulation

Wulf Kaal, University of St. Thomas School of Law, **Chair**
 Eric C. Chaffee, University of Toledo College of Law, **Chair-Elect**

Sexual Orientation and Gender Identity Issues

David B. Cruz, University of Southern California Gould School of Law, **Chair**
 Jeffrey A. Dodge, University of Idaho College of Law, **Chair-Elect**

Socio-Economics

Philip L. Harvey, Rutgers Law School, **Chair**
 Michael H. Schwartz, University of the Pacific, McGeorge School of Law, **Chair-Elect**

State and Local Government Law

Ngai Pindell, University of Nevada, Las Vegas, William S. Boyd School of Law, **Chair**
 Ashira Pelman Ostrow, Maurice A. Deane School of Law at Hofstra University, **Chair-Elect**

Taxation

Shu-Yi Oei, Boston College Law School, **Chair**
Heather M. Field, University of California,
Hastings College of the Law, **Chair-Elect**

Teaching Methods

Rory D. Bahadur, Washburn University School
of Law, **Chair**
Michael Bloom, The University of Michigan Law
School, **Chair-Elect**

Technology, Law and Legal Education

Michael Bloom, The University of Michigan Law
School, **Chair**
Laura Norris, Santa Clara University School of
Law, **Chair-Elect**

Torts and Compensation Systems

Stacey A. Tovino, University of Nevada, Las
Vegas, William S. Boyd School of Law, **Chair**
Adam F. Scales, Rutgers Law School, **Chair-Elect**

Transactional Law and Skills

Christina M. Sautter, Louisiana State University,
Paul M. Hebert Law Center, **Chair**
Virginia Harper Ho, University of Kansas School
of Law, **Chair-Elect**

Trusts and Estates

Deborah S. Gordon, Drexel University Thomas
R. Kline School of Law, **Chair**
Daniel B. Kelly, Notre Dame Law School, **Chair-
Elect**

Administrative Sections

Academic Support

Staci P. Rucker, University of Cincinnati College
of Law, **Chair**
Courtney G. Lee, University of the Pacific,
McGeorge School of Law, **Chair-Elect**

Associate Deans for Academic Affairs and Research

Joel A. Nichols, University of St. Thomas School
of Law, **Chair**
Geoffrey C. Rapp, University of Toledo College
of Law, **Chair-Elect**

Balance in Legal Education

Calvin Pang, University of Hawaii, William S.
Richardson School of Law, **Chair**
Peter H. Huang, University of Colorado Law
School, **Chair-Elect**

Continuing Legal Education

Amber Brugnoli, West Virginia University
College of Law, **Chair**

Dean, for the Law School

Michael H. Schwartz, University of the Pacific,
McGeorge School of Law, **Chair**
Danielle Holley-Walker, Howard University
School of Law, **Chair-Elect**

Graduate Programs for Non-U.S. Lawyers

William H. Byrnes, Texas A&M University
School of Law, **Chair**
Aaron Ghirardelli, Loyola Law School, Los
Angeles, **Chair-Elect**

Institutional Advancement

Jini Jasti, University of Wisconsin Law School,
Co-Chair
Trent Anderson, St. John's University School of
Law, **Co-Chair**
Darnell Hines, Northwestern University Pritzker
School of Law, **Chair-Elect**

International Legal Exchange

Lauren Fielder, The University of Texas School of Law, **Chair**

Gabrielle L. Goodwin, Indiana University Maurer School of Law, **Chair-Elect**

Law Libraries and Legal Information

Sara Sampson, The Ohio State University, Michael E. Moritz College of Law, **Chair**

Janet Sinder, Brooklyn Law School, **Chair-Elect**

Law School Administration and Finance

James Crosset, University of Cincinnati College of Law, **Chair**

William H. Byrnes, Texas A&M University School of Law, **Chair-Elect**

Part-Time Division Programs

Johnny D. Pryor, Indiana University Robert H. McKinney School of Law, **Chair**

Michelle Alison-Slaughter, Thomas Jefferson School of Law, **Chair-Elect**

Post-Graduate Legal Education

Steven Richman, Maurice A. Deane School of Law at Hofstra University, **Chair**

Karen Shaw, Loyola University Chicago School of Law, **Chair-Elect**

PreLegal Education and Admission to Law School

Jannell L. Roberts, Loyola Law School, Los Angeles, **Chair**

Kirschner, University of Southern California Gould School of Law, **Chair-Elect**

Pro-Bono & Public Service Opportunities

Jennifer Tschirch, Georgetown University Law Center, **Chair**

Stephen Rispoli, Baylor University School of Law, **Chair-Elect**

Student Services

Rosemary Queenan, Albany Law School, **Chair**

Janet E. Stearns, University of Miami School of Law **Chair-Elect**

Affinity Sections**Minority Groups**

Deborah N. Archer, New York Law School, **Chair**

Mariela Olivares, Howard University School of Law, **Chair-Elect**

New Law Professors

Dov Waisman, Southwestern Law School, **Chair**

Mary Leto Pareja, University of New Mexico School of Law, **Chair-Elect**

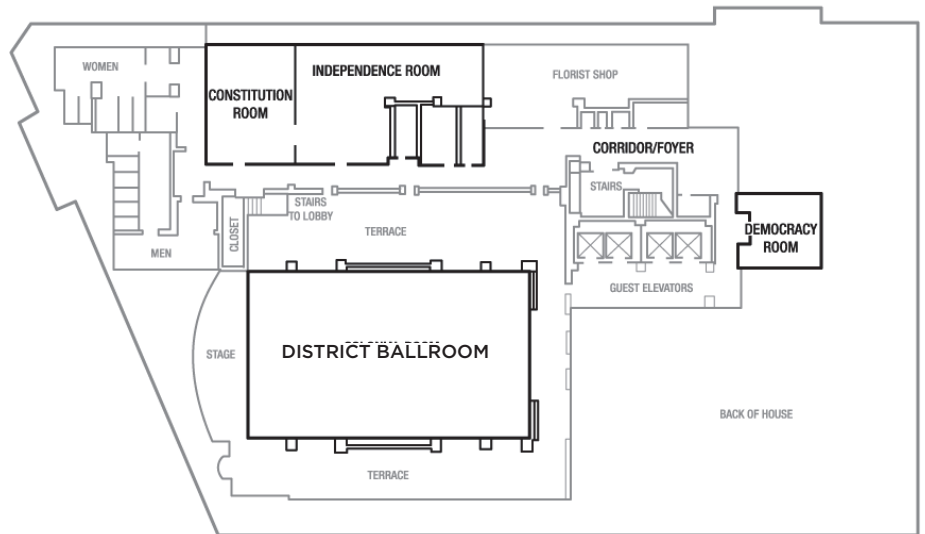
Women in Legal Education

Cynthia L. Fountaine, Southern Illinois University School of Law, **Chair**

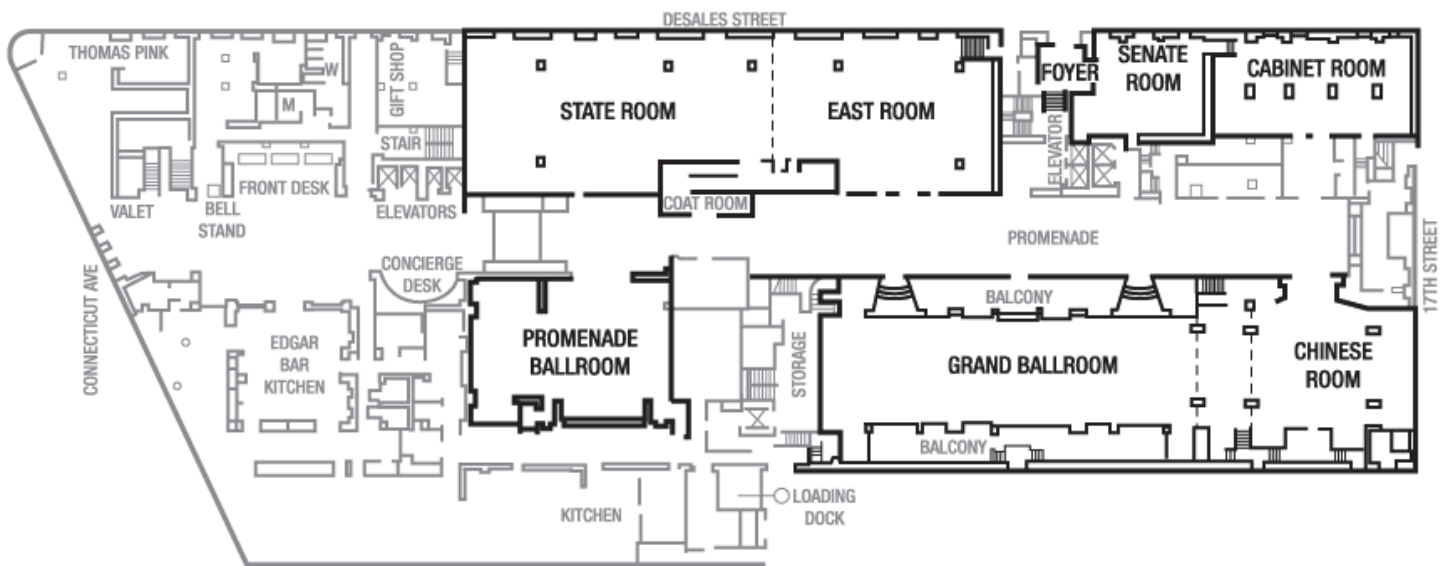
Rona K. Kitchen, Duquesne University School of Law, **Chair-Elect**

The Mayflower Hotel Floor Plan

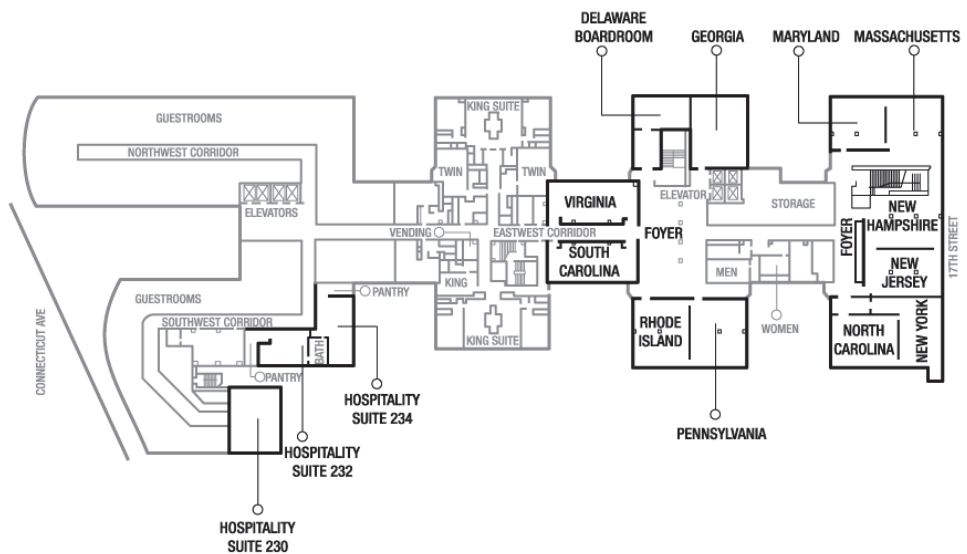
Lower Level



Lobby Level



Second Level



2018

FACULTY RECRUITMENT CONFERENCE

Thursday, October 11 – Saturday, October 13
Washington, DC

2019

ANNUAL MEETING

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

CONFERENCE ON CLINICAL LEGAL EDUCATION

Friday, May 3 – Tuesday, May 7
San Francisco, CA

FACULTY RECRUITMENT CONFERENCE

Thursday, October 3 – Saturday, October 5
Washington, DC

2020

ANNUAL MEETING

Thursday, January 2 – Sunday, January 5
Washington, DC

FACULTY RECRUITMENT CONFERENCE

Thursday, October 15 – Saturday, October 17
Washington, DC

