



AALS Updates Designs for Web site, Logo, Publications

The AALS logo has recently been renovated to more appropriately reflect our mission, history and prestige. The logo's graphic shapes come together to form an upward-pointing pyramid, representing the strength, leadership, and commitment to improvement that the AALS embodies. Integrated in this concept is the shape of an open book, which refers to the field of legal education.

The new logo will be featured on the new AALS Web site (www.aals.org), which will be launched in the Fall of 2005. AALS.org will remain a comprehensive resource for information on legal education and will feature a new sophisticated design and a more intuitive navigation and search system.

In addition to the new logo and Web site, AALS will also be releasing a new look and feel for all of its professional development brochures and publications.

For questions or comments about the new logo, publications or Web site, please e-mail Sean Prichard at sprichard@aals.org.

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Ten Major Changes in Legal Education Over the Past 25 Years

by *N. William Hines*

The proposition that change is an integral part of the human condition has been advanced regularly ever since people first started writing down their thoughts. The Greek philosopher Heraclites invoked this insight poetically in 500 B.C. when he penned: "You cannot step twice into the same river." In June 2005, Latifa Al Maktoum, a senior graduating from Zayed University, a women's college in the United Arab Emirates, expressed the same idea in her student commencement address in these words: "They say the only constant in life is change. Whether good or bad, promising or hopeless; whether it happens overnight, or whether it takes years, change is inevitable. People change too; the only difference is that we have a choice in how we want to change." Legal education is certainly as subject as any other institution to the phenomenon of change, but in our world there is always reason to wonder how much choice we actually can exercise over its direction.

In my last President's Message I cited favorably Robert Stevens' exhaustive history of U.S. law schools, which traces the development of legal education in this country from Colonial times up to the early 1980s. Many changes have occurred in U.S. legal education since the publication of Stevens'

book. In this month's message I propose to identify what I think are the ten most important changes in the law school world during the past 25 years. My enumeration of major changes is not exactly a David Letterman Top Ten recital, but it does lean in that direction. Drum roll, please. Number 10 – Effects of the *U.S. News* Rankings; Number 9 – Emphasis on Professional Ethics and Responsibility; Number 8 – Ramifications of the Rising Cost of a Legal Education; Number 7 – Financial Reliance on External Constituencies; Number 6 – Professionalization of Legal Research and Writing Instruction; Number 5 – Growth in Interdisciplinary Teaching and Research; Number 4 – Increased Attention to Professional Skills Training; Number 3 – The Revolution in Digital Technology; Number 2 – Continued Diversification of the Law School Community; and Number 1 – Globalization of Law and Legal Practice. Let me elaborate my reasons for including these specific changes in my Top Ten list, and indicate what AALS has done to assist member schools adapt to them.

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Major Changes in Legal Education

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10. Effects of U.S. News Rankings

It may seem odd to start a list of major changes in legal education with a popular magazine's annual survey. I suppose it is just a former dean thing. I readily admit to some bias on this point, having agonized over the *U.S. News* rankings every year since their inception in 1987, but I am not alone in my concerns. As recently as this April a formal symposium was convened at the University of Indiana to discuss the next generation of law school rankings and their projected impacts. Add up all the time, money, energy and angst wasted by leaders in American legal education that are directly attributable to the *U.S. News* ranking, and I think it is hard to dispute their place on a Top Ten list, troubling though that recognition might be.

Before *U.S. News* stumbled on to this relatively inexpensive way to boost magazine circulation by manufacturing a type of news about which Americans seem to have an insatiable curiosity, there were other ratings of law schools around, but no one paid much attention to them. This disinterest was because they either ranked only a few very top schools, or if they purported to rank all law schools, they almost totally lacked credibility. By creating a seemingly "scientific" ranking scheme combining surveys of the opinions of "experts" about reputation with analyses of a number of hard facts presumably associated

with quality, *U.S. News* created a news product that was much harder to ignore or discredit. Once the magazine started its present practice of ranking all ABA approved law schools in 1992, it attracted the attention of the entire legal profession because everyone who was a law graduate, teacher, student or a prospective student wanted to know where his or her school was ranked.

A person from a different discipline or culture could sensibly ask: How could a mere magazine ranking have so profound an influence on the whole of legal education, particularly when the leaders of the legal education establishment (including AALS) have, since 1990, been in rare and consistent public agreement that it is deeply flawed and should not be taken seriously? The answer may be hard for someone outside the academic realm to believe, but the *U.S. News* rankings cause problems simply because too many consumers of the rankings, some of whom should know better, take them far too seriously. These consumers include central university officials, boards of trustees, legislators, alumni leaders, potential donors, faculty candidates, upwardly mobile faculty, current and prospective students.

What are the problems to which I refer? Here are three examples of distortions that excessive concern over *U.S. News* rankings have been known to create. First, and most obvious, is the torrent of promotional materials generated over the

past decade by schools wishing to raise the visibility of their programs in the eyes of the deans, faculty members, judges and lawyers who are invited to complete the reputation surveys that make up 40% of the ranking. In times of tight budgets, it is not hard to imagine that schools could put the resources expended on this self-promotion to more productive academic uses.

Second, because the average LSAT score of every school's entering students is a critical factor in the rankings analysis, there is reason to believe a substantial number of law schools may have adjusted their admissions practices to give greater weight to the LSAT than the LSAC itself recommends. This practice operates to the obvious detriment of applicants with high GPAs, but less than outstanding LSAT scores, some of whom would very likely enhance the diversity of the school. Partly to discourage this practice, the official reporting of a school's LSAT as a median number was changed a few years ago and schools now report only the 75th and 25th percentile numbers. This countermeasure was foiled by U.S. News, however, by simply averaging the two numbers reported to create its own proprietary median number, ignoring completely the likelihood that in some cases the school's actual median would be different. LSAT is reportedly working on creating an LSAT score that is tailored to each individual school's application pool, thereby eliminating a number that has national significance. All of this unproductive churning is the result of the perception that U.S. News ranking analysis induces

schools to inappropriately over-emphasize LSAT scores in their admissions decisions. Reducing the size of the entering class or shifting marginal entrants to part-time programs are other strategies some schools are alleged to have adopted to improve their LSAT showings.

Third, another sensitive factor in the U.S. News analysis is the rate of student employment at graduation, information that, unlike almost all other data schools are requested to report, is not subject to external verification through published ABA consumer information reports. There is reason to believe that law schools have manipulated

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this reporting by such practices as treating students temporarily employed in non-legal jobs as fully employed as lawyers, or by hiring all of their own students who are unemployed at graduation as temporary employees of the school. It is also suspected that some schools may engage in creative accounting measures to inflate this data.

Instead of undertaking questionable strategies to improve the statistics they report, why don't schools just opt out if they think the rankings are bogus and hurtful? Two reasons: If a school does not

respond to the U.S. News request for information, the magazine will then estimate the missing data and publish its ranking on that basis. Second, besides facing the risk of unflattering estimates, many schools feel they are in a prisoner's dilemma; they would not participate if they could be sure competitors were not participating, but they cannot be so assured and thus they feel they must protect themselves by furnishing the requested data.

Realistically, it is unlikely the U.S. News rankings will go away any time soon. The legal education establishment has pressed U.S. News for years, that if they insist on doing these annual rankings, to limit their publication of law school rankings in the same manner as they do all their other rankings, that is, to publish only a top 25 or top 50 listing instead of purporting to rank every accredited law school. Until such a change is made, deans will continue to be fired or retained, faculty will accept or reject offers, law firms will hire or not hire graduates, and students will enroll or not enroll on the basis of unreliable, if not misleading, information published in the U.S. News rankings.

9. Emphasis on Professional Ethics and Responsibility

In the post-Watergate years leading up to 1980 there was a constant, though somewhat misguided, public demand for law schools to place more emphasis on formal instruction in legal ethics, and the ABA ultimately amended its accreditation standards to require that

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every student must take a course in the subject. Ethics teachers of the time, however, generally felt this formal requirement missed the point because the conventional legal ethics course was both over inclusive and under inclusive in regard to the ethical sins of the key players in the Watergate cover up. There were also high profile debates within the legal academy during this era about the application of the duties of confidentiality and

Instilling in law students an appropriate sense of their professional obligations is obviously an important element of a quality legal education...

loyalty to the criminal defense bar.

My sense is that while many of the same issues still foment disagreement today, the voices in the current debate are much more diverse and the positions taken are both less polar and involve drawing more subtle distinctions about lawyer misbehavior. Also, the range of issues drawing attention from both the bar and the academy is much broader today than 25 years ago. For example, the fairly recent revisions of the ABA Model Code, the Ethics 2000 Report and the Sarbanes-Oxley

law have all intensified discussions of longstanding ethics issues, and the globalization of law and legal practice has added a new set of issues to the traditional inquiries about how a professionally responsible lawyer should meet duties to clients, courts and the public.

Another new dimension added to the professional responsibility mix in law schools since 1980 is the ongoing campaign to elicit greater pro bono service from the practicing bar by instilling in law students (and faculty) a stronger commitment to undertake pro bono work on behalf of clients of limited means. In 1996 the ABA amended its accreditation standards to call on law schools to “encourage students to participate in pro bono activities and provide opportunities for them to do so.” In 1997 the AALS created a Commission on Pro Bono and Public Service Opportunities.” The Commission’s report, “Learning to Serve,” was published in 1999. It analyzed a national survey of law school pro bono practices and strongly encouraged law schools to do more to promote pro bono activities.

In a few schools today mandatory pro bono requirements are enforced; in other schools volunteer pro bono work is strongly encouraged and rewarded, but many schools still maintain a more laissez faire attitude toward pro bono for students and faculty. In a recent empirical study Deborah Rhode, who appointed the Pro Bono Commission during her term

as AALS President, investigated the effects of these different approaches in stimulating pro bono representation by young lawyers. She surveyed the actual pro bono work undertaken by graduates of six law schools. Her preliminary results suggest that the type of law school pro bono program graduates experienced is much less strongly associated with the actual performance of pro bono work in practice than are workplace incentive structures and a personal sense of moral obligation to help others. Rhode’s findings appear to vindicate the skepticism expressed by many in the legal academy toward the premise that students’ personal commitment to provide pro bono services when they enter practice can be significantly influenced by requiring or exhorting students to provide pro bono service while in law school. Instilling in law students an appropriate sense of their professional obligations is obviously an important element of a quality legal education, so the final chapter in this continuing saga is far from written. The question of how best to stimulate greater pro bono legal services to those in greatest need will no doubt continue to enliven academic debate.

8. Ramifications of the Rising Cost of a Legal Education

In 1980 obtaining a legal education was not particularly expensive compared to other types of graduate-level training, and law tuitions

were not appreciably higher than tuitions charged undergraduates or candidates for masters degrees. As a result, most law students graduated from law school with little or no debt. Over the past 25 years the costs of providing a quality legal education have escalated much more rapidly than average wages and general inflation, and law tuitions have climbed even faster. The ABA reports that the average law tuition at a public law school is now over \$9,000 for residents and over \$20,000 for nonresidents, while the average private law school tuition is nearly \$26,000.

The investment required of students to obtain a J.D. today has increased to the level that most students borrow heavily and few students are able to begin their professional careers without having to repay a substantial student loan debt over the years following their graduation. In 2003, for example the ABA reported the median debt load for graduates of public law schools was roughly \$45,000, while the median debt for private law school graduates was nearly \$69,000. These figures were just for debt students incurred while in law school, and did not include borrowing carried over from undergraduate years, which for many students was quite substantial.

The ramifications of this high cost/high debt norm for students in the nation's law schools are not difficult to identify. Higher tuitions mean greater institutional investments in student financial aid, particularly in an increasingly competitive marketplace for students, and this in turn drives costs even

higher. High debt loads not only heighten students' stress associated with finding good employment after law school, increasing the burden on career services offices, they also limit graduates' abilities to pursue lower paying careers in the public sector. This problem in turn creates a need for government-sponsored loan forgiveness programs to help attract graduates into public interest and public service jobs. Concern about the adverse impact of excessive debt load has also stimulated a number of law schools to establish their own loan repayment assistance programs, but these too add to the cost of providing a legal education. An ABA official recently observed that if the trends described above are not moderated, both the access to legal education and the quality of the education itself will become at risk at a significant number of U.S. law schools.

While the AALS has not been directly involved in efforts to preserve financial access to legal education or reduce student debt loads, in the late 1990s the Association participated in a joint project with other organizations concerned with the implications of rising educational costs and heavy student debt loads. Some of the findings of this study were reported in 2003 in an article in the AALS Journal of Legal Education.

7. Financial Reliance on External Constituencies

The rapidly rising costs incurred in providing quality legal education over the past 25 years, coupled with the shrinking level of support for public higher education in the

last decade, have made it imperative for law schools to search more widely for needed revenues. Tuition remains the primary source of revenue for most law schools, but it is worthy of note that the ability of schools to raise tuitions substantially over the past decade, as described above, was in large measure

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the result of the relative ease with which law students could borrow money on favorable terms to pay a large proportion of their education expenses. The federal program used primarily by law students is the Stafford Loan. In 1993 the Stafford Loan limits were raised by Congress to \$18,500, still the maximum annual amount law students can borrow. In 2003 the ABA reported the annual amount of borrowing by law students was \$2.55 billion, a high proportion of which ends up going to law schools as tuition payments, making these government loans the single largest source of external support for legal education today.

The second most important source of external support is private gifts from individuals, mostly law alumni, friends of the school, the bar, corporations and foundations. Annual contributions and the income from past gifts of

Preliminary Report Released by Committee on Recruitment and Retention of Minority Faculty

The AALS plans to release two recent reports: 1) the AALS Preliminary Report on the Retention of Minority Law Faculty, and 2) its Committee Commentary.

Concerned that initial gains in the hiring of minority law faculty might have been defeated by losses due to lack of retention, the AALS Standing Committee on the Retention and Recruitment of Minority Law Faculty recommended a study of minority law faculty retention. In 2004, AALS commissioned AALS statistician Rick White to assemble data on the retention and promotion of law faculty. This data is now released as the AALS Preliminary Report on the Retention of Minority Law Faculty, and is the first study of its

kind to document the movement and transition of law faculty and in particular, minority law faculty.

The AALS Preliminary Report tracks the promotion and retention of two cohorts of faculty hired by law schools – one in 1990-91 and the other in 1996-97 academic years. The AALS Preliminary Report is a study of an entire population, rather than a sample of a population. Notably, the AALS Preliminary Report found that while gains in women hires are sustained by comparable gains in retention, the same is not true for racial minorities. Distressingly, the AALS Preliminary Report identified substantial racial gaps in the hiring, retention and tenure of minority law teachers. For ex-

ample, the hiring of minority law faculty dropped in 1996-1997 than 1990-1991. While 1991, 74 percent of white professors were awarded tenure as compared to 60 percent of people of color, this disparity increased dramatically in 1996-1997, when 73 percent of white professors were granted tenure as compared to 47 percent for minority professors.

The Committee Commentary accompanies the AALS Preliminary Report as a narrative commentary to the data. The Commentary reminds member schools of existing research on conditions facing minority law faculty and offers “best practices” remedies for member schools. The Committee Commentary is important in providing context to the data as well as affirmative suggestions to support diversity within member schools, and should be read in conjunction with the Preliminary Report.

Given that racial diversity stands as a core AALS value, the AALS Standing Committee on Recruitment and Retention of Minority Law Faculty has organized a panel at the Annual Meeting to address some of these issues. This panel entitled, “Surviving and Thriving Tenure: Concrete Steps for People of Color and their Law Schools to Take to Make Tenure Successful,” is scheduled for Friday, January 6, 2006 at 4:00 p.m. The AALS Preliminary Report and its Committee Commentary can be accessed and downloaded on the AALS website.

AALS Invites Committee Appointments Suggestions

Judith C. Areen (Georgetown), President-Elect of the Association, will begin work this fall on committee appointments for 2006. She will appoint for three-year terms members of the following standing committees: Academic Freedom and Tenure, Audit and Association Investment Policy, Bar Admission and Lawyer Performance, Clinical Legal Education, Curriculum and Research, Government Relations, Libraries and Technology, Membership Review, Professional Development, Recruitment and Retention of Minority Law Teachers, Sections and Annual Meeting, and the Journal of Legal Education Editorial Board.

Suggestions of member school faculty who should be considered for appointment to these committees should be sent to Carl C. Monk, Executive Director, at 1201 Connecticut Avenue N.W., Suite 800, Washington, D.C. 20036-2717.

AALS Offers Faculty Recruitment Services for 2005-2006

The Association has a variety of recruitment services designed to assist law schools with their hiring needs.

Placement Bulletin

This publication provides the forum for law schools throughout the United States, Canada, and Australia to announce position openings, including visitorships and other non-permanent positions. Two copies are sent to law school deans, beginning in September, with a request that one copy be posted on the faculty bulletin board. The Placement Bulletin will be distributed on August 26, September 16, September 30, and March 10. Deadline dates for receipt of notices for 2005-06 are three weeks prior to publication date (August 4, August 25, September 8, and February 16). Unless otherwise specified, announcements are listed in only one edition. Announcements should be mailed or faxed (202-296-8869) to the attention of Kim Milford at the AALS National Office.

Faculty Recruitment Conference

The 2005 Faculty Recruitment Conference (FRC) will be held November 10–November 12 at the Marriott Wardman Park Hotel in Washington, D.C. The FRC affords an opportunity for law school deans and faculty recruitment team members to meet with a large number of prospective law teachers and administrators in a relatively short period of time at reduced cost. For further

information, contact the AALS.

Faculty Appointments Register

The Faculty Appointments Register (FAR) consists of standardized biographical data forms and is available to deans of all AALS law schools and other participating law schools in August, September, October, and February. The FAR is not designed to serve as a complete resume but does provide basic information to help schools determine whether they are sufficiently interested in a registrant to contact the registrant and arrange an interview during the Faculty Recruitment Conference.

Visiting Faculty Register

The Association is presently accepting names for its October edition of the Visiting Faculty Register (VFR). Since 1971, the AALS has offered to full-time law teachers at approved schools an opportunity to be listed in the VFR. This register, which is sent to deans and is made available to appointments committees, lists information such as the subjects a visitor is interested in teaching, as well as time period and location preferences. It is a service available to those interested in considering invitations to visit for all or part of an academic year but does not apply to summer visiting positions. The VFR form also solicits information on interest in visiting at Canadian or Australian law schools. The VFR is published in October and

February, with respective deadlines for submission of the register form on October 10 and February 10. Faculty interested in being listed in this register may call Annette Headley at (202) 296-6475.

Foreign Visiting Faculty Register

Twice each year the Association circulates to law school deans a list of foreign legal scholars interested in visiting at a U.S. law school. The Foreign Visiting Faculty Register contains a summary of biographical information on each registrant, including his or her education, present law school affiliation, teaching experience in common law countries, U.S. law teacher references, and date of availability. The Foreign Visiting Faculty Register is also published in October and February.

List of Retiring Faculty

Many deans have expressed an interest in recruiting visiting faculty members from among those who have recently retired at other law schools. In response, the Association has for the past several years solicited the names of retiring faculty and published a list that is sent to deans in October and February of each year.

Committee on Nominations Invites Recommendations

The Committee on Nominations for 2006 AALS Officers and Executive Committee members, chaired by Patricia O'Hara, Notre Dame Law School, invites suggestions for candidates for President-Elect of the Association and for two positions on the Executive Committee. The committee will meet in September to recommend candidates for these positions to the House of Representatives at the January 2006 Annual Meeting in New Orleans. Suggestions of persons to be considered and relevant comments should be sent to Executive Director Carl Monk at 1201 Connecticut Avenue, N.W., Suite 800, Washington, DC 20036-2717. President N. William Hines has appointed an able, informed, and representative Nominating Committee. This committee would very much appreciate your help and the help of members of your faculty in generating names for its consideration.

The other members of the Committee on Nominations are: Mary L. Dudziak (Southern California); Claudio Grossman (American); Alex M. Johnson, Jr. (Minnesota); Dennis O. Lynch (Miami); Toni Marie Massaro (Arizona); and Wendy Collins Perdue (Georgetown).

2006 Annual Meeting At-A-Glance

Wednesday, January 4, 2006

Registration	6:00–9:00 PM
Exhibit Hall Grand Opening	6:00–9:00 PM

Thursday, January 5, 2006

Registration	7:00 AM–8:00 PM
Exhibit Hall	8:00 AM–5:00 PM
Section Extended Programs	9:00 AM–5:00 PM
Section Field Trips	8:00 AM–5:00 PM
AALS Workshops	8:45 AM–5:00 PM
Workshop on Integrating Transnational Perspectives into the First Year Curriculum	
Workshop on A Search for Balance in the Whirlwind of Law School	
Section Luncheons	12:15–1:30 PM
House of Representatives, First Meeting	5:15–6:30 PM
Section Business Meetings	6:30 PM
School and Organization Receptions	6:30 PM

Friday, January 6, 2006

Registration	8:00 AM–7:00 PM
Exhibit Hall	8:00 AM–5:00 PM
Special Meeting & Continental Breakfast	7:15–8:30 AM
for Beginning Law Teachers	
Section Breakfasts	7:00–8:30 AM
Section Programs	8:30–10:15 AM
Section Programs	10:30 AM–12:15 PM
AALS Luncheon	12:30–2:00 PM
AALS Plenary Session	2:15–4:00 PM
Section Programs	4:00–5:45 PM
AALS Gala Reception	6:00–8:00 PM
Section Business Meetings	8:00 PM

Saturday, January 7, 2006

Registration	8:00 AM–5:00 PM
Exhibit Hall	8:00 AM–1:00 PM
Section Breakfasts	7:00 AM–8:30 AM
Section Programs	8:30 AM–10:15 AM
Section Programs	10:30 AM–12:15 PM
Section Luncheons	12:15–1:30 PM
Section Programs	1:30–3:15 PM
Section Programs	3:30–5:15 PM
House of Representatives, Second Meeting	5:15–6:30 PM
School and Organization Receptions	6:30 PM

Sunday, January 8, 2006

Registration	8:00 AM–12:00 PM
Breakfast for AALS Section Officers	7:00–8:45 AM
Section Programs	9:00 AM–12:00 PM
Section Programs	9:00–10:45 AM

2006 Annual Meeting Plenary Sessions Examine Empirical Scholarship



This year's annual meeting is planned to carry forward recent efforts to enhance the Association's role as the learned society of the legal academy. The theme for this annual meeting is Empirical Scholarship. There is a long tradition of empirical scholarship in law and there has recently been a burgeoning of interest in conducting empirical research in America's law schools. In developing the program for these plenary sessions, it is the foundational assumption that there is no "orthodoxy" in so far as what counts as empirical scholarship, beyond the understanding that the objective of all empirical research is to discover the salient facts that are critically important to a reasoned assessment of the fairness and efficacy of legal rules and the

enlightened administration of justice. How these facts are uncovered, how they are analyzed, and what conclusions are drawn from them will depend on the skills of the empirical researcher in applying the methodology appropriate to the specific inquiry. It is the aspiration of these plenary sessions to present a wide range of ideas, methodologies and projects involving different types of empirical research in the hope that attendees will not only become better informed about empirical work currently underway at the nation's law schools, but will perhaps be inspired to consider adding an empirical component to their own scholarly agendas.

This program on Empirical Scholarship will be presented in three concurrent plenary sessions. The first session, Conducting Empirical Research in a Law School Setting, will take up institutional issues that arise when empirical research is conducted in a law school setting. The five topics selected were chosen from a dozen or more that could have been discussed, but are believed to be representative of issues that commonly arise. President N. William Hines (Iowa) will serve as the moderator and the speakers will be John J. Donohue, III (Yale); Marc S. Galanter (Wisconsin); Tracey E. George (Vanderbilt); Elizabeth Ellen Mertz (Wisconsin); and Frank W. Munger (New York Law School).

Methodological Challenges Facing Today's Empirical Scholars is the title of the second session and it will focus on empirical research methodology, primarily contemporary social science methodology adaptable to empirical research in law. The speakers will be Ian Ayres (Yale); Lee Epstein (Washington University); Michael Heise (Cornell); Keith Norman Hylton (Boston University); and Shari Seidman Diamond (Northwestern) who will also serve as the moderator. Again, the topics presented only scratch the surface of the rich methodological lode that could be mined by legal researchers.

The third session, Showcase for Exemplary Empirical Projects, is the AALS version of "Show and Tell". Five active empirical researchers will present the projects on which they are working, explain the questions they seek to answer, describe the methodologies employed, report their findings, and answer audience inquiries. Speakers include: Jane E. Larson (Wisconsin); Thomas W. Mitchell (DePaul); Catherine M. Sharkey (Columbia); and Franklin E. Zimring (California, Berkeley). Theodore Eisenberg (Cornell) will serve as the session's moderator as well as a speaker.

Time has been allocated in all three plenary sessions for audience participation.

The Honorable Guido Calabresi to Address AALS Luncheon

The Honorable Guido Calabresi will be the speaker at the AALS Luncheon at the Annual Meeting. The luncheon will be held on Friday, January 6, at 12:30 p.m. in New Orleans.

Judge Calabresi received his bachelor's degree, *summa cum laude*, from Yale College in 1953; a bachelor's degree from Magdalen College at Oxford University in 1955; an LL.B. degree in 1958 from Yale Law School; and a master's degree in politics, philosophy and economics, from Oxford University in 1959. A Rhodes Scholar and member of Phi Beta Kappa and Order of the Coif, Calabresi served as the note editor of the Yale Law Journal from 1957-1958.

In 1961, he published the paper "Some Thoughts on Risk Distribution and the Law of Torts" in the Yale Law Journal. This research was subsequently expanded in his 1970 book titled *The Cost of Accidents: A Legal and Economic Analysis*. Other works include *A Common Law for the Age of Statutes*, 1982 and *Ideals, Beliefs, Attitudes and the Law*, 1985.

Calabresi was appointed to the United States Court of Appeals for the Second Circuit in 1994. Prior to his appointment, Calabresi was dean and Sterling Professor at Yale Law School from 1985 to 1994. The author of numerous books and articles on law and related subjects, Calabresi continues to serve at Yale Law School as Sterling Professor Emeritus and professorial lecturer.

AALS-Sponsored Events at Annual Meeting

The AALS Executive Committee and other Association committees are sponsoring several programs during the 2006 Annual Meeting. Scheduled programs and events include the following:

On Thursday, January 5 the First Meeting of the AALS House of Representatives will be held from 5:15-6:30 p.m. Emeriti faculty and those who have been chosen by their school as Teacher of the Year will be honored at the Reception for Law Schools' Teachers of the Year and Emeriti Faculty Members from 6:30-7:30 p.m.

On Friday, January 6, AALS will host a Special Meeting and Continental Breakfast for Beginning Law Teachers from 7:15-8:30 a.m. From 8:30-10:15 a.m. the Committee on Sections and Annual Meeting will sponsor the program "Fostering Collaboration in the Academy: The Role of Sections." The Committee on Curriculum and Research will sponsor "Implications of New Empirical Studies on the Future of Law Schools" from 10:30 a.m.-12:15 p.m.

The Honorable Guido Calabresi, U.S. Circuit Judge, United States Court of Appeals, Second Circuit, New Haven, Connecticut, will be the speaker at the Association's Luncheon held from 12:30-2:00 p.m. Immediately following the luncheon will be the Annual Meeting concurrent Plenary Sessions which will begin at 2:15 p.m. (see story on 9).

Also on Friday, the Committee on Recruitment and Retention of

Minority Law Teachers will sponsor the program, *Surviving and Thriving Tenure: Concrete Steps for People of Color and their Law Schools to Take to Successfully Complete the Tenure Process* (see story on page 6). The AALS Scholarly Paper Presentation is from 4:00 until 5:45 p.m. Friday concludes with the Gala Reception at the Aquarium of the Americas beginning at 6:00 p.m.

On Saturday, January 7, the AALS Site Evaluators Workshop will be held from 8:30 to 10:15 a.m. At 1:30 p.m. the Committee on Bar Admission and Lawyer Performance will host the program "Reconceiving Lawyer Licensing: Alternative Models of Assessing Lawyer Competence."

The Association will jointly sponsor two programs with the Association of American Geographers. The first program, "Law and Geography: Geographic Technologies and Locational Privacy" will be held on Saturday from 1:30-3:15 p.m. The second program, "Law and Geography: Race, Ethnicity, and Place" will follow at 3:30 p.m. The Second Meeting of the House of Representatives will be from 5:15-6:30 p.m. and from 6:30-7:30 p.m. the AALS will host a Reception for Foreign Law Teachers.

On Sunday morning, January 8, the AALS Workshop and Continental Breakfast for 2005 and 2006 Section Officers will be held from 7:00 until 9:00 a.m.

Annual Meeting Workshop on Integrating Transnational Legal Perspectives Into the First Year Curriculum

The AALS Annual Meeting Workshop on Integrating Transnational Legal Perspectives Into the First Year Curriculum will be held during the AALS Annual Meeting at the Hilton New Orleans Riverside in New Orleans, Louisiana, beginning at 8:45 a.m. on Thursday, January 5, 2006. It will conclude at 5:00 p.m.

The registration fee for law teachers at AALS Member and Fee-Paid Schools to attend this workshop is included in the Annual Meeting registration fee of \$335.00 if payment is received by November 11, 2005 or \$385.00 if received after November 11, 2005. Attendance will be on a first come, first served basis. Registration materials were sent to your Dean in June. Registration and housing forms can be found at www.aals.org/am2006/transnational. For further information contact registration@aals.org.

Why Attend?

U.S. law schools and faculties have been increasingly concerned with ensuring that their graduates have sufficient knowledge of “transnational” law. As globalization runs its course, students will inevitably confront transnational issues and challenges in legal practice; students also must achieve greater comfort with “transnational” law to practice effectively in the legal environments they will confront over the next decade and to participate in an informed way in national discussions of important policy questions.

And, increasingly, it has come to seem important to ensure that students begin to assimilate transnational perspectives early in their education – in the first year rather than in specialized upper-class courses, -- so that students, faculties, and law schools will collectively understand transnational law as an integral, rather than peripheral, part of their legal education.

What, though, is “transnational” law, and how can it be incorporated into the first-year curriculum? This Workshop includes a range of perspectives within the category transnational law: public international law, private international law, comparative law, and domestic law, especially as it incorporates international and foreign law. The Workshop begins with a discussion of why transnational perspectives are valuable in a contemporary legal education. The presenters will address the new roles U.S. lawyers play in a multinational legal world, the way in which non-U.S. law routinely affects the practice of law today, and the importance of knowing about non-U.S. legal systems to enable graduates so as to be able to deal effectively with lawyers trained in those systems.

“Transnational law” does not, of course, float free of connections to the substantive legal fields typically taught in first year courses. The Workshop will therefore include presentations on incorporating transnational law in the standard first-year courses, including torts, contracts, property,

civil procedure, criminal law and procedure, and constitutional law. Each presentation will have two parts. The first will deal with the substance of the relevant transnational law – the comparative law of tort liability, for example, or the private international law that applies to cross-border commercial contracts for the sale of goods. The second will consider the way in which that new substance can be incorporated into existing courses, by means of “modules” on specific topics, supplementary readings, problems that require students to address transnational legal issues in addition to domestic ones, and the like. Those who attend these sessions should leave them with new ideas for teaching their classes, and with some materials that they can use or build upon in incorporating transnational legal perspectives into their classes.

The Workshop concludes with a plenary discussion addressing the broader, macro-curricular questions of how to incorporate transnational perspectives in the first year. One presenter will provide an example of a curriculum comprehensively reorganized around the idea that contemporary legal education must be transnational. Others will discuss the forms of institutional support that might be needed to develop new courses or materials, and the various ways in which law schools can build transnational law into the first year through elective courses, “bridge”

Annual Meeting Workshop on A Search for Balance in the Whirlwind of Law School

AALS Annual Meeting Workshop on A Search for Balance in the Whirlwind of Law School will be held during the AALS Annual Meeting at the Hilton New Orleans Riverside in New Orleans, Louisiana, beginning at 8:45 a.m. on Thursday, January 5, 2006. It will conclude at 5:30 p.m.

The registration fee for law teachers at AALS Member and Fee-Paid Schools to attend this workshop is included in the Annual Meeting registration fee of \$335 if received by November

11, 2005 or \$385 if received after November 11. Attendance will be on a first come, first served basis. Registration materials were sent to your Dean in June. Registration and housing forms can also be found at www.aals.org/am2006/. For further information contact registration@aals.org.

The challenging and intellectually rigorous law school experience often takes a toll on the physical, mental and emotional well-being of law students. Recent data indicates that students leaving law school are

more depressed, less service-oriented, and more inclined toward undesirable, superficial goals and values. This workshop uses these facts as a departure point for examining what we are doing in legal education that may contribute to the decline in student well-being. To what extent, if any, are these problems due to the way we teach, the kind of classes we offer, inadequate student support, or law schools' dogged insistence that the affective and spiritual lives of our

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Integrating Transnational Legal Perspectives

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periods, cooperative programs with on-U.S. law schools, and more.

The Workshop should be useful to individual teachers interested in building new perspectives into their existing courses, and to faculty members and administrators interested more generally in curricular changes and planning.

Confirmed speakers include: Diane Marie Amann (California at Davis); Martin H. Belsky (Tulsa); Anita Bernstein (Emory); Andrea K. Bjorklund (California at Davis); Hannah L. Buxbaum (Indiana-Bloomington); Kevin M. Clermont (Cornell); William S. Dodge (California, Hastings); Markus D. Dubber (SUNY); Antonio Gidi (Houston); Ruth E. Gordon (Villanova); Helen

Hershkoff (NYU); Duncan Baker Hollis (Temple); Keith Norman Hylton (Boston Univ); Rosalie Jukier (McGill University, Montreal, Quebec, Canada); Harold Hongju Koh (Yale); M. Stuart Madden (Pace); Thomas Orin Main (McGeorge); Elizabeth Rindskopf Parker (McGeorge); Ellen S. Podgor (Georgia State); Michael D. Ramsey (San Diego); Lauren K. Robel (Indiana-Bloomington); Jacqueline E. Ross (Illinois); Joel H. Samuels (South Carolina); Edward F. Sherman (Tulane); Neil S. Siegel (Duke); Christopher Slobogin (Florida); David V. Snyder (Tulane); Peter L. Strauss (Columbia); Kellye Y. Testy (Seattle); Stephen C. Thaman (Saint Louis); Carlos Manuel Vazquez (Georgetown); Melissa

A. Waters (Washington and Lee); Lorraine Weinrib (University of Toronto); Jack M. Weiss, Esq. (Gibson, Dunn & Crutcher, LLP, New York, New York); Margaret Y.K. Woo (Northeastern); Patrick Woolley (Texas); and Joachim Zekoll (Tulane).

The planned sessions are: What is Transnational Law and Why Does It Matter?; Institutional Support and Approaches to Integration. The concurrent sessions are: Civil Procedure, Constitutional Law, Contracts, Criminal Law & Procedure, Property, and Torts

Members of the Workshop Planning Committee are Janet Levit (Tulsa); Sadiq Reza (NYU); Thomas D. Rowe (Duke); Mark V. Tushnet (Georgetown), Chair; and David A Wirth (Boston College).

Balance in the Whirlwind

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students are irrelevant to the job of preparing competent practitioners? This day-long workshop will explore such issues and examine claims of lack of balance in law student's lives, possible explanations for the lack of balance, and creative ways in which balance might be achieved through different teaching methods or goals, new courses and student support.

Speakers include: Mary Garvey Algero (Loyola, New Orleans); Jeanne Anselmo (Certified Holistic Nurse, Pumpkin Hollow Farm - The Northeast Theosophical Retreat Center, Craryville, New York); Richard A. Boswell (California-Hastings); Susan J. Bryant (CUNY); Deborah Ann Calloway (Connecticut); Robert F. Cochran, Jr. (Pepperdine); Winston Boyd Crisp (North Carolina); Susan Swaim Daicoff (Florida Coastal); Sharon Dolovich

(UCLA); Barbara A. Glesner Fines (Missouri-Kansas City); Daisy Hurst Floyd (Mercer); Clark J. Freshman (Santa Clara); Victor M. Goode (CUNY); David Hall (Northeastern); Charles Halpern (Chair, Center for Contemplative Mind in Society, Berkeley, California); Gerald F. Hess (Gonzaga); Lawrence S. Krieger (Florida State); Samuel J. Levine (Pepperdine); Paula Lustbader (Seattle); Odeana R. Neal (Baltimore); Jerome M. Organ (St. Thomas); Calvin Pang (Hawaii); Jean Koh Peters (Yale); Martha Peters (Iowa); Ellen S. Pryor (Southern Methodist); Reginald Leamon Robinson (Howard); Robert P. Schuwerk (Houston); Thomas L. Shaffer (Notre Dame); Marjorie A. Silver (Touro); James Justesen White (Michigan); Stephanie M. Wildman (Santa Clara); Arlene

Wiltz (Chaplain, University Ministry, Loyola University, New Orleans, Louisiana); and Bruce J. Winick (Miami).

Workshop topics include: Losing Balance: Impact of Law School on Student's Well-Being; Choosing Balance: Alternate Approaches; Using Balance: Moving Forward; and Concurrent Sessions: Affective, Contemplative Practices, Connection to Purpose, Religion in Law School, Spirituality, Student Services/Counseling, and Teaching Methods and Grading

The members of the Planning Committee are Jane H. Aiken (Washington University), Chair; Steven H. Hobbs (Alabama); Ann L. Iijima (William Mitchell); and Leonard L. Riskin (Missouri-Columbia).

Annual Meeting Hot Topics

Once again, time is being reserved in the Annual Meeting schedule for programs devoted to late-breaking legal issues or topic. Faculty members who are interested in organizing a panel on such an issue or topic will have the opportunity to submit proposals until November 21, 2005 for the 2006 Annual Meeting. The purpose of this special "hot topics" slot is to provide a forum for a panel presentation on a timely and important issue of general interest that arises after the deadline for section and other programs.

Proposals will be evaluated by the immediate Past President of the AALS in consultation with the Executive Committee. If no program proposals are chosen for any particular year, the reserved slot will not otherwise be filled.

Proposals may be sent to AALS Deputy Director Elizabeth Patterson, Association of American Law Schools, 1201 Connecticut Ave. N.W., Suite 800; Washington, D.C. 20036-2717 or by e-mail to epatterson@aals.org.

2006 Mid-Year Offers New Ideas, Criminal Law, and Intellectual Property

The 2006 AALS Mid-Year Meeting will be held from June 10-16 at the Sheraton Vancouver Wall Centre Hotel in Vancouver, British Columbia, Canada. The Mid-Year offers registrants the opportunity to participate in up to three professional development programs. You can choose to register for the two workshops and/or conference. The 2006 programs to be offered are the Conference on New Ideas for Law School Teachers, the Workshop on Criminal Law and Procedure, and the Workshop on Intellectual Property.

The AALS Member & Fee Paid School Faculty Fee for the entire Mid Year Meeting is \$855 (\$770 if received prior to May 8, 2006). The Workshops' registration fee is discounted 50% when signing up for the entire meeting. The rate at the Sheraton Vancouver Wall Centre is \$209.00 CAD (\$171 US at the time of printing) for single or double occupancy, plus 7% Goods and Service Tax and 10% Provincial Sales Tax.

Mid-Year Conference on New Ideas for Law School Teachers: Teaching Intentionally

The conference on New Ideas for Law School Teachers will take place June 10-14, 2006 in Vancouver, British Columbia Canada. The registration fee for the Conference is \$535 for AALS Member and Fee-Paid School Faculty if received prior to May 8, 2006 (\$595 after May 8). Visit the Web site www.aals.org/2006midyear/newideas/ for details on housing and registration information.

Experienced teachers face challenges that new teachers do not. After years of deepening our expertise, creating materials and lectures, and working with students, we may find that we have stopped taking risks in our teaching – indeed, that we have stopped teaching intentionally, and now teach by habit. This Conference is designed to help us reexamine all aspects of our teaching and to provide many opportunities to look with fresh eyes at familiar classes.

The scholarship of teaching and learning has blossomed in recent years, and we begin by asking what it can tell us about how learning actually occurs. We then work through the steps involved in identifying learning goals; in creating a classroom where deep learning occurs; and in assessing our students' learning. Along the way, we will examine some of the barriers to deep learning, as well as talk about using technology effectively; how to get useful feedback from students; and perhaps most impor-

tantly, how to bring the information from the conference back to your home institution effectively.

The conference goal is to provide all participants with not only new ideas, but also new knowledge, and to do so in a supportive and collegial environment.

The Planning Committee has gathered a distinguished list of Conference speakers include which includes: Judith C. Areen (Georgetown); Derrick A. Bell, Jr. (NYU); Charles R. Calleros (Arizona State); Roberto L. Corrada (Denver); Dr. James R. Davis (Dean, University College, Professor, Higher Education and Adult Studies, Denver, Colorado); Steven I. Friedland (Nova Southeastern); Kevin R. Johnson (California at Davis); Raleigh Hannah Levine (William Mitchell); Penelope J. Pether (Villanova); Jennifer Lorraine Rosato (Brooklyn); and Sophie M. Sparrow (Franklin Pierce).

Topics include: Replacing Hunches about Learning with Empirical Data; What Are The Questions We Need to Ask Before We Teach; Creating a Classroom Where Deep Learning Occurs: Participatory Learning; Assessment and Feedback During the Course; How to Assess if Goals Have Been Met: Test What You Teach; Student Evaluation; Operationalize This; Institutionalize This. Concurrent Sessions: Enhancing Teaching with PowerPoint; Opportunities

Mid-Year Workshop on Criminal Law and Procedure: Lessons from other Disciplines and New Realities

The Mid-Year Meeting Workshop on Criminal Law and Procedure: Lessons from other Disciplines and New Realities will be held June 14-16, 2006 in Vancouver, British Columbia, Canada. The registration fee for the Workshop is \$470 for AALS Member and Fee-Paid School Faculty if received prior to May 8, 2006 (\$530 after May 8). Visit the Web site www.aals.org/2006midyear/criminal/ for details on housing and registration information.

Stability is not a hallmark of the law of criminal justice. World events have highlighted new threats and birthed new fears. Courts and lawmakers have responded to these

events, creating in turn a panoply of questions about the procedural rights of the criminally accused and the proper use of the criminal sanction. Every year the United States Supreme Court accepts and decides cases in the criminal justice area in ways that sometimes affirm, but more often clarify, modify, or even abandon established criminal justice doctrines.

This fluid state of world events and the evolving nature of law in the criminal justice area is matched by a growing number of important bodies of work outside of the legal academy, and deepening theoretical understandings inside of it. The quest to keep current in

the face of theoretical refinements occurring within the discipline often seems challenge enough, leading us to neglect to consider the lessons of other these disciplines and how that work might also contribute to the questions that continue to engage us.

This multi-day Workshop will provide an opportunity for criminal law and procedure teachers and scholars to enjoy some time together reflecting upon recent developments in the criminal justice field in a quickly changing world. Our discussions will reach beyond the boundaries that often cabin our courses and our scholarship. They will incorporate the

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Mid Year Workshop on Intellectual Property

The Mid-Year Meeting Workshop on Intellectual Property will be held June 14-16, 2006 in Vancouver, British Columbia, Canada. The registration fee for the Workshop is \$470 for AALS Member and Fee-Paid School Faculty if received prior to May 8, 2006 (\$530 after May 8). Visit the Web site www.aals.org/2006midyear/ip/ for details on housing and registration information.

Intellectual property has expanded greatly over the last 10 years. During the last century, relatively few scholars worked regularly in the field, and many law schools offered only a single course in the area. By contrast, intellectual property

now commands the attention of many scholars who write some of the most vibrant scholarship in the legal academy, and law schools struggle to meet student demand for intellectual property courses.

The rapid growth of intellectual property gives scholars the challenge of staying current in the field. New ideas and new thinkers continually emerge, and it is important for scholars to gather to meet each other and exchange ideas. Those who teach in the area must also keep up with new intellectual property courses, the integration of intellectual property into law school curricula, and the growth of intellectual property programs and clinics.

This conference offers those who teach and study intellectual property an opportunity to reflect on where the field has been and where it will go. First, the conference will address a number of broad perspectives important to intellectual property, including the influence of constitutional law on intellectual property, the challenge of regulating and encouraging competition, and the politics of intellectual property. Conferees will have the opportunity to discuss these themes in plenary sessions, small group discussions, and individual paper presentations. These sessions will also raise

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Conference on Clinical Legal Education Planned

The 2006 AALS Conference on Clinical Legal Education will be held April 30-May 3 in New York, New York at the Sheraton New York Hotel and Towers. For detailed information visit www.aals.org/clinical2006/.

Why Attend?

Clinical law teachers, their students, and their clients exist in a variety of collaborative arrangements that serve to enrich their teaching, lawyering, and commitment to social justice. In this conference, we will explore the many ways in which collaboration can enrich, as well as challenge, clinical educators. Through a range of plenary sessions, focused concurrent sessions, and small working group meetings, clinicians will examine the theme of collaboration in teaching (e.g., co-teaching, teaching with non-clinicians, interdisciplinary teaching, teaching with international colleagues), learning (e.g., the value of law students working in teams, or with non-law students, and law students collaborating with faculty), and lawyering settings (e.g., clinicians working with client-based community organizations, non-governmental organizations, public interest and legal services offices). We will address collaboration in the classic clinical settings of the in-house clinic, externships, and simulation courses, as well as in hybrid combinations of these clini-

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Intellectual Property Workshop

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important connections to related fields and disciplines such as economics, torts, contracts, antitrust, property, and international law. Second, the conference will explore these themes in the context of specific disciplines within intellectual property. Third, the conference will introduce new ideas and speakers to the academic community through a call for papers and open sessions proposed by conference attendees. Fourth, the conference will devote substantial time to the teaching of intellectual property.

Confirmed speakers include: Keith Aoki (Oregon); Margo Andrea Bagley (Emory); Ann Bartow (South Carolina); Dan L. Burk (Minnesota); Margaret Chon (Seattle); Rosemary J. Coombe (York University); Thomas F. Cotter (University of Florida); Graeme Dinwoodie (Chicago-Kent); Shubha Ghosh (SUNY-Buffalo); K. J. Greene (Thomas Jefferson); Wendy Jane Gordon (Boston Univ.); Sheldon W. Halpern (Ohio State); Paul J. Heald (Georgia); Cynthia M. Ho (Loyola); Herbert Hovenkamp (Iowa); Justin Hughes (Yeshiva); Alex Kozinski (Judge, U.S. Court of Appeals, 9th Circuit); William Michael Treanor (Fordham); Mark D. Janis (Iowa); Peter A. Jaszi (American); Craig Joyce (Houston); Jay Kesan (Illinois); Ilhyung Lee, (Missouri-Columbia); Mark Lemley (Stanford); Jessica Litman (Wayne); Joseph P. Liu (Boston College); Glynn S. Lunney, Jr. (Tulane); Michael J. Madison (Pittsburgh); Craig Allen Nard (Case Western); Dawn

C. Nunziato (GWU); Jerome H. Reichman (Duke); Pamela Samuelson (California, Berkeley); Katherine J. Strandburg (DePaul); Madhavi Sunder (California at Davis); Toshiko Takenaka (University of Washington); John R. Thomas (Georgetown); William Michael Treanor (Fordham); Rebecca A. Tsosie (Arizona State); Alfred Chueh-Chin Yen (Boston College); and Diane Leenheer Zimmerman (NYU).

Topics Include: Constitutional Law; Politics of Intellectual Property; Article I, First Amendment; Article IV: Privacy; Article V; Competition: International, Antitrust, Philosophical, Open Source; Teaching Students to Practice Intellectual Property. Concurrent Sessions include: Science; Economics. Concurrent Sessions include: The Politics of Race/Class/Gender; The Politics of Patent Reform; The Politics of Global Intellectual Property; and The Politics Concerning Moral Rights.

The Planning Committee for the Workshop on Intellectual Property consists of: Keith Aoki (Oregon); Mark D. Janis (Iowa); Roberta Rosenthal Kwall (DePaul); and Alfred Chueh-Chin Yen (Boston College), Chair.

Annual Workshop for New Law Teachers Being Planned

The twenty-fourth annual Workshop for New Law Teachers will take place June 22-24, 2006 in Washington, DC. The Workshop for New Clinical Teachers will be held June 24-25. For details regarding hotel and registration, visit www.aals.org/profdev/nlt2006/.

Why Attend?

The Workshop for New Law Teachers is designed to offer new law teachers ideas about teaching techniques and scholarly development and to enable them to share excitement, experiences and concerns about entering the academic world. The workshop provides an opportunity to discuss the expectations that students and colleagues may have about new teachers, and the most effective means for achieving professional success in the first few years of teaching. It will focus on issues of teaching and scholarship, as well as institutional and individual concerns of new law teachers.

The Workshop for New Clinical Teachers is designed to offer new law faculty an introduction to the teaching of clinical courses. The workshop will address the basic tasks of the clinical teacher: setting goals for clinical courses, teaching in seminars, supervising students, conducting rounds, and evaluating students. The workshop will also address the special challenges facing new clinical faculty in such areas as scholarship and status.

Speakers

The speakers include Dorothy Andrea Brown (Washington and Lee); Honorable Harry Edwards (U.S. Court of Appeals for the District of Columbia Circuit, Washington, D.C.); Steven I. Friedland (Nova Southeastern); Gerald F. Hess (Gonzaga); Ann L. Iijima (William Mitchell); Kimberley Jenece Jenkins (Emory); Erin E. Murphy (California, Berkeley); and Daniel P. Tokaji (Ohio State).

Topics

The topics for the Workshop for New Law Teachers include: Nuts and Bolts; Learning Theory; Demonstrations of Teaching Techniques and Q&A; Assessment; Scholarship and Q&A; Junior Faculty Feedback; and Wrap Up.

Workshop for New Clinical Teachers topics are: Goals of Clinical Legal Education: Why Do We Teach?; Skills and Values of Clinical Legal Education: What Do We Teach?; History of Clinical Legal Education; Pedagogy of Clinical Legal Education: How Do We Teach?; and Evaluation of Students in Clinical Legal Education.

The Planning Committee for Workshop for New Law Teachers and the Workshop for New Clinical Teachers: Alice Gresham (Howard); David A. Koplrow (Georgetown); Lawrence C. Levine (Pacific); Todd D. Rakoff (Harvard), Chair; Jennifer Lorraine Rosato (Brooklyn); Hillary A. Sale (Iowa).

2006 Clinical Workshop

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cal forms. The emphasis, as in all clinical conferences, will be on the interaction among participants and between participants and presenters. At this conference, you will do more than hear about collaboration—you will see it in action, and be inspired to think critically about the ways in which collaboration can enhance your clinical career.

The topics being planned include: Collaboration of Teaching

(Clinical vs. Non Clinical, Intra-Clinic, Inter-Clinic, Interdisciplinary, Clinicians vs. Non-Law, International); Collaboration of Learning (Law Students Working in Teams, Law Students and Non-Law Students, Teacher and Student); Collaboration of Lawyering/Practice (Client/Community (Coalitions), Bar, Non-Law School Legal Entities (Legal

Services, Public Service), Non-Profits (NGOs), New Clinicians Session; and Works-in-Progress.

Planning Committee for Conference on Clinical Legal Education: Susan L. Brooks (Vanderbilt); Robert D. Dinerstein (American), Chair; Carole E. Goldberg (UCLA); Robert R. Kuehn (Alabama); and Michael Pinard (Maryland).

Major Changes in Legal Education

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endowment have long been of great importance to private law schools, but over the past 25 years developing similar sources of support has become vital to the financial health of public schools as well. In 1980 ambitious fund raising targeting alumni through annual gift campaigns and the strategic cultivation of major donors were points of emphasis at only a relatively small number of law schools. Today successful development of financial support from an array of external constituencies is vital to most law schools, and specialized development officers and staffs are employed to assist the dean and faculty in friend building and fund raising. The AALS Section on Institutional Advancement was formed in 1985, and the Section has organized a separate day-long program in conjunction with the AALS Annual Meeting since 1986. Cultivating additional sources of external support will only become more important in the future as traditional sources of support shrink and competition for top students and faculty intensifies.

6. Professionalization of Legal Research and Writing Instruction

In 1980 a wide variety of approaches was present among law schools in the way they delivered basic instruction in legal research and writing skills. Some schools assigned full-time faculty to teach these basic skills in conjunction with small sections of 1st year courses. Others employed short term teaching fellows to do this

instruction, many schools used their own 3rd year students as research and writing instructors, while others delegated research instruction to their library staff and hired practicing lawyers from the local community as adjuncts to provide legal writing instruction. All of these models no doubt persist somewhere in legal education today, but a dramatic change has occurred with the rise of professional legal research and writing instructors as the dominant choice of law schools for the delivery of this instruction.

The recently published ABA Curriculum Survey indicated that the majority of law schools now require students to take a separate 1st year course in legal research and writing. In most schools these courses are taught by professional instructors who specialize in teaching legal research and writing skills as a career. Teachers delivering the instruction in this relatively recently developed specialty commonly are designated as Legal Research

and Writing Instructors (LRWs). The ABA Report also noted that nearly 60 schools had dropped 1st year small sections in the last decade, some of which surely served as vehicles for full-time faculty to provide legal research and writing instruction to beginning students. Not surprisingly, the number of professional LRWs has grown exponentially over the past 25 years. LRWs now have their own national organization, a section within AALS, and for the first time in 2005 there was a special one-day training session for LRWs appended to the annual AALS New Law Teachers Workshop. Organized LRWs have also become a lobby to be reckoned with within the legal academy. They are currently urging the ABA to require law schools to accord them faculty status and prerequisites comparable to what are now the norm for clinical faculty.

This article will be continued in the November issue of the newsletter.

New Ideas Conference

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for Active and Engaged Learning; Stereotype Threat; Integrating Legal Writing and Research into Your Class; Talking About Controversial Topics; Collaborative Exercises and Class Size.

The Planning Committee for the Conference on New Ideas includes: Arthur Best (Denver); Dorothy

Andrea Brown (Washington and Lee); Marjorie L. Girth (Georgia State); Gerald F. Hess (Gonzaga); and Lauren K. Robel (Indiana-Bloomington), Chair.

Criminal Law Workshop

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insights of an assortment of disciplines, and consider not only the intersections that exist among us, but the way in which those intersections can inform and even influence the work that lays ahead.

Six distinguished panels will lead our discussions about those developments and intersections. Together we will explore the role of history in criminal jurisprudence, and the ways in which criminal law and procedure intersect with and can learn from evolving understandings of economics, politics, culture and society. Another panel will consider how our teaching might change to incorporate some of those lessons and changing realities as well. Small groups will explore the specific topics raised by the panels, and plenary discussions will enable us to explore them collectively.

Although the Workshop will surely benefit Criminal Law and Procedure scholars and teachers at all levels of experience, in light of its interdisciplinary focus, it will also be of interest to members of a number of other AALS sections, including the Sections on Civil Rights, Constitutional Law, Evidence, International Human Rights, Law and Economics, Law and the Humanities, Law and Interpretation, Minority Groups, and Law and Social Science.

Speakers include: Richard Berk (Department of Statistics, University of California, Los Angeles); Kate E. Bloch (California, Hastings); Donna K. Coker (Miami); Frank Rudy

Cooper (Suffolk); Sharon L. Davies (Ohio State); Angela J. Davis (American); Shari Seidman Diamond (Northwestern); Don L. Doernberg (Pace); Jeffrey Fagan (Columbia); Kim Forde-Mazrui (Virginia); David A. Harris (Toledo); Cynthia Lee (George Washington); Tracey Maclin (Boston University); Tracey Louise Meares (Chicago); Austin Sarat (Department of Law, Jurisprudence, and Social Thought and Department of Political Science, Amherst College,

Amherst, Massachusetts); George B. Shepherd (Emory); Dan Simon (Southern California); Jonathan Steven Simon (California, Berkeley); David Alan Sklansky (California at Los Angeles); Christopher Slobogin (Florida); Carol S. Steiker (Harvard); and Michael E. Tigar (American).

The Planning Committee for the Workshop on Criminal Justice consists of Angela J. Davis (American); Sharon L. Davies (Ohio State), Chair; Don L. Doernberg (Pace); and Tamara R. Piety (Tulsa).

Consultant on Legal Education For the American Bar Association

The Council of the Section of Legal Education and Admissions to the Bar is the national accreditation agency for law schools granting the professional law degree. The Consultant supports the Council and its officers in the formulation of policy, budget planning and management, and administration of the accreditation program. The Consultant is responsible for administrative oversight and management of the accreditation process and, together with the General Counsel of the American Bar Association, for assuring that the legal requirements relating to the accreditation process are fulfilled. The Consultant will be expected to provide leadership and strategic direction for legal education and admission to the profession by working cooperatively with Council and Section leaders to direct accreditation and Section activities.

Required Qualifications: J.D.; significant administrative leadership and management experience, including day-to-day operations, problem solving, and cooperative, collaborative, and collegial organizational environment; broad knowledge of legal profession and legal education; record of integrity and sound judgment in upholding and advancing the ideals of the legal profession; tolerance for differing opinions and respect for those who hold them; ability to communicate effectively with and build consensus among multiple constituencies; and demonstrated record of addressing the needs, interests and concerns of diverse groups.

Preferred Qualifications: Experience working with this ABA Section and exposure to ABA entities; academic administrative experience; experience developing budgets and effective management of fiscal resources; direct knowledge of and/or experience with professional accreditation. Applicants with experience as a law school dean, a member of the judicial branch, practicing attorneys with experience in higher education administration, and/or those with similar experience, are strongly encouraged to apply.

Compensation competitive with the salaries of deans of ABA approved law schools. The ABA is an equal opportunity employer.

To apply, submit resume and statement of interest by 9/29/05 to: Search Committee, Council of the Section of Legal Education and Admission to the Bar, c/o Anne C. Campbell, American Bar Association, 321 North Clark Street #19023, Chicago, IL 60610 or ACCampbell@staff.abanet.org. Full position description available upon request.

American Academy of Arts & Sciences Visiting Scholars Program

Post-Doctoral and Junior Faculty
Fellowships, 2006-2007

Postmark Deadline: Friday,
October 14, 2005

The American Academy of Arts and Sciences, an international learned society and research institute in Cambridge, Massachusetts, invites postdoctoral scholars and nontenured junior faculty to apply for research fellowships for the 2006-2007 year.

The Academy is interested in proposals that relate to its current projects in the following program areas: Humanities & Culture, Science & Global Security, Social Policy & American Institutions, and Education. For more information on these studies, please visit the Academy's website (www.amacad.org/projects.aspx). Projects that address American cultural, social, or political issues from the founding period to the present are especially welcome, as are studies that consider developments in America from a multidisciplinary and/or comparative perspective. In conjunction with its 225th anniversary, the Academy has launched a major archival initiative to preserve its historic papers and invites proposals that will draw upon these holdings as well.

Visiting Scholars are expected to participate in conferences, seminars, and events at the Academy while advancing their independent research; they must be in residence during their fellowship year.

Terms of Award: \$35,000 stipend for post-doctoral scholars; up to \$50,000 for junior faculty (not to exceed one-half of salary).

For details, contact: The Visiting Scholars Program, American Academy of Arts and Sciences, 136 Irving Street, Cambridge, Massachusetts 02138-1996. Telephone: (617) 576-5014; FAX: (617) 576-5050; e-mail: vsp@amacad.org.

Application information is available on the Academy's website at www.amacad.org/visiting.aspx.

aalscalendar

2006 Meetings and Events

January 4 – 8

Annual Meeting

- Workshop on Integrating Transnational Legal Perspectives Into the First Year Curriculum
January 5, 2006
- Workshop on A Search for Balance in the Whirlwind of Law School
January 5, 2006

April 30 – May 3

- Conference on Clinical Legal Education, New York, New York

June 10 – 16

Mid Year Meeting

Vancouver, British Columbia, Canada

- Conference on New Ideas for Law School Teachers: Teaching Intentionally
June 10 – 14
- Workshop on Criminal Law and Procedure: Lessons from Other Disciplines and New Realities
June 14 – 16
- Workshop on Intellectual Property
June 14 – 16

www.aals/midyear

June 22 – 24

- Workshop for New Law Teachers, Washington, DC
- Workshop for New Clinical Teachers, Washington, DC

www.aals.org/nlt

Future Annual Meeting Dates and Locations

- January 3 – 6, 2007, San Francisco
- January 2 – 6, 2008, New York
- January 7 – 10, 2009, San Diego



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