



President's Message

Reflections on Teaching

By Judith C. Areen

After completing fifteen years of deaning, I have taken to introducing myself to some audiences as a "recovering administrator." For some reason, it is always faculty who chuckle the loudest. Fortunately, my school has a long tradition of appointing a member of the faculty to serve as dean with the understanding that he or she will ultimately return to the faculty. My colleagues thus viewed my return as a normal occurrence, and have generously given a warm welcome. One of the other joys of this transition is the opportunity it has provided to work on my teaching. Given my interest, and because the 2007 AALS Annual Meeting will highlight Scholarship and Service, I thought it appropriate to focus in this column on the third member of the usual academic triptych by mentioning some books on Teaching.

Most of the literature on teaching concerns college rather than law school, but many of the concepts

presented can easily be extended to the law school classroom. In *The Elements of Teaching*, James M. Banner and Harold C. Cannon begin with the premise that good teaching is an

The challenge in teaching is to stimulate students to engage in more than the kind of surface learning in which they remember something only long enough to pass the final examination.

art. In their words, "[w]hat ground, medium, color, form and implements are to the visual arts, so . . . learning, authority, ethics, order, imagination, compassion, patience, character and pleasure are to teaching."¹ Unlike artists, however, teachers "are rarely invited to think about what they are . . . although some of them eventually find ways to do so."² Of more concern, in the judgment of the authors, we don't spend much professional time discussing these matters with colleagues. Fortunately, we can engage with books in the privacy of our offices if not colleagues in our quest for fresh approaches.

A traditional way to improve any skill is to study those who are

masters. Ken Bain, in *What the Best Teachers Do*, begins by cautioning us to avoid being one of those eminent scholars who spend hours crafting lectures that reflect the latest scholarly thinking only to produce students who understand little of what was presented—and remember less. Recent studies of how people learn are invoked to teach us that knowledge is constructed, rather than merely received. The challenge in teaching is to stimulate students to engage in more than the kind of surface learning in which they remember something only long enough to pass the final examination.

In his chapter on what the best teachers do, Bain provides a useful compendium of approaches that have worked for others. Professor Michael Sandel of Harvard, for example, recommends starting a class with something students care about or think they know rather than simply laying out a blueprint or theory of our own. He compares this approach to teaching his own children to play baseball:

I could give them detailed instructions on how to hold the bat, where to stand, how to look for the ball from the pitcher, and how to swing, never letting them hold a bat until they had heard several lectures on the subject. Or, I could give them a bat and allow them to take a few swings, after which I might find one thing that the kid is doing, which if

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Reflections on Teaching

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adjusted, would make him a better hitter.”³

Questions can also be a powerful tool. Fortunately, we all were exposed to some version of the Socratic method as law students, but too often it was used merely to embarrass or to explore a single court opinion. The best teachers pose questions in order to encourage students to compare, apply, evaluate, analyze and synthesize. They also are able to put the material into a larger context—one that makes clear why it is important.

One of the best changes in legal pedagogy in recent years is that more of us are moving beyond the case method to problem-based teaching. Bain strongly supports this development by noting that people learn best when they are trying to solve problems that they find intriguing or important, something clinical faculty have long understood.

For a more personal account of how to become a better teacher, I found *A Life in School* by Jane Tompkins to be an inspiring reminder of the opportunity and freedom we have as teachers to challenge conventional wisdom—even if it is the accepted wisdom of our field. Tompkins recounts how difficult it was for her to reach the point where she was able to attack the sacredness of the literary canon she had been taught as a student. She then felt bold enough to experiment with changing the format of the traditional seminar or small class by assigning students to lead classes. She reports:

From this point forward my classes were more alive than they'd ever been before. More students took part in the discussions, they talked more to each other and less to me, and the intensity and quality of their engagement with the course material was gratifying. Not having the burden of responsibility for how things went every time, I could pay attention to what was being said, to who was talking, to how things felt in the class, and I could contribute when I had something really important to say. . . .⁴

If you want to do more than merely read about new ideas in teaching, you should consider attending the AALS Mid-Year Conference on New Ideas for Law Teachers. It is being held in Vancouver on June 11-14, 2006. As the organizers explain: “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—that we have stopped teaching intentionally—and now teach by habit.”

I look forward to hearing from you about books on teaching that you recommend, and hope to see you in Vancouver.

¹ James M. Banner, Jr., and Harold C. Cannon, *The Elements of Teaching* 3 (1997).

² Id. at 4.

³ Ken Bain, *What the Best College Teachers Do* 110 (2004).

⁴ Jane Tompkins, *A Life in School: What the Teacher Learned* 121 (1996).



*From Left to Right:
Kazuo Kunii of Japan;
Elizabeth Hayes Patterson;
Jerome A. Patterson;
Habib Slim of Tunisia*

University of Toulouse Awards First Woman Honorary Doctorate to AALS Deputy Director

Situated in the heart of southwestern France, the University of Toulouse is the second oldest university in France. From its establishment in 1229, the University had never awarded an honorary doctorate to a woman. That was until this past March when Associate Professor and AALS Deputy Director Elizabeth Hayes Patterson received such an honor.

Professor Patterson first visited the University of Toulouse in 1997 through the Georgetown University Faculty Exchange program. It was a visit that almost didn't happen. In her last year as associate dean at Georgetown she remembers receiving an e-mail about the program but with a tight schedule, she didn't have time to respond. Shortly after, she received a phone call from her colleague and program originator, then Associate Dean Charles Gustafson. "He asked why I hadn't responded since I spoke fluent French" recalls Patterson. After giving the idea additional thought,

she agreed it was a natural thing to do. "I had studied French as an undergraduate and that allowed me to lecture in Toulouse, over a 7-year period, in both French and English on a variety of legal topics, ranging from U.S. Contract law issues to Affirmative Action and the general intersection of race and the law in the United States."

Unlike honorary doctorates given in the U.S., those at the University of Toulouse are awarded less regularly. In his introduction to the Honorary Degree program, President Henri Roussillon remarked that in the University's prior ceremony, presided over by his predecessor, two European jurists were honored. He noted that, in this era of globalization, he wanted this year's ceremony to bring together eminent jurists who reflect the cultural, racial and religious diversity of the world of science, teaching and research. The other two honorees were Professor (and former Dean) Habib Slim of

Tunisia and Professor (and former Dean) Kazuo Kunii of Japan.

In her acceptance speech Professor Patterson paid homage to the women in her life. At each level of education, virtually all of her teachers and all the principals and presidents were women and from them she received the strong message that women could run things. Although these women taught her invaluable lessons, none were women of color and so she also looked to the women in her family who taught her she could do anything she wanted. The women in her family had not attended college – not because of lack of ability but lack of opportunity – but were intelligent and comfortable with whom they were.

Being the first woman to have received the award is not completely startling. Although she met many women faculty while there, they are a minority at Toulouse. In 777 years, it has never had a woman dean. Patterson likens her experience to that of former Georgetown basketball coach John Thompson. When asked about his being the first black NCAA Division I coach to win a National Championship he commented that he wasn't the first capable black coach, that there were many more before him.

Her award comes at a time when the International Association of Law Schools (IALS) is being formed. IALS is a non-profit organization founded in 2005 with a membership of educational institutions, associations, and legal educators from throughout the world. Its members are committed to the proposition that the quality of legal education in any society is improved

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Women and Minority Deans' Databases

The concept of the Women Deans' Databank was not only insightful, it was also convenient for both candidates seeking positions as deans and dean search committees looking for individuals to lead their academic programs. It was started at the Georgetown University Law Center in 1997 to promote the visibility of women candidates, particularly senior women faculty, interested in serving as deans of law schools. In the fall of 2001, the Association of American Law Schools assumed the responsibility of administering and maintaining this databank. The potential of the Women Deans' Databank, evidenced by the appointment of five new women deans during the 1998-1999 academic year and an additional seven women deans during the 1999-2000 academic year, prompted the AALS to institute a Minority Deans' Databank, to raise the percentage of minority dean representation.

Gaining entry onto the lists is a simple task. Current deans of all ABA approved Law Schools are solicited for the names of senior women and minority faculty members who possess the qualifications to be considered for positions of deanship. Law school faculty members are also encouraged to nominate deserving peers and individuals may self-nominate if they are inclined to do so.

When the list of nominated candidates is compiled, the AALS sends out a letter of invitation to all nominated candidates. The nominees are asked to authorize the release of their names to dean search committees, as individuals actively seeking deanships or as candidates nominated but not currently seeking placement. Other useful information about prospective candidates is also garnered at this time,



such as geographic preferences.

Participation in the nomination of candidates in the past has been encouraging. During the 1999-2000 academic year, 25 deans of numerous law schools recommended/nominated candidates to be included in the Women Deans' Databank. At that time, a total of 67 women candidates were nominated.

The AALS looks forward to the continued and increased utilization of this resource. Diversity throughout the academy is a core value of the AALS and this resource provides a useful mechanism for the realization of an important goal.

Planning Committees for 2007 Programs

Last fall the AALS Executive Committee approved proposals for the following programs in the 2007 academic year. Planning committees are in the process of planning the programs.

Annual Meeting Workshop on the Ratings Game

Ann L. Iijima, William Mitchell

Richard A. Matasar, New York Law School, **Chair**

Nancy B. Rapoport, Houston

Richard L. Schmalbeck, Duke

Dale A. Whitman,
Missouri-Columbia

Conference on International Law

T. Alexander Aleinikoff, Georgetown

Jose Enrique Alvarez, Columbia

Diane Marie Amann, California,
Davis

David D. Caron, California,
Berkeley, **Chair**

William V. Dunlap, Quinnipiac

Chantal Thomas, Fordham

Workshop on Family Law

Katharine T. Bartlett, Duke, **Chair**

Margaret Friedlander Brinig, Iowa

Ira Mark Ellman, Arizona State

Blake D. Morant, Washington and
Lee

Carl E. Schneider, Michigan

Workshop on Remedies

Douglas Laycock, Texas, **Chair**

Jean C. Love, Iowa

Mari J. Matsuda, Georgetown

Thomas D. Rowe, Jr., Duke

Catherine M. Sharkey, Columbia

AALS Invites Suggestions for Committee Appointments

Nancy H. Rogers, The Ohio State University, President-Elect of the Association, will begin work this summer on committee appointments for 2007. She will appoint for three-year terms members of the following standing committees: Academic Freedom and Tenure, Bar Admission and Lawyer Performance, Clinical Legal Education, Curriculum, Government Relations, Libraries and Technology, Membership Review, Professional Development,

Recruitment and Retention of Minority Law Teachers, Research, Sections and Annual Meeting, and the Journal of Legal Education Editorial Board.

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.

Planning Committees

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Joint AALS & American Society of Reproductive Medicine Workshop on Reproductive Medicine and Law

Robert G. Brzyski, Ph.D., M.D., University of Texas Health Sciences Center, **Vice-chair**

Ellen Wright Clayton, M.D., Law and Pediatrics, Vanderbilt, **Chair**

Judith F. Daar, Whittier Law School

William Gibbons, MD, A Woman's Center for Reproductive Medicine, Baton Rouge, Louisiana

Antoinette Sedillo Lopez, New Mexico

John A. Robertson, Texas

Workshop on Clinical Legal Education

Elizabeth B. Cooper, Fordham, **Chair**

Thomas F. Geraghty, Northwestern

Katherine R. Kruse, Nevada, Las Vegas

Ann C. Shalleck, American

Hans P. Sinha, Mississippi

Workshop for New Law Teachers

Devon Wayne Carbado, California, Los Angeles

Phoebe A. Haddon, Temple

Toni Marie Massaro, Arizona

Todd D. Rakoff, Harvard

Kent D. Syverud, Vanderbilt, **Chair**

Charles D. Weisselberg, California, Berkeley

Margaret Y.K. Woo, Northeastern

Nominations for President-Elect, Executive Committee Members Invited

The Committee on Nominations for 2007 AALS Officers and Executive Committee members, chaired by Mary Kay Kane, University of California-Hastings, 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 2007 Annual Meeting in San Francisco. 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 Judith Areen 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: Elena Kagan, Harvard Law School, Harold Hongju Koh, Yale Law School, Patricia A. O'Hara, Notre Dame Law School, Susan Westerberg Prager, University of California at Los Angeles, Kurt L. Schmoke, Howard University, and Gerald Torres, The University of Texas.

Call for 2006 Scholarly Papers Eligibility Requirements Change

To encourage and recognize excellent legal scholarship and to broaden participation by new law teachers in the Annual Meeting program, the Association is sponsoring its twenty-second annual Call for Scholarly Papers.

Those who will have been full-time law teachers at an AALS member or fee-paid school for **five years or fewer on July 1, 2006** are invited to submit a paper on a topic related to or concerning law. The reduction from seven to five years in teaching emphasizes the goal of recognizing scholarship produced by junior faculty. A committee of established scholars will review the submitted papers with the authors' identities concealed.

N. William Hines, (Iowa), the AALS immediate Past President, will serve as chair of the review committee, which includes Erwin Chemerinsky (Duke); Joshua Dressler (Ohio State); Berta E. Hernandez-Truyol (Florida); Ruth L. Okediji (Minnesota); Mark D. Rosen (Chicago-Kent) 2006 Winner; and Robin L. West (Georgetown). Papers that make a substantial contribution to legal literature may be selected for distribution and oral presentation at a special program to be held at the AALS Annual Meeting in January 2007. Authors of the presented papers will also be recognized at the Annual Meeting Luncheon. The selection committee must

determine that a paper is of sufficient quality to deserve this special recognition, and the AALS is not obligated to select any paper.

Deadline

Manuscripts must be received at the Association office no later than August 18, 2006, to be considered in the competition. Eight copies of the manuscript should be sent to: Call for Scholarly Papers, Association of American Law Schools, 1201 Connecticut Avenue, NW, Suite 800, Washington, D.C. 20036-2717.

Anonymity

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

Form and Length

The manuscript must be typed, double-spaced, on 8 1/2" by 11" paper in 12-point (or larger) type with ample (at least 1") margins on all sides. Footnotes should be 10-point or larger, single-spaced, and preferably on the same page as the referenced text. Submissions are limited to articles, essays and book chapters. There is a 75-page limit on the submitted manuscripts. Manuscripts will not be returned.

Eligibility

Faculty members of AALS member and fee-paid schools are eligible to submit papers. The Call is open to

Elizabeth Hayes Patterson

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when students learn about other cultures and legal systems and the diverse approaches to solving legal problems employed in those legal systems. Although the University of Toulouse is not currently a member, Professor Patterson has been assured that it will soon join.

One of the missions of the IALS is to "foster mutual understanding of and respect for the world's varied and changing legal systems and cultures as a contribution to justice and a peaceful world." Patterson believes U.S. law schools and individual professors can do this best by participating in faculty and student exchange programs and incorporating elements of transnational

law into courses. She also believes U.S. professors are already embracing this latter idea, pointing to the well-attended 2006 AALS Annual Meeting Workshop on Integrating Transnational Legal Perspectives Into the First Year Curriculum. The Workshop examined why transnational perspectives are valuable in contemporary legal education.

The single most important thing she learned while visiting Toulouse was "how different and yet how alike we are. The educational preparation for lawyers differs yet as academics and scholars similarities exist – such as the belief in the singular importance of law."

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2006-2007 Faculty Recruitment Services

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 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 28, September 18, October 2, and March 12. Deadline dates for receipt of notices for 2006-07 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 emailed to placement@aals.org.

Faculty Recruitment Conference

The 2006 Faculty Recruitment Conference (FRC) will be held November 2-November 4 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. Candidates have the option of linking a resume to their FAR providing further information on their qualifications.

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.

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.

Retiring Faculty Register

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.

Conference on Clinical Legal Education

The 2006 AALS Conference on Clinical Legal Education will be held April 30–May 3 in New York, New York. Sessions will be held at the Sheraton New York Hotel and Towers. The fee for AALS Member and Fee-Paid School Faculty is \$365. For detailed information visit www.aals.org/clinical2006/.

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 clinical 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 collabora-

tion—you will see it in action, and be inspired to think critically about the ways in which collaboration can enhance your clinical career.

Speakers

The speakers include: Muneer I. Ahmad (American); Annette Appell (Nevada, Las Vegas); Maria Arias (CUNY); Sameer Ashar (CUNY); Wendy A. Bach (CUNY); James H. Backman (Brigham Young); Margaret Martin Barry (Catholic); Cynthia Batt (Temple); Debra Bechtel (Brooklyn); Mary Berkheiser (Nevada, Las Vegas); Melissa L. Breger (Albany); Susan J. Bryant (CUNY); Cheryl Buchert (Loyola, New Orleans); Gina M. Calabrese (St. John's); Tom Cobb (University of Washington); Patrick M. Connors (Albany);

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Scholarly Papers

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those who have been full-time law teachers for five years or fewer as of July 1, 2006. (For these purposes, one is considered a full-time faculty member while officially "on leave" from the law school.) Co-authored papers are eligible for consideration, but each of the co-authors must meet the eligibility criteria established above. No one who has won the AALS Scholarly Papers Competition is eligible to compete again. Honorable Mention recipients are eligible to enter again. Professors are also restricted to submitting only one paper in the Scholarly Paper Competition.

Papers are expected to reflect original research or major devel-

opments in previously reported research. Papers are not eligible for consideration if they will have been published before February 2007. Submitted papers, whether or not selected for recognition, may be subsequently published as arranged by the authors. Submitted papers may have been revised on the basis of review by colleagues.

Statement of Compliance

The cover letter accompanying each submission must include a statement verifying: 1) the author holds a faculty appointment at a member or fee-paid school; 2) the author has been engaged in full-time teaching for five years or fewer as of July 1, 2006; 3) all information identifying the author or author's school has been removed from

the manuscript; and 4) the paper has not been previously published and is not committed for publication prior to February 2007.

Presentation at the Annual Meeting

The author of any selected paper will present an oral summary of the paper at a special program to be held at the 2007 Annual Meeting. Copies of the paper will be made available for distribution to those attending the presentation.

Inquiries: Questions should be directed to AALS Deputy Director Elizabeth Hayes Patterson at the AALS national office in Washington, D.C. (telephone, 202-296-5184, or e-mail, epatterson@aals.org).

Call for 2007-2008 Professional Development Proposals

The AALS Professional Development Committee is soliciting proposals for the Association's professional development calendar for 2007-2008. The Committee would like to receive proposals by April 28, 2006 so that Committee members will have an opportunity to review those proposals thoroughly and, if necessary, to request additional information before the Committee meets in the fall. The Professional Development Committee makes its recommendations for professional development programs to the Executive Committee for its consideration at its November meeting.

The Association's professional development programming consists primarily of (1) one-day workshops at the Annual Meeting, and (2) two-day workshops, and

three to four-day conferences at a Mid-Year Meeting. Faculty are urged to contact the leadership of the sections in which they are involved to suggest proposals for professional development programs. Proposals from individual faculty members also are welcome. Section leaders are encouraged to consult widely within their sections to develop topics of greater interest to members and to ensure a broad range of potential speakers. The Professional Development Committee particularly encourages proposals for programs that are sufficiently broad that they will interest more than just the membership of a single AALS section. Proposals should be as specific as possible, including a description of the areas or topics that might be covered, with an explanation of why

it would be important and timely to undertake such a program in 2007-2008. Suggestions for members of the planning committee and for potential speakers also are welcome. You are encouraged especially to recommend women and persons of color as planning committee members and as speakers, including those who may not have participated in past AALS programs.

While proposals are solicited from sections and those proposals are extremely valuable as a starting point for the planning committee, the Association's professional development programs are not section programs. Rather, they are Association-sponsored programs recommended by the Professional Development Committee and ap-

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Programs need not fit any particular format, but many past conferences and workshops have fallen into one of the following categories:

(1) subject matter programs aimed at faculty who teach particular subjects or types of courses such as the 2006 Workshop on Criminal Law or 2005 Conference on Contracts;

(2) programs for groups with similar interests other than subject matter such as the 2004 Workshop on Racial Justice in a New Millennium: From *Brown* to *Grutter*: Methods to Achieve Non-Discrimination and Comparable Racial Equality and the 2003 Joint AALS & ABA Workshop on Taking

Stock: Women of All Colors in Law School;

(3) programs that cut across subject matter lines or integrate traditional subject matter. The 1998 Annual Meeting Workshop on Staging the Law School of the Future: A Curricular Drama in Three Acts is an example; or the 2005 Annual Meeting Workshop on Evaluating Students and Evaluating Outputs: Vision, Revision, Envision: Critical Perspectives in Assessment;

(4) programs that focus upon a type of skill or discipline as in the 2006 Conference on New Ideas for Experienced Teachers and the 2004 Annual Meeting Workshop on Technology and Pedagogy;

(5) programs dealing with matters of law school administration or legal education generally. The fall 1997 Joint Conference on Disability Issues and the 1998 Workshop for Deans on Managing Change and Conflict are examples; and

(6) programs exploring the ramifications of significant developments in or affecting the law such as the workshops at the 1999 Annual Meeting on "Work, Workers and Law in the 21st Century" and "Property, Wealth and Inequality" at the 2001 Annual Meeting.

A sample of a well-developed professional development proposal can be found on the AALS website, at <http://www.aals.org/profdev/proposal.html>.

Register for 2006 Mid-Year Meeting

The 2006 AALS Mid-Year Meeting will be held from June 10-16 at the Sheraton Vancouver Wall Centre Hotel in Vancouver, British Columbia. The Mid-Year Meeting 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.

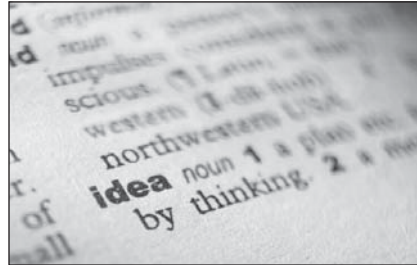
The AALS Member & Fee-Paid School faculty registration fee for attending the two Workshops is \$520 (\$470 if received prior to May 8, 2006). The Conference fee is \$595 (\$535 if received prior to May 8, 2006). The registration for the entire Mid Year Meeting is \$855 (\$770 if received prior to May 8, 2006). The Workshops' registration fee is discounted 50% when signing up for the entire Mid-Year meeting. The room rate at the Sheraton



Vancouver Wall Centre is \$209.00 CAD (\$176 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).

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

The 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 for this Conference received over 75 proposals in response to their request for submissions on the Conference's theme of the relationship of learning theory to law school teaching. Those selected are included in our list of speakers and topics. For details on the Conference including registration and housing visit www.aals.org/midyear/.

Speakers

The speakers include: Patti Alleva (North Dakota); Sydney Beckman (Charleston School of Law); Derrick A. Bell, Jr. (NYU); Tom W. Bell (Chapman); Charles R. Calleros (Arizona State); Michelle Arnopol Cecil (Missouri-Columbia); David F. Chavkin (American); Roberto L. Corrada (Denver); Clark D. Cunningham (Georgia State); Kenneth G. Dauschmidt (Indiana-Bloomington); Kirsten A. Dauphinais (North Dakota); Dr. James R. Davis (Dean, University College, Professor, Higher Education and Adult Studies, Denver, Colorado); R. Lawrence Dessem (Missouri-Columbia); Randy J. Diamond

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Conference on New Ideas

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(Missouri-Columbia); David Dominguez (Brigham Young); Nancy Elizabeth Dowd (Florida); Steven I. Friedland (Nova Southeastern); Jose M. Gabilondo (Florida International); Kevin R. Johnson (California at Davis); Angela Mae Kupenda (Mississippi College); Raleigh Hannah Levine (William Mitchell); Sally Evans Lockwood (Executive Director, State Bar of Georgia, Georgia Chief Justice's Commission on Professionalism, Atlanta, Georgia); Patrick E. Longan (Mercer); Nancy S. Marder (Chicago-Kent); Andrea Loretta Mc Ardle (CUNY); Carol C. McCrory (Stetson); Rachel Moran (California, Berkeley); Kimberly M. Mutcherson (Rutgers, Camden); Penelope J. Pether (Villanova); Jennifer Lorraine Rosato (Brooklyn); Laura L. Rovner (Denver); Michael Hunter Schwartz (Charleston School of Law); Steven David Schwinn (Maryland); Sophie M. Sparrow (Franklin Pierce); Celia R. Taylor (Denver); Robert M. Wilcox (South Carolina); Deborah Zalesne (CUNY)

Topics

The Planning Committee has selected the following topics: A Century of Learning about Learning; Lessons for Law School Teaching; 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 Evaluations; Peer Evaluations; Faculty Development Data and Principles; Encouraging Colleagues to Implement New Teaching Ideas. Concurrent Sessions include: Collaborative Exercises; Talking About Controversial Topics; Enhancing Teaching with PowerPoint; Tailoring Teaching to Class Size; Theory and Models of Actual Legal Work in the First Year; Valuing and Nurturing Law Students through Multiple Intelligence Pedagogy; Developing a Teaching Philosophy; Opportunities for Active and Engaged Learning; Legal Skills and Substance in Family Law; The Straight Mind in the Law; Drafting Exercises in Civil Procedure;

Teaching Abortion; The Theory and Practice of Pedagogical Fun; Innovative Methods for Teaching Ethics and Professionalism; Teaching Practitioner Research; Dispelling Misconceptions; Strategies for Teaching Law Students with Auditory and Visual Processing Disorders; Race Cases and Their Stories; A Theoretical Framework for Handling Sensitive Situations in the Classroom; Effective Use of Technology; Encouraging Participation in Large Classes: Tools and Techniques; Beyond Cultural Diversity to Cultural Justice in the 1st Year Curriculum; Maximizing Learning: Creating Classroom Environments that Respond to Different Learning Styles; The Clock is Ticking: Maximizing Your Limited Instructional Time with Students; Integrating Non-Litigation Oriented Writing and Research in the Curriculum.

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**.

Professional Development Proposals

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proved by the Executive Committee. Planning the actual program, including the choice of specific topics and speakers, is the responsibility of the planning committee which is appointed by the AALS President. The planning committees normally include one or more individuals

who are in leadership positions in the relevant section or sections, but also will include others who are knowledgeable about the program topic or have general experience with AALS professional development programs. Proposals should be submitted to AALS Deputy

Director Elizabeth Hayes Patterson by April 28, 2006. Professor Patterson would also be pleased to discuss proposal ideas with you and to answer any questions you have about the Association's professional development programs.

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 (\$520 after May 8). Visit the Web site www.aals.org/midyear/ 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 en-

couraging 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 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.

Speakers

The speakers for the Workshop include: David E. Adelman (Arizona); Olufunmilayo B. Arewa (Case Western); Margo Andrea Bagley (Emory); Ann Bartow (South Carolina); Matthew T. Bodie (Hofstra); Dan L. Burk (Minnesota); Michael A. Carrier (Rutgers, Camden); Michael W. Carroll (Villanova); D. Andrew Chin (North Carolina); Margaret Chon (Seattle); Rosemary J. Coombe (York University); Thomas F. Cotter (University of Florida); Graeme Dinwoodie (Chicago-Kent); Shubha Ghosh (SUNY-Buffalo); Wendy Jane Gordon (Boston University); K. J. Greene (Thomas Jefferson); Sheldon W. Halpern (Ohio State); Paul J. Heald (Georgia); Cynthia M. Ho (Loyola); Herbert Hovenkamp (Iowa); Justin Hughes (Yeshiva); Dan

Hunter, Legal Studies & Business Ethics, The Wharton School, University of Pennsylvania); Peter A. Jaszi (American); Craig Joyce (Houston); Jay Kesan (Illinois); Alex Kozinski (Judge, U.S. Court of Appeals, 9th Circuit); Ilhyung Lee, (Missouri-Columbia); Mark Lemley (Stanford); Jessica Litman (Wayne); Joseph P. Liu (Boston College); Glynn S. Lunney, Jr. (Tulane); Michael J. Madison (Pittsburgh); Michael J. Meurer (Boston University); Joseph Scott Miller (Lewis and Clark); Adam Mossoff (Michigan State); Craig Allen Nard (Case Western); Dawn C. Nunziato (GWU); Maureen Anne O'Rourke (Boston University); Rudolph J.R. Peritz (New York Law); Jerome H. Reichman (Duke); Pamela Samuelson (California, Berkeley); Mark F. Schultz (Southern Illinois); Katherine J. Strandburg (DePaul); Madhavi Sunder (California at Davis); Toshiko Takenaka (University of Washington); John R. Thomas (Georgetown); Hannibal Travis (Florida International); William Michael Treanor (Fordham); and Diane Leenheer Zimmerman (NYU).

Topics

The 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,

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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 (\$520 after May 8). Visit the Web site www.aals.org/midyear/ 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 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 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 teachers of 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

The confirmed speakers for the Workshop include: Richard A. Berk (Department of Statistics, University of California, Los Angeles); Kate E. Bloch (California, Hastings); Donna K. Coker (Miami); Frank Rudy Cooper (Suffolk); Shari Seidman Diamond (Northwestern); 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

Intellectual Property

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and Economics; The Politics of Race/Class/Gender; The Politics of Patent Reform; The Politics of Global Intellectual Property; and The Politics

Concerning Moral Rights.

Planning Committee members are: Keith Aoki (Oregon); Mark D. Janis (Iowa); Roberta Rosenthal Kwall (DePaul); and Alfred Chueh-Chin Yen (Boston College), **Chair**.

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Workshop for New Law Teachers

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/nlt2006/.

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.

Speakers

The speakers include Alison Grey Anderson (UCLA); Dorothy Andrea Brown (Washington and Lee); Okianer Christian Dark (Howard); Graeme B. Dinwoodie (Chicago-Kent); Steven I. Friedland (Nova Southeastern); Heather K. Gerken (Harvard); Gerald F. Hess (Gonzaga); Ann L. Iijima (William Mitchell); Kimberly Jenece Jenkins (Emory); Martha L. Minow (Harvard); Erin

E. Murphy (California, Berkeley); Suellyn Scarnecchia (New Mexico); Daniel P. Tokaji (Ohio State) and Ronald F. Wright (Wake Forest).

Topics

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

Workshop for New Clinical Teachers

The Workshop for New Clinical Teachers is designed to offer new law faculty an introduction to the

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Clinical Conference

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Scott L. Cummings (UCLA); Ina Dorman (Nevada, Las Vegas); Justine Dunlap (Southern New England); Matthew Fraidin (District of Columbia); Martha L. Garcia (Clinic Social Work Supervisor, CUNY); Brian Glick (Fordham); Ann Leslie Goldweber (St. John's); Daniel L. Greenberg (Special Counsel, Schulte Roth & Zabel LLP, New York, New York); Jill Gross (Pace); Steven Joseph Gunn (Washington University); Jennifer Heggeman (Social Worker, Legal Services of Eastern Missouri, St. Louis, Missouri); Katherine Mary Hessler (Case Western); Leah Aileen Hill (Fordham); Conrad Johnson (Columbia); Chad Johnson (Plaintiff); Eric Johnson, Ph.D. (Associate Professor of Education and Director, Urban Education

Program, Drake University, Des Moines, Iowa); Margaret E. Johnson (American); Harriet N. Katz (Rutgers, Camden); Ana Laura Magaloni Kerpel (CIDE Legal Studies Department Teaching and Economic Research Center, Mexico); Catherine F. Klein (Catholic); Eve Biskind Klothen (Rutgers, Camden); Donna Hae Kyun Lee (CUNY); Suzanne J. Levitt (Drake); James Link (Psychology Ph.D. Candidate, University of St. Thomas, St. Paul, Minnesota); Beth Lyon (Villanova); Barbara Lyszczarz (Jagiellonian University and Kozminski School of Business); Margaret Maisel (Florida International); Rashida Manjoo (Clinical Advocacy Fellow, Human Rights Program, Harvard Law School); Deborah A. Maranville (University of Washington); Nancy

M. Maurer (Albany); Angela McCaffrey (Hamline); Susan Woods McGraugh (Saint Louis); Jacqueline McMurtrie (University of Washington); Natasha Merz (Clinical Law Fellow, University of St. Thomas); Pamela A. Mohr (Nevada, Las Vegas); Luz M. Molina (Loyola, New Orleans); Deborah A. Morgan (JD Candidate, American); Jennifer Musolf (Clinical Law Fellow, University of St. Thomas); Alizabeth Newman (Director Immigrant Initiatives, CUNY School of Law); Catherine G. O'Grady (Arizona State); Sarah Hiles Paoletti (American); Jayne Park (Executive Director, Asian Pacific American Legal Resource Center, Washington, DC); Jeffrey Jude Pokorak (Suffolk); Terrill

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Clinical Conference

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Pollman (Nevada, Las Vegas); William P. Quigley (Loyola, New Orleans); Sarah E. Ricks (Rutgers, Camden); Laura L. Rovner (Denver); Stephen Ryals (General Counsel, American Civil Liberties Union of Eastern Missouri, St. Louis, Missouri); Leticia Saucedo (UNLV); Barbara A. Schatz (Columbia); Alexander Scherr (Georgia); Dina L. Schlossberg (Pennsylvania); Beth Schwartz (Fordham); Laura Sesana (Spanish Internship Program, Villanova University, Villanova, Pennsylvania); Stephen Singer (Loyola, New Orleans); Lyn Kennedy Slater (Fordham); James Stolz (University of St. Thomas); Eileen Sullivan-Marx (University of Pennsylvania School of Nursing); Carol Suzuki (New Mexico); Douglas Sylvester (Arizona State); Evelyn Mae Tenenbaum (Albany); Paul Uyehara (Language Access Project, Community Legal Services, Philadelphia, Pennsylvania); Susan C. Wawrose (Dayton); Deborah M. Weissman (North Carolina); Carwina Weng (Boston College); Virgil O. Wiebe (University of St. Thomas); Paulette J. Williams (Tennessee); Dianne Woodburn (Legal Services for the Elderly in Queens, Rego Park, New York); Leah Wortham (Catholic); Jennifer L. Wright (University of St. Thomas); and Fryderyk Zoll (Jagiellonian University and Kozminski School of Business, Krakow, Poland).

Topics

The topics planned include the following plenary sessions and concurrent sessions:

Plenary Session I -
Collaboration in Teaching: Refocusing the Interdisciplinary: Toward Elder-Friendly Urban Environments; Making International Cooperation a Two-Way Exchange: Learning With Our Partners;

Plenary Session II -
Collaboration in Learning: Real World Student Collaborations in Law, Science, and Technology - The Technology Ventures Clinic at Arizona State University College of Law; Holistic Approaches to Children's Rights: The Intersection of Education and Law;

Plenary Session III -
Collaboration in Lawyering/ Practice: Teaching Community Lawyering Through Collaboration with Grass-roots Organizations: The CUNY School of Law, Battered Immigrant Women's Project (BIWP); Whose Case is it Anyway?: Collaborative Efforts Among Law Schools, Public Interest/Legal Services Lawyers and Clients to Fight Illegal Treatment of Homeless People;

Plenary Session IV - Clinical Education in the Aftermath of Hurricane Katrina, A Multi-Focused Collaboration.

The concurrent sessions include: Collaboration Between Students and Supervisors: Learning from Externship, Educational Theory, Apprenticeship, and Clinical Experience; Collaboration with Communities and Community Organizations; Collaboration with Non-Clinic Law Faculty; Interprofessionalism Meets Interclinticity: Two Case Studies in Multidisciplinary and Multidoctrinal Collaboration; Collaboration with Other Providers of Legal Services;

Does Collaboration Work for Students?; Collaboration Across Borders; Collaboration Across Law School Programs; Collaborating on Language Access Issues; Ethical and Practice Issues in Legal Collaborations; Teaching Collaboration to Students; and Using Technology to Collaborate.

Planning Committee

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

Criminal Law

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Thought and Department of Political Science, Amherst College, Amherst, Massachusetts); 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).

Topics

The topics being planned include: Learning from History; Integrating the Lessons of Race and Gender Theory; Learning from Economics: New Evidence: Does the Death Penalty Deter?; Learning from Psychology; Learning from Sociology and Political Science; and Teaching What We Have Learned.

Planning Committee members are: Angela J. Davis (American); Sharon L. Davies (Ohio State), **Chair**; Don L. Doernberg (Pace); and Tamara R. Piety (Tulsa).

New Law Teachers

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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 for the Workshop for New Clinical Teachers are: Bryan L. Adamson (Seattle); Jane H. Aiken (Washington University); Kim Diana Connolly (South Carolina); Jon C. Dubin (Rutgers, Newark); Deborah Epstein (Georgetown); Susan R. Jones (George Washington); Catherine F. Klein (Catholic); Elliott S. Milstein (American); J. L. Pottenger, Jr. (Yale) and Barbara A. Schatz (Columbia).

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

aalscalendar

Upcoming Meetings and Events

April 30 – May 3, 2006

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

June 10 – 16, 2006

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, 2006

- Workshop for New Law Teachers, Washington, DC
June 22 – 24
- Workshop for New Clinical Teachers, Washington, DC
June 24 – 25

www.aals.org/nlt

November 2 – 4, 2006

- Faculty Recruitment Conference, Washington, DC

January 2 – 6, 2007

- Annual Meeting, San Francisco

Future Annual Meeting Dates and Locations

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



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