



President's Message

Reassessing Our Roles in Light of Change

(Editor's Note: The following is the Presidential Address of Nancy Rogers before the House of Representatives at the 2007 Annual Meeting in January.)

Like all of you who serve legal education, I, too, count it a privilege to take on this role.

I am grateful for the opportunity, on behalf of all of you, to express thanks to Judith Areen for her year as President. She is someone so admired in legal education that, had she only taken the title, we would have been grateful and proud to have her as our representative. But, she did a great deal more. In addition to Judy's initiatives, which have been topics of previous speeches and newsletters, she has made key contributions behind the scenes. She persuaded some of the finest among you to take on key roles and paved the way for more input from all of you. At the end of her tenure, each part of the organization, from the annual meeting to the fiscal decisions, works better and is more transparent. The effects of Judy's leadership will be felt for years to come.

The leadership of the AALS rests with an able and dedicated Executive Committee. Judith Areen will remain on the committee, as did Bill Hines last year. We are pleased to welcome Joe Knight and Lauren Robel to a committee that also includes President-Elect John Garvey, Robert Post, Michael Olivas, Stephanie Wilder, and Reese Hanson.

The leadership also includes the able executive leader of the Association, Carl Monk, and his outstanding colleagues, Elizabeth Patterson and Jane LaBarbera. Whenever you see a volunteer doing something well, you would be right to assume that the project stemmed from or was improved upon or implemented by these three and their colleagues.

The Executive Committee is regularly in touch with the sections and committees. As I called many of you this fall, I was heartened by the willingness of so many to take on volunteer roles on behalf of legal education as a whole.

Let me move to the topic of change and its implications for our roles as professors and law schools. We are especially good, as law professors, at examining change and proposing modifications in law to meet that change. We are quite willing, at times, to do the same thing with respect to our own roles



*Dean Nancy H. Rogers, The Ohio State University
2007 AALS President*

as professors and those of our law schools. As Todd Rakoff mentioned earlier today, if we laugh at ourselves for just a moment, we would say that we think nothing of recommending a change in law that will have reverberations in a portion of the nation's economy, but when the question is raised whether we can lap one hour off one of our courses, we see this as a serious matter. This is only to say that we are human; minor surgery is surgery that someone else is having.

But, our record of modifying our roles effectively in the face of external changes has been excellent when we take the time to do the same analytical and creative thinking about our own roles as we do regularly regarding law and its administration. An effort organized eleven years ago by Judith Wegner, then AALS President, provides an apt example. She organized a group of law faculty who would donate their time to facilitate strategic planning efforts

Continued on page 2

in this issue

- 4 Open Source Programs Proposals
- 6 Section Chairs
- 9 Clinical Workshop
- 10 2007 Mid-Year Meeting

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Reassessing Our Roles

Continued from page 1

by colleagues at other law schools. In the years since then, that group, called the Resource Corps, has assisted law schools throughout the country as they assessed changes and readjusted their plans, using the same analytical and creative abilities that have served us so well in our individual scholarly roles.

I propose that we focus even more of our joint efforts in the coming year on examining changes that affect legal education and assessing, even considering modifications in, our roles as professors and law schools in response to those changes.

A number of changes fit this category — one such change is the internationalization Carl Monk and Judith Areen spoke about on Tuesday as they described the new International Association of Law Schools.¹ Another is the growing student debt and its implications for graduates' career choices and the profession. I will mention two other changes and some of the many questions that we might raise about our roles as the result of the changes. But, these are by way of example; the inquiry should certainly be broader.

The first of these is "e-expertise" — a term that encompasses blogs and more. There may be potential through electronic media for law faculty to have more influence on the law than we now have with our expertise and scholarship. If that potential is real, are we willing to change the ways that we judge scholarship in order to encourage e-expertise?

Second, I want to discuss today the backlash to affirmative action in admissions in the face of statistics that show little recent improvement in the diversity of law schools or in the pipeline to law schools. Are law schools playing too limited a role with respect to diversity?

On the topic of e-expertise, just to get you thinking, here are a few comments by our colleagues in legal education and the legal profession:

- Professor Daniel Solove estimated last year that more than 300 law professors blog. In addition, faculty and even law reviews are creating electronic treatises, on-line journals, SSRNs, and vlogs (video logs).²

- A former judicial law clerk, Michael McClintock, reports that there is evidence to support Judge Harry T. Edwards' charge³ that legal scholarship has become less useful to the bench. According to McClintock, the courts' citations of law reviews declined by nearly half over a 20-year period toward the end of the last century.⁴

- Professor Lawrence Solum reports that the courts, including the U.S. Supreme Court and federal appellate courts, are citing blogs.⁵

- Professor Doug Berman maintains that he has gained more useful research and unique insights in two years from the informal feedback from judges and others to his sentencing blog than he garnered from a decade of traditional research.⁶

Those involved in electronic scholarship point out that hard choices lie ahead. Electronic scholarship, like all scholarship, takes time. Something will have to give.

Reassessing Our Roles

Others point out the dangers of “counting” electronic postings as scholarship.⁷ (Here, we are usually referring to electronic postings by the author, as opposed to law reviews on line, for example.) The speed carries risks in terms of thoughtfulness. In some modes of e-expertise, the lack of an intermediary to select articles and to verify sources may result in difficulty assessing the postings’ value as scholarship, and it may be time-consuming to make the assessments.

As we ask whether and how to “count” e-expertise as scholarship, we ultimately also face the question of our role as legal scholars and gatekeepers to academia. How important is it, for example, that our scholarship affects the law?

The AALS and *National Law Journal* will together sponsor open symposia with the profession during the coming year so that people can identify the key issues presented by e-expertise and promote their discussion again at next year’s meeting.

Moving to the second issue, diversity, it is important to note that there is a split between the electorate, at least in some states, and those in legal education. The electorate in a few states seems to believe that we are providing too much help to minority applicants. Those in legal education realize that there is not enough help for minority applicants. In fact, there is only glacial progress over the last decade in diversifying our law school student bodies, even with most law schools able to use affirmative action.

I propose that we focus even more of our joint efforts in the coming year on examining changes that affect legal education and assessing, even considering modifications in, our roles as professors and law schools in response to those changes.

Here are a few of the many facts that bear on this situation:

- The percentage of African American and Hispanic persons in the nation’s population is three times greater than the percentage among the nation’s lawyers.⁸
- The percentage of African-American law students in the entering class was up in 2006, after declining the previous five years, but not much higher than it was in the mid 1990s.⁹
- Some law schools still do not have a critical mass of under-represented minority students, even if they are permitted by law to use affirmative action in admissions.
- LSAC-sponsored research on the pipeline to law school indicates that expansions in the pipeline are not sufficient to solve the diversity issue; the problem will continue absent substantial additional intervention.¹⁰
- The University of Michigan played an important leadership role in successfully defending race-

conscious admission in the U.S. Supreme Court but, ironically, Michigan public law schools have recently followed those in several other states in losing the ability to use affirmative action in admissions as the result of a ballot initiative. Most recently, the ABA Council for Legal Education has come under attack for amending its requirement that accredited law schools have a commitment to diversity.

The AALS has taken a strong position in favor of affirmative action. In fact, the Supreme Court cited the AALS *amicus* brief in *Grutter v. Bollinger* when it noted the importance of law school diversity in terms of whether the nation’s leadership is diverse.¹¹ But, more should be done.

In the course of the next year, we will begin holding more open discussions with the bar on these issues. How is it that most of the electorate in some states think that the under-served populations get too much help to enter law school when, in truth, even when we have used affirmative action in admissions, we have not achieved diversity? What more are we as law faculty and law schools prepared to do? Is there more fundamental change than we have been willing to consider to date that will allow us to achieve the diversity that we have long supported?

The Wingspread Conferences, led by Elizabeth Rindskopf Parker and Sarah Redfield, urge law schools to intervene as early as under-served middle schools to build the pipelines to law

Call for Scholarly Papers

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 seven years or fewer on July 1, 2007 are invited to submit a paper on a topic related to or concerning law. A committee of established scholars will review the submitted papers with the authors' identities concealed.

Judith Areen, (Georgetown), the AALS Immediate Past President, will serve as chair of the review committee, which includes 2007 Winner Rashmi Dyal-Chand (Northeastern). 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 2008. Authors of the presented



2006 Scholarly Paper Winner Rashmi Dyal-Chand, Northeastern and Honorable Mention Winners Alexandra Natapoff, Loyola, Los Angeles and Jennifer S. Hendricks, Tennessee

papers will also be recognized at the Annual Meeting Luncheon. The selection committee must determine that a paper is of sufficient quality to deserve this special recognition, and the AALS is not obligated to select any paper.

Deadline

To be considered in the competition, eight hard copies of the manuscript must be postmarked no later than August 17, 2007 and

sent to: Call for Scholarly Papers, Association of American Law Schools, 1201 Connecticut Avenue, NW, Suite 800, Washington, D.C. 20036-2717. Also, an electronic version must be emailed to scholarlypapers@aals.org no later than August 17, 2007.

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

Continued on page 14

Open Source Programming at 2008 Annual Meeting

AALS is requesting proposals for Open Source programs for the 2008 AALS Annual Meeting in New York, New York. Open Source sessions at the Annual Meeting are innovative programs proposed by groups of faculty members and selected by a committee in a competitive search.

The goal is to encourage a "bottom up" process in which scholars

collaborate to develop fresh and exciting ideas for a program at the Annual Meeting. It is not a Section, law school, organization, or institution-sponsored program. It is a program developed by a group of faculty members in various subject matters, who have an innovative topic that they would like to present at the Annual Meeting.

Proposals should not feature a program or subject that

could be offered by an AALS Section or conflict with other programs being presented at the 2008 AALS Annual Meeting.

Submissions of novel ideas for programs with an explanation of the topic along with possible speakers should be emailed to opensource@aals.org by March 16, 2007. More details can be found on the AALS web site.

Proposals for Professional Development Programs

The AALS Professional Development Committee is preparing the 2008–2009 professional development calendar and is soliciting proposals. The Committee would like to receive proposals by May 31, 2007 so that the 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 Committee will submit its recommendations to the Executive Committee for its consideration at its November meeting.

The Association's professional development programming consists primarily of one-day workshops at the Annual Meeting and a Mid-Year Meeting including three different program topics resulting in some combination of two to three day programs with, two of the programs overlapping in schedule. 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 will interest more than just the membership of a single AALS section. Proposals should include descriptions 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 2008–2009. 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 start-

ing point for the planning committee, professional development programs are not section programs. Rather, they are Association-sponsored programs recommended by the Professional Development Committee and approved 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 May 31, 2007 at profdev@aals.org. 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.

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 2007 Workshop on Family Law;
- (2) programs for groups with similar interests other than subject matter such as the 2007 Workshop on Thriving and Surviving the Academy: Concrete Steps for People of Color and Their Law Schools;
- (3) programs that cut across subject matter lines or integrate traditional subject matter such as 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;
- (5) programs dealing with matters of law school administration or legal education generally such the 2001 Workshop for Deans on Managing Conflict and Building Consensus in Law Schools: Strategies, Procedures and Skills for Effective Deans and;
- (6) programs exploring the ramifications of significant developments in or affecting the law such as the workshop on 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>.

Section Chairs Named for 2007

We are pleased to announce the election of the following Chairs for AALS Sections for 2007. If you are interested in becoming involved in an AALS Section, contact the Section Chair or the AALS office.

Academic Support

Nancy J. Soonpaa, Texas Tech

Administrative Law

Bernard W. Bell, Rutgers, Newark

Admiralty and Maritime Law

Robin K. Craig, Florida State

Africa

Thomas F. Geraghty, Northwestern

Agency, Partnership, LLC's & Unincorporated Associations

Daniel S. Kleinberger, William Mitchell

Aging and the Law

Kate Mewhinney, Wake Forest

Alternative Dispute Resolution

Andrea Kupfer Schneider, Marquette

Antitrust and Economic Regulation

Christopher R. Leslie, Chicago-Kent

Art Law

Jessica Silbey, Suffolk

Business Associations

D. Gordon Smith, Wisconsin

Civil Procedure

Steven S. Gensler, Oklahoma

Civil Rights

Michael Lewis Wells, Georgia

Clinical Legal Education

David Anthony Santacroce, Michigan

Commercial and Related Consumer Law

Douglas G. Baird, Chicago

Comparative Law

Hannah L. Buxbaum, Indiana, Bloomington

Conflict of Laws

Louise Ellen Teitz, Roger Williams

Constitutional Law

Kurt T. Lash, Loyola Law School

Contracts

Omri Ben-Shahar, Michigan

Creditors' and Debtors' Rights

Theresa J. Pulley Radwan, Stetson

Criminal Justice

Kyron J. Huigens, Yeshiva

Defamation and Privacy

Jose Felipe Anderson, Baltimore

Disability Issues

Ann Hubbard, Cincinnati, Co-Chair

Samuel R. Bagenstos, Washington University, Co-Chair

Donative Transfers, Fiduciaries and Estate Planning

Thomas P. Gallanis, North Carolina

Education Law

Daniel Weddle, Missouri-Kansas City

Employee Benefits

Kathryn Jennings Kennedy, John Marshall

Employment Discrimination Law

Paul Michael Secunda, Mississippi

Environmental Law

Alyson C. Flournoy, Florida

Evidence

Michael Risinger, Seton Hall

Family and Juvenile Law

Janet Leach Richards, Memphis

Section on Federal Courts

Lawrence Gene Sager, Texas

Financial Institutions and Consumer Financial Services

Melissa B. Jacoby, North Carolina

Graduate Programs for Foreign Lawyers

William B.T. Mock, John Marshall, Co-Chair

Nancy Pinn, Harvard, Co-Chair

Indian Nations and Indigenous Peoples

Ann C. Juliano, Villanova

Institutional Advancement

D. Malcolm McNair, Jr., Arkansas, Fayetteville

Insurance Law

Jeffrey Stempel, Nevada, Las Vegas

Intellectual Property Law

Jessica Litman, Michigan

International Human Rights Law

Mark E. Wojcik, John Marshall

International Law

Nicholas N. Kittrick, American

International Legal Exchange

Bruce Carolan, Dublin Institute of Technology

Islamic Law

Bernard Kenneth Freamon, Seton Hall

Jewish Law

Shayna M. Sigman, Minnesota

Jurisprudence

Kimberly Kessler Ferzan, Rutgers, Camden

Labor Relations and Employment Law

David Yamada, Suffolk

Law and Anthropology

Sonia K. Katyal, Fordham

Law and Communitarian Studies

Robert M. Ackerman, Pennsylvania State

Law and Computers

Greg R. Vetter, Houston

Law and Economics

Kenneth G. Dau-Schmidt, Indiana, Bloomington

Law and Interpretation

Marc R. Poirier, Seton Hall

Law and Mental Disability

Michael E. Waterstone, Loyola Law School

Law and Religion

Richard W. Garnett, Notre Dame

Law and the Humanities

Emily M.S. Houh, Cincinnati

Law and the Social Sciences

Jennifer K. Robbennolt, Illinois

Section on Law and Sports

Patricia A. Cervenka, Marquette

Legal History

Joseph Gordon Hylton, Marquette

Law Libraries

Paul George, Pennsylvania

Law, Medicine and Health Care

Robert Gatter, Pennsylvania State

Legal Writing, Reasoning and Research

Susan H. Kosse, Louisville

Legislation and Law of the Political Process

Charles Tiefer, Baltimore

Section on Litigation

Bernadette Bollas Genetin, Akron

Continued on page 8

AALS Recognizes Teachers of the Year

One of the roles of the AALS is to serve as the learned society for law teachers. To highlight the importance of excellence in teaching, we recognize and honor law faculty who have been selected as “outstanding teachers” at their law schools by listing their names in the Annual Meeting Luncheon program and by hosting a reception for them at the Annual Meeting. The following professors have been honored by their law schools as Teachers of the Year.

Matthew D. Adler, Pennsylvania	R. Wilson Freyermuth, Missouri-Columbia	Albert J. Moore, California at Los Angeles
Peter C. Alexander, Southern Illinois	Jackie A. Gardina, Vermont	David Andrew Moran, Wayne State
John S. Allen, Iowa	James Gash, Pepperdine	E. Stewart Moritz, Akron
Stephen R. Alton, Texas Wesleyan	Sally F. Goldfarb, Rutgers, Camden	Seymour H. Moskowitz, Valparaiso
John J. Ammann, Saint Louis	Roger L. Goldman, Saint Louis	Mark L. Movsesian, Hofstra
Jerry L. Anderson, Drake	Michael Goldsmith, Brigham Young	Douglas K. Newell, Lewis and Clark
Carol Rice Andrews, Alabama	Michael H. Gottesman, Georgetown	Neal F. Newman, Texas Wesleyan
Scott Anthony Baker, North Carolina	Thomas C. Grey, Stanford	Richard H. Nowka, Louisville
Richard B. Atkinson, Arkansas, Fayetteville	David Hall, Northeastern	Kevin Francis O’Neill, Cleveland State
John L. Barkai, Hawaii	Daniel W. Hamilton, Chicago-Kent	John L. Orcutt, Franklin Pierce
Amy Coney Barrett, Notre Dame	Mark S. Hoose, Southwestern	Julie Rose O’Sullivan, Georgetown
Joyce Stanley Batipps, District of Columbia	Emily M.S. Houh, Cincinnati	Kathleen E. Payne, Michigan State
David Skillen Bogen, Maryland	Larry Howell, Montana	Gregory J. Pease, Washburn
Richard T. Bowser, Campbell	Thomas R. Hurst, Florida	Andrew D. Pike, American
J. Bryan Boyd, Campbell	Edward J. Imwinkelried, California at Davis	Frank R. Pommersheim, South Dakota
James D.A. Boyle, Duke	Vicki C. Jackson, Georgetown	Robert G. Popovich, Pepperdine
Elizabeth Barker Brandt, Idaho	Bruce R. Jacob, Stetson	William Pryor, District of Columbia
Justin Brooks, California Western	Bradley W. Joondeph, Santa Clara	William J. Rands, Cincinnati
Thomas C. Cady, West Virginia	Kenneth D. Katkin, Northern Kentucky	Martin H. Redish, Northwestern
Rutheford B Campbell, Jr., Kentucky	Jeffrey S. Kinsler, Appalachian	Charles P. Rose, Jr., Wake Forest
Daniel J. Capra, Fordham	Jeffrey L. Kirchmeier, City University of New York	Laura A. Rosenbury, Washington
Ann E. Carlson, California at Los Angeles	John B. Kirkwood, Seattle	Julia L. Ross, Georgetown
Barry E. Carter, Georgetown	Robert H. Klonoff, Missouri-Kansas City	Michael L. Rustad, Suffolk
Daniela Caruso, Boston University	Jane Byeff Korn, Arizona	Peter Bowman Rutledge, Catholic
R. Michael Cassidy, Boston College	George W. Kunej, Tennessee	Michael P. Scharf, Case Western Reserve
Amy B. Cohen, Western New England	Sidney Kwestel, Touro	Clinton W. Shinn, Mississippi College
Nathan Maxwell Crystal, South Carolina	Christo Lassiter, Cincinnati	Ric L. Simmons, Ohio State
Timothy Davis, Wake Forest	Robert C. Lind, Southwestern	Joseph E. Slater, Toledo
John F. Decker, DePaul	Thomas G. Lininger, Oregon	Karen R. Smith, Southwestern
James M. Delaney, Wyoming	J. Palmer Lockard, II, Widener	Neil L. Sobol, Texas Wesleyan
Richard Diamond, Georgetown	Leonard J. Long, Quinnipiac	Leonard N. Sosnov, Widener
Linda S. Eads, Southern Methodist	Timothy Daniel Lytton, Albany	Laura M. Spitz, Colorado
William George Eckhardt, Missouri-Kansas City	Gerard Nicholas Magliocca, Jr., Indiana, Indianapolis	Bryan Stevenson, New York University
Jonathan L. Entin, Case Western Reserve	Mable Martin-Scott, Thomas Cooley	Kristen A. Stilt, University of Washington
Howard S. Erlanger, Wisconsin	Judith L. Maute, Utah	Charles A. Sullivan, Seton Hall
Richard H. Fallon, Jr., Harvard	Kathleen Anne McKee, Regent	Imre S. Szalai, California Western
Chesney Douglas Floyd, Brigham Young	Nancy Assaf Mc Laughlin, Utah	David H. Taylor, Northern Illinois
Paula Ann Franzese, Seton Hall	James McGrath, Texas Wesleyan	George C. Thomas, Rutgers, Newark
Eric M. Freedman, Hofstra	Carrie J. Menkel-Meadow, Georgetown	Michelle A. Travis, San Francisco
Richard D. Freer, Emory	Richard Moberly, Nebraska	Carlos Manuel Vazquez, Georgetown
		Lu-in Wang, Pittsburgh
		Mark I. Weinstein, California Western
		Keith Werhan, Tulane
		Timothy Zick, St. John’s
		Jean Zorn, Florida International

Sections

Continued from page 6

Mass Communication Law

Kevin W. Saunders, Michigan State

Minority Groups

Larry Cata Backer, Pennsylvania State

National Security Law

Robert M. Chesney, Wake Forest

Natural Resources

Joseph W. Dellapenna, Villanova

New Law Professors

Elizabeth A. Pendo, St. Thomas

Nonprofit Law and Philanthropy

Harvey P. Dale, New York University

North American Cooperation

L. Kinvin Wroth, Vermont

Part Time Division Programs

A. Darby Dickerson, Stetson

Post-Graduate Legal Education

Maryam Ahranjani, American

Poverty Law

Juliet M. Brodie, Stanford

Pre-Legal Education and Admission to Law School

Michael States, North Carolina

Pro-Bono and Public Service Opportunities

Harlene G. Katzman, Columbia

Professional Responsibility

Russell G. Pearce, Fordham

Property Law

Raymond R. Coletta, Pacific, McGeorge

Real Estate Transactions

Gregory M. Stein, Tennessee

Scholarship

Kenneth W. Simons, Boston University

Securities Regulation

Roberta S. Karmel, Brooklyn

Sexual Orientation and Gender Identity Issues

Danielle Kie Hart, Southwestern

Socio-Economics

Robert Ashford, Syracuse, Co-Chair

Guido Calabresi, Yale, Co-Chair

Student Services

Jill Suzanne Miller, Duke

Taxation

David Alexander Brennen, Georgia

Teaching Methods

James B. Levy, Nova Southeastern

Women in Legal Education

Cynthia G. Hawkins-Leon, Stetson

Reassessing Our Roles

Continued from page 3

school. Is it time to broaden the role of law schools to serve potential law students?

I have highlighted just two of many changes affecting legal edu-

cation. Change is in the air. We know that — we are writing about change as it affects the law. Can we be as thoughtful and wise in changing our own roles as we are

in suggesting changes in the law?

I look forward to raising this with you more in the coming year. It is truly a privilege to have this opportunity.

¹ On changes in the role of legal education regarding internationalization, see the series of articles in *Transnational Legal Education*, 56 *J. Legal Ed.* 159 (2006).

² The most recent version of the “Law Professor Blogger Census” can be found at Daniel Solove, *Law Professor Blogger Census (Version 5.1)*, October 6, 2006, available at http://www.concurringopinions.com/archives/2006/10/law_professor_b_6.html, last accessed January 17, 2007. The version referenced above can be found at http://www.concurringopinions.com/archives/2006/03/law_professor_b_4.html.

³ Harry T. Edwards, *The Growing Disjunction Between Legal Education and the Legal Profession*, 91 *Mich. L. Rev.* 34, 42-57 (1992).

⁴ Michael D. McClintock, *The Declining Use of Legal Scholarship by Courts: An Empirical Study*, 51 *Okl. L. Rev.* 659, 684-685 (1998).

⁵ Lawrence B. Solum, *Blogging and the Transformation of Legal Scholarship*, Research Paper No. 06-08, *Illinois Public Law and Theory Research Papers Series* (2006).

⁶ Douglas A. Berman, *Scholarship in Action: The Power Possibilities, and Pitfalls for Law Professor Blogs*, *The Ohio State University Moritz College of Law Center for Interdisciplinary Law and Policy Studies, Working Paper Series, Number 43* (2006).

⁷ Leigh Jones, *Blogging Law Professors Assault Ivory Tower: Is It Scholarship or a Cyber Chit-Chat?* *The National Law Journal*, February 27, 2006, available at <http://www.law.com/jsp/nlj/PubArticleNLJ.jsp?id=1140775513856>, last accessed January 17, 2007.

⁸ Gita Z. Wilder, *The Road to Law School and Beyond: Examining Challenges to Racial and Ethnic Diversity in the Legal Profession*, *Law School Admission Council, Research Report 02-01, 3-4* (2003).

⁹ Law School Admissions Council, *African American Matriculation Drops*, No. 2006-2 LSAC Report 4 (July, 2006).

¹⁰ Wilder, *supra* note 8, at 29 (“Simply put, underrepresentation in the legal profession by blacks, Hispanics, and Native Americans persists. Relative to both the available pools of minority high school graduates and the proportions that these minorities represent in the larger U.S. population, smaller proportions of minority high school graduates are available to participate in post-secondary education. The presence of minorities is further reduced at the level of the baccalaureate degree. . . .”)

¹¹ *Grutter v. Bollinger*, 539 U.S. 306, 332 (2003).

Workshop on Clinical Legal Education Set to Challenge Assumptions

The Law Clinic Directors Workshop will be held May 2-3. The 2007 AALS Conference on Clinical Legal Education will be held May 3-6 in New Orleans. All sessions will be held at the Hilton New Orleans Riverside Hotel. For registration information, visit http://www.aals.org/events_2007clinical.php.

Why Attend?

We have created a clinical workshop designed to Challenge Assumptions. We spend much of our time as clinical professors encouraging our students to challenge their assumptions – about clients, courts, justice, and even themselves. Yet sometimes it is difficult for us to remember to challenge our own assumptions – even though we know this project is fundamental to our success as clinical professors (and probably to our happiness on the job). At this workshop we will challenge how we see the world, how and what we teach, and our hopes and expectations for ourselves as clinical educators.

We will approach our inquiry from three perspectives. Beginning from research and theory, we will explore insights that help to highlight and explain how assumptions (which may take the form of bias) affect the ways we see, understand and experience the world. We will then move to examining how our framing assumptions, many of which we are not aware, affect our expectations, our activities and our beliefs as we teach. Third, we will probe ways

that these assumptions permeate our identities as clinical teachers.

In identifying and probing our basic assumptions, we will explore a number of difficult questions:

- What underlies our decisions about client representation? Why are we representing individuals or groups of people living in poverty or those in the middle-class, or clients in our local communities or in communities in other parts of the world?
- What assumptions do we make about how our students learn and how we encourage them to challenge their assumptions?
- What assumptions do we make about the purposes and nature of advocacy? How do these assumptions shape the decisions we make about advocacy for our clients? How do choices about litigation, legislation, policy change, ADR, and community lawyering of all sorts reflect and shape our views of advocacy?
- What beliefs and values do we draw upon in deciding about both the numbers of students in our clinics as well as what criteria we use in selecting these students? Why and how do we decide whether to increase our supervision load, hire staff attorneys or fellows, increase externship opportunities, and develop simulation courses?
- What frameworks guide our decisions about teaching about social justice? What is their source? How are they related to our position in the academy and our relationship to the legal profession?

- What principles guide our decisions about teaching our students about lawyering? What is their source? How are they related to our position in the academy and our relationship to the legal profession?

- What beliefs are embedded in our decisions about our own careers? What lies behind our approaches to the demands or desires to write, to the urge to teach new clinics or non-clinical courses, to request to serve the law school and the greater community, to our yearning to spend time with friends and families?

We will seek out expert knowledge to help us in this process – someone who knows about education and about social change. Of course, we also rely on home-grown talent – both more experienced faces and newer ones – to guide us. And, we will be very conscious of our location in New Orleans – learning from the experiences of our colleagues and their clients, responding in some small way to the continuing struggle to emerge from disaster, and enjoying Jazz Fest, the City's annual music festival.

The planning committee includes: Elizabeth B. Cooper (Fordham), **Chair**; Thomas F. Geraghty (Northwestern); Katherine R. Kruse (Nevada, Las Vegas); Ann C. Shalleck (American); and Hans P. Sinha (Mississippi).

Continued on page 15

Mid-Year Meeting: Conference on International Law Examines What is Wrong with the Way We Teach and Write International Law

The Joint AALS and American Society of International Law (ASIL) Conference on International Law will take place June 17-20, 2007 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 15, 2007 (\$595 after May 15). Visit the Web site www.aals.org/midyear/ for details on housing and registration information.

This conference will bring together teachers and scholars for three days of intensive discussion on how we teach and write about international law and where the field is heading. There will be plenary sessions, small group discussions, and paper presentations. The panelists, drawn from the most

highly respected scholars in their various fields, will be around for the entire conference, enabling conversations to continue long after the formal discussions have ended.

We will start by asking — not ourselves but other scholars — “What is wrong with what we do?” The opening panel will look at international law teaching and scholarship from the outside — economics, sociology, political science, literature — and offer critiques on its academic value. Other panels will critique international law scholarship from a variety of perspectives, consider the future of the core international curriculum in the face of increasing specialization, and discuss the teaching of ethics and the ethics of teaching international law, especially in clinical settings.

Teachers of other subjects can benefit as well. The internationalization of the legal profession has reached the classroom. Globalizing the law school curriculum has meant not only adding courses and specializations in international law, but adding international and comparative components to core subjects or, even better, approaching them from a wider perspective. More and more, international law is becoming relevant to domestic law as Congress and agencies enact legislation and regulations implementing international obligations, as domestic law must reflect the reality that it is applied more and more in transnational contexts. It is becoming harder to find a field of trade or legal practice unaffected by international commerce, foreign competition law, and international financial and trade regulation. An intensive exchange with international legal teachers and scholars will suggest ways of incorporating international law — or insights gleaned from it — into other courses.

Confirmed Speakers

Speakers include: Kenneth Anderson (American); Antony T. Anghie (Utah); David J. Bederman (Emory); Mary C. Daly (St. John's); Colin Dayan (Robert Penn Warren Professor in the Humanities, Vanderbilt University, Nashville, Tennessee); Mark A. Drumbl (Washington and Lee); Laurel E. Fletcher (California, Berkeley); Tom Ginsburg (Illinois); Ruth E. Gordon (Villanova); Marci B. Hoffman (Georgetown); Harold Hongju Koh (Yale);

Continued on page 14

2007 AALS Mid-Year Meeting

The 2007 AALS Mid-Year Meeting will be held from June 17-22 in Vancouver, British Columbia, Canada. This 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. By registering for one workshop you are automatically registered for both.

You will receive a discount of half of the workshop registration fee by registering for all three programs:

	Early Bird Price (before May 15th)	Regular Price
Joint AALS and ASIL Conference on International Law: What is Wrong with the Way We Teach and Write International Law?	\$535	\$595
Workshop on Family Law: Bridging the Gap Between Social Science and Law	\$470	\$520
Joint AALS and ASRM Workshop on Reproductive Medicine and Law	\$470	\$520
Entire Mid-Year Meeting (includes both workshops and the conference)	\$770	\$855

Mid-Year Meeting: Workshop on Family Law: Bridging the Gap Between Social Science and Law

The Workshop on Family Law will take place June 20-22, 2007 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 15, 2007 (\$520 after May 15). Visit the Web site www.aals.org/midyear/ for details on housing and registration information.

This workshop addresses the growing interest in social science and family law by drawing together prominent family law scholars and some of today's leading social scientists on the family.

Among the specific topics covered by the conference that have engaged both empirical scientists and legal scholars are child custody, the family dimensions of race and poverty, assisted reproduction, domestic violence, and the role of courts in resolving family disputes, and dispute resolution alternatives to the judicial process. How important is it for a child to maintain a relationship (an equal relationship?) with both parents after a divorce? What custody rules should apply when one parent relocates to another state? What is parental alienation and how should courts respond to charges of it? What determines the stability, or fragility, of families, and what role can and should the law play in making families more stable? What problems do physicians encounter in their assisted reproduction practices to which the law should have better answers? What does the empirical data that might help the law solve issues of defining parenthood outside the conventional reproductive

context? Do domestic protection orders work? Are children, and battered parents, adequately protected by current law? When does mediation work, and when should it be mandatory? Are parenting plans the answer? What role can special family courts play? As to each of these and other questions, social scientist researchers will join with legal scholars to discuss the most recent empirical research in the area and its implications for family law. The panel on assisted reproduction is co-sponsored by the AALS and American Society of Reproductive Medicine Workshop on Reproductive Medicine and Law.

In addition to providing empirical data and insight about its relevance to family law, the workshop will provide sessions to help family law professors develop greater empirical sophistication in their own research. One panel of family law professors who have done empirical research will discuss how they developed and supported their empirical projects. In addition, a law professor/social scientist with experience in the grant-making world will discuss how to define manageable, fundable topics and approach potential funders.

Finally, the conference will set aside time to discuss innovative ways of teaching family law.

This workshop is intended for family law teachers and scholars who wish to be more intelligent consumers of the empirical research relevant to their own scholarly agendas and teaching interests, as well as those who may wish to integrate some empirical methods into their research. Scholars and

teachers of all experience levels should benefit from the workshop.

Confirmed Speakers

The confirmed speakers are: Sanford L. Braver, Ph.D. (Professor, Department of Psychology, Arizona State University, Tempe, Arizona); Tonya L. Brito (Wisconsin); Carol S. Bruch (California, Davis); Naomi R. Cahn (George Washington); June Rose Carbone (Santa Clara); Mary Ann Dutton, Ph.D. (Research Professor, Department of Psychology, Georgetown University Medical Center, Washington, DC); Kathryn Edin, Ph.D. (Professor, Department of Sociology, University of Pennsylvania, Philadelphia, Pennsylvania); Robert E. Emery Ph.D. (Professor of Psychology, Director, Center for Children, Families, and the Law, University of Virginia, Charlottesville, Virginia); Peter G. Jaffe, Ph.D. (Professor, University of Western Ontario, Faculty of Education, London, Ontario, Canada); Richard Owen Lempert (Michigan); Solangel Maldonado (Seton Hall); Lorna A. Marshall, M.D. (Pacific Northwest Fertility Clinic, Seattle, Washington); Sara S. McLanahan, Ph.D. (Professor of Sociology and Public Affairs, Center for Research on Child Wellbeing, Princeton University, Princeton, New Jersey); Joan S. Meier (George Washington University); Nancy D. Polikoff (American); Jennifer Lorraine Rosato (Drexel University); Andrew Schepard (Hofstra); Elizabeth S. Scott (Columbia);

Continued on page 15

Mid-Year Meeting: Joint AALS/American Society for Reproductive Medicine (ASRM) Workshop on Reproductive Medicine and Law

The Workshop on Reproductive Medicine and Law will take place June 20-22, 2007 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 15, 2007 (\$520 after May 15). Visit the Web site www.aals.org/midyear/ for details on housing and registration information.

What makes this workshop, which is sponsored jointly by the AALS and the American Society for Reproductive Medicine (ASRM), unique is that it brings together a distinguished faculty of leading medical practitioners and legal scholars who have explored these issues over the years. Each session will include both law professors and physicians who will engage with each other and with the participants in a dialogue that promises to be both provocative and to provide new perspectives on these issues.

In addition, this workshop is being held contemporaneously with the Family Law Workshop. A highlight will be a plenary session for both meetings that focuses on different perspectives on family formation with presentations on the issues that physicians encounter, a family law perspective, gay and lesbian issues, and religious perspectives, focusing on Islam. Attendees of the workshops will be free to participate in each others' sessions.

Confirmed Speakers

G. David Adamson, M.D. (Fertility Physicians of Northern California, Palo Alto, California); Leslie Bender (Syracuse); Robert G.

Brzyski, Ph.D., M.D. (University of Texas Health Sciences Center, San Antonio, Texas); June Rose Carbone (Santa Clara); Judith F. Daar (Whittier); Alan DeCherney, M.D. (Chief, Reproductive Biology and Medicine Branch, National Institute of Child Health and Human Development, NIH, Bethesda, Maryland); William Gibbons (A Woman's Center for Reproductive Medicine, Baton Rouge, Louisiana); Lori Knowles, Research Associate (Health Law Institute, University of Alberta, Edmonton Alberta, Canada); Andrew R. La Barbera, Ph.D. (University of Cincinnati College of Medicine and Scientific Director, American Society for Reproductive Medicine); Antoinette Sedillo Lopez (New Mexico); Pamela L. Madsen, Executive Director (The American Fertility Association, New York, New York); Lorna A. Marshall, M.D. (Pacific Northwest Fertility Clinic, Seattle, Washington); Nancy D. Polikoff (American); Dorothy E. Roberts (Northwestern); John A. Robertson (Texas); Soraya Tremayne, Director (Fertility and Reproduction Studies Group, Institute of Social and Cultural Anthropology, University of Oxford, Oxford, England); and Susan M. Wolf (University of Minnesota Law School and Medical School).

Topics

The planning committee has prepared the following topics:

Embryo Issues: Legal Status Issues: The Legal Status of

Embryos under Constitutional and State Law, including Fetal Homicide Laws, and their Effect on Dispositional Control over Embryos in the Areas of Creation, Discard, and Donation for Research or Therapy; Mishaps: How and Why Mistakes Occur in the Embryology Lab, and How to Prevent Them; Legal Issues Relating to Misappropriation and Mistakes Regarding Loss of Embryos and the Family Law Issues When Embryos are Given to the Wrong Person.

Family Law: Donor/Surrogacy/Rearing Rights: Problems that Physicians Encounter, Including Payments to Donors, Donor Disposition of Eggs, HIV Discordant Couples, Female-Female Couple IVF; Defining Parenthood; Gay and Lesbian Issues; Religious Views of ART, Focusing on Islam

Concurrent Sessions: Regulation: International and U.S.; Globalization: Comparative ART Practice (UK, Canada, Australia, Latin America)

Trait Selection: Pre-implantation Genetic Diagnosis for Sex Selection; Disability

Autonomy: Who Decides What?: Multiple pregnancies; Selective Multifetal Reduction; Choice: Clinicians, Patients, Government, Third Parties

Access to ART: Legal, Economic and Political Blockades to Babyhood: The Effect of Economic Access to ART on Availability, Pregnancy Success and Multiple Pregnancy;

Continued on page 15

Workshop on Thriving and Surviving in the Academy: Concrete Steps for People of Color and Their Law Schools

The first Workshop on Thriving and Surviving in the Academy will be held June 27-28, 2007 in Washington, DC. Registration and housing details can be found at www.aals.org/events_2007thriving.php.

Why Attend

Recent statistics show that the retention rate for faculty of color is dismayingly low. Recognizing that hiring without attention to retention will not necessarily increase diversity in American law faculties, this workshop focuses on the challenges

faced by faculties of color in the legal academy. The workshop should be of interest to faculties of color and any faculty interested in increasing diversity in American law schools.

Confirmed Speakers

Speakers include: Peter C. Alexander (Southern Illinois); Leonard M. Baynes (St. John's); JoAnne A. Epps (Temple); David Hall (Northeastern); Cheryl Harris (UCLA); Jose Robert Juarez, Jr. (Denver); Hiroshi Motomura

(North Carolina); Cynthia E. Nance (Arkansas, Fayetteville); Angela I. Onwuachi-Willig (Iowa); and Robert L. Tsai (Oregon).

Topics

Promotion and Tenure: Getting to Yes; Service: Strategies to Success for Minority Teachers; Teaching: Strategies to Success for Minority Teachers; Scholarship: Strategies to Success for Minority Teachers; and You Can Do This: Why This is Important Beyond Getting Tenure.

2007 New Law Teachers Workshop and Workshop for Beginning Legal Writing Teachers

The twenty-fifth annual Workshop for New Law Teachers will take place June 28-30, 2007 in Washington, DC. The Workshop for Beginning Legal Writers will be held June 30-July 1. For details regarding hotel and registration, visit www.aals.org/nlt/.

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.

Confirmed Speakers

Confirmed speakers include: Libby S. Adler (Northeastern); Douglas Aaron Berman (Ohio State); Dorothy Andrea Brown (Washington and Lee); Angela J. Davis (American); Graeme B. Dinwoodie (Chicago-Kent); JoAnne A. Epps (Temple); John C.P. Goldberg (Vanderbilt); Laura E. Gomez (New Mexico); David Hall (Northeastern); Marina C. Hsieh (Santa Clara); Kristine S. Knaplund (Pepperdine); Veryl Victoria Miles (Catholic); Erin E. Murphy (California, Berkeley); Kimberly Jenkins Robinson (Emory); and Deleso Alford Washington (Barry).

Topics

Topics include: Nuts & Bolts; Learning Theory; Teaching Techniques and Demonstrations; Assessment & Institutional Citizenship; Scholarship; and Junior Faculty Feedback.

Workshop for Beginning Legal Writing Teachers

The Workshop for Beginning Legal Writing Teachers is designed to offer new law faculty an introduction to the teaching of legal writing. The workshop will address the basic tasks of the teacher of legal writing: classroom teaching, designing problems, conducting effective individual conferences, incorporating the teaching of legal research, and critiquing students' written work.

Continued on page 16

International Law

Continued from page 10

Mary Ellen O'Connell (Notre Dame); Katharina Pistor (Columbia); Balakrishnan Rajagopal (Ford International Associate Professor of Law and Development, Massachusetts Institute of Technology Department of Urban Studies and Planning, Cambridge, Massachusetts); Kal Raustiala (UCLA); Mathias W. Reimann (Michigan); Stephen Toope (President and Vice Chancellor, University of British Columbia, Vancouver, British Columbia, Canada); Peter D.

Trooboff, Esquire (Covington & Burling, LLP, Washington, DC); Jeremy James Waldron (Columbia); Edith Brown Weiss (Georgetown); and Judge Diane P. Wood (U.S. Court of Appeals for the Seventh Circuit, Chicago, Illinois).

Topics

Topics include: Who Are "We"; What is the Left – The (truly) Invisible College of International Lawyers; What is Wrong? The Outsiders Comment; Internationalizing International Law; Scholarship: What is Taught and Why; Are We All Transnationals Now?;

Teaching Ethics, Ethical Teaching; and Identifying the Core Amidst Specialization and Critique: Why Should a HR Student Take International Law and What is Left of International Law?

Planning Committee

The Conference Planning Committee includes: T. Alexander Aleinikoff (Georgetown); Jose Enrique Alvarez (Columbia); Diane Marie Amann (California at Davis); David D. Caron (California, Berkeley), **Chair**; William V. Dunlap (Quinnipiac); and Chantal Thomas (Fordham).

Scholarly Papers

Continued from page 4

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 those who have been full-time law teachers for seven years or fewer as of July 1, 2007. (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 developments in previously reported research. Papers are not eligible for consideration if they will have been published before February 2008. Submitted papers, whether or not selected for recognition, may be subsequently published as arranged by the authors. Papers may have been revised on the basis of review by colleagues.

Statement of Compliance

The cover letter accompanying each submission must include a statement verifying: 1) the author holds a faculty appointment at a member or fee-paid school; 2) the author has been engaged in full-time teaching for seven years or fewer as of July 1, 2007; 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 2008. The author must also agree to notify the AALS if and as soon as s/he learns that the submitted paper will be published before February 2008.

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 2008 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).

Clinical Workshop

Continued from page 9

Jazz Fest and Hotel Reservations

The New Orleans Jazz & Heritage Festival is scheduled for April 27 – 29 and May 4 – 6. See www.no-jazzfest.com. Hotel rooms will sell out quickly in advance of the meeting, so it is important to make your hotel reservations now, making al-

lowances for early or late departure dates beyond the Workshop dates.

To Register

Registration fees per person for the Law Clinic Directors Workshop are \$190 for faculty of AALS member and fee-paid schools, and \$240 for faculty of non-fee-paid law schools. Registration fees per person for the Workshop on Clinical Legal Education are \$350

for faculty of AALS member and fee-paid schools, and \$400 for faculty of non-fee-paid law schools.

Family Law

Continued from page 11

Soraya Tremayne (Director, Fertility and Reproduction Studies Group, Institute of Social and Cultural Anthropology, University of Oxford, Oxford, England); and Barbara Bennett Woodhouse (Florida).

Topics

Topics include: Fragile Families; Child Custody: Role of Maintaining Child's Relationship with Both Parents; Family and Welfare Law; Family Law: Donor/Surrogacy/

Rearing Rights (Defining Parenthood; Problems that Physicians Encounter, Including Payments to Donors, Donor Disposition of Eggs, HIV Discordant Couples, Female-Female Couple IVF; Gay and Lesbian Issues; Religious Views of Assisted Reproductive Technology (ART); Focus on Islam; Different Ways to Teach Family Law; Empirical Research on Domestic Violence; Dispute Resolution; Open Discussion: Tips and Pitfalls for the Law Professor Seeking to Do Empirical Research; Family

and Welfare Law; and Empirical Research from a Researcher and a Funder's Perspective.

Planning Committee

The Planning Committee for AALS Workshop on Family Law: Bridging the Gap Between Social Science and Law are Katharine T. Bartlett (Duke), **Chair**; Margaret Friedlander Brinig (Notre Dame); Ira Mark Ellman (Arizona State); Blake D. Morant (Washington and Lee); and Carl E. Schneider (Michigan).

Reproductive Medicine

Continued from page 12

Limitations Based on Cost, Marital Status and Domicile: The Rise of Fertility Tourism

Current Perspectives on Assisted Reproductive Technology: Cross-cultural and Feminist Perspectives; Parental and Economic Perspectives; Racial Perspectives

Planning Committee

The Planning Committee for the Joint AALS and American Society of Reproductive Medicine Workshop on Reproductive Medicine and Law includes: Robert G. Brzyski, Ph.D., M.D. (Associate Professor and Director of Reproductive Endocrinology/Infertility Fellowship University of Texas Health Sciences Center) Vice Chair; Ellen Wright Clayton, MD, JD (Professor of Genetics &

Health Policy, Professor of Law & Professor of Pediatrics, Vanderbilt University), **Chair**; Judith F. Daar (Whittier Law School and Clinical Professor of Medicine, University of California Irvine College of Medicine); William Gibbons, MD (A Woman's Center for Reproductive Medicine, Baton Rouge, Louisiana); Antoinette Sedillo Lopez (New Mexico); and John A. Robertson (Texas).

New Law Teachers: Beginning Legal Writing

Continued from page 13

Confirmed Speakers

Speakers include: Lorraine Bannai (Seattle); Patricia A. Broussard (Florida A & M); Linda H. Edwards (Mercer); Suzanne Rabe (Arizona); Amy E. Sloan (Baltimore); and Craig T. Smith (Vanderbilt).

Topics

Topics include: Nuts & Bolts; Designing Assignments; Teaching Legal Research; Scholarship; and Critiquing.

Planning Committee

The Planning Committee for the New Law Teachers Workshop, the Workshop for Beginning Legal Writing Teachers, and the Workshop on Thriving and Surviving in the Academy includes: Mary Beth Beazley (Ohio State); Devon Wayne Carbado (California at Los Angeles); Phoebe A. Haddon (Temple); Toni Marie Massaro (Arizona); Todd D. Rakoff (Harvard); Kent D. Syverud (Washington University), **Chair**; and Margaret Y.K. Woo (Northeastern).

aalscalendar

Upcoming Meetings and Events

May 3 – 6, 2007

- Workshop on Clinical Legal Education
New Orleans
www.aals.org/events_2007clinical.php

June 17 – 22, 2007

Mid-Year Meeting
Vancouver, British Columbia, Canada

- June 17–20, 2007
Joint AALS and American Society of International Law Conference on International Law
www.aals.org/events_2007international.php
- June 20–22, 2007
Workshop on Family Law: Bridging the Gap Between Social Science and Law
www.aals.org/events_2007family.php
- June 21–22, 2007
Joint AALS and American Society of Reproductive Medicine Workshop on Reproductive Medicine and Law
www.aals.org/events_2007reproductive.php

June 27 – 28, 2007

- Workshop on Thriving and Surviving the Academy: Concrete Steps for People of Color and Their Law Schools
Washington, DC
www.aals.org/events_2007thriving.php

June 28 – 30, 2007

- Workshop for New Law Teachers
Washington, DC
www.aals.org/events_2007nlt.php

June 30 – July 1, 2007

- Workshop for Beginning Legal Writing Teachers
Washington, DC
www.aals.org/events_2007nlt.php

October 25 – 27, 2007

- Faculty Recruitment Conference,
Washington, DC

Future Annual Meeting Dates and Locations

- January 2–6, 2008, New York
- January 6–10, 2009, San Diego
- January 6–10, 2010 New Orleans



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