

Program



ASSOCIATION OF AMERICAN LAW SCHOOLS **WORKSHOP FOR NEW LAW SCHOOL TEACHERS**

June 6 – 8, 2024 | Washington, DC



Association of American Law Schools

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Exhibitors

Be sure to visit these exhibitors in the District Ballroom.



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Twitter

Tweet about your experiences during your time with us. Use hashtag #AALSFLT.

Evaluation

An evaluation will be emailed to you at the conclusion of the workshop. Your feedback and suggestions will assist the Planning Committee with improvements to the 2025 workshop.

Welcome to the 2024 AALS Workshop for New Law School Teachers and to the legal academy!

Over the next two days, the Planning Committee hopes that you will gain valuable insights and practical information on how to become an effective classroom teacher, a productive scholar, and a valued member of the legal academy—all balanced with the nurturing of your personal and family life.

We have a slate of amazing presenters who are committed to helping you succeed in your career! Our interactive sessions are designed for you to talk with new colleagues from across the nation and explore ideas with them and with our presenters. Whether you participate in a group exercise, enjoy a break-out session, or share a meal, you are part of a law-teaching cohort for the future. We want you to approach that awesome privilege with seriousness, curiosity, and excitement.

AALS President Melanie Wilson will start the conference with her keynote welcome on Thursday night. On Friday and Saturday, our sessions include introductory talks about teaching, research, and work/life balance. The teaching and research sessions are followed by breakout sessions on more-specific topics, during which you can explore ideas in a smaller group with law-teaching-expert facilitators.

During your time here, you will create relationships that might well last a lifetime. Moreover, this is a special time for all of you: you are embarking on a career choice that will shape the future of countless attorneys, who will in turn shape the outcomes for countless clients.

Teaching is a privilege, and your being here admits you into a special group. Many of those who will lead sessions here in 2024 were in your place, at this workshop, at the start of their careers. We hope that your career path leads you back here to continue that pattern as you mature in the legal academy.

Congratulations, and again, welcome!

Nancy Soonpaa,
Texas Tech University School of Law and
Chair, Planning Committee for the 2024 AALS Workshop for New Law School Teachers

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AALS EXECUTIVE COMMITTEE

- Melanie Wilson, Washington and Lee University School of Law, and **AALS President**
 - Mark C. Alexander, Villanova University Charles Widger School of Law, and **AALS Past President**
 - Austen L. Parrish, University of California, Irvine School of Law, and **AALS President-Elect**
 - Anthony W. Crowell, New York Law School
 - Risa Goluboff, University of Virginia School of Law
 - Renée McDonald Hutchins, University of Maryland Francis King Carey School of Law
 - Eloisa C. Rodriguez-Dod, Florida International University College of Law
 - Kevin Washburn, The University of Iowa College of Law
 - John Valery White, University of Nevada, Las Vegas, William S. Boyd School of Law
-

Welcome

Dear Colleague,

It is my privilege to welcome you to the Association and to the law teaching profession. We are absolutely delighted that you are here.

Established in 1900, AALS is an Association of 176 member and 18 fee-paid law schools. Our mission is to uphold and enhance excellence in legal education. As the learned society for legal education, we are also very much your organization. Many law faculty members benefit from the work accomplished under the AALS umbrella, creating connections with faculty beyond their home law schools and leading to career-enriching collaborations in both scholarship and teaching.

The AALS membership values are:

1. a faculty composed primarily of full-time teacher-scholars who constitute a self-governing intellectual community engaged in the creation and dissemination of knowledge about law, legal processes, and legal systems, and who are devoted to fostering justice and public service in the legal community;
2. academic freedom;
3. diversity of viewpoints;
4. excellent scholarship and teaching;
5. a rigorous academic program built upon strong teaching and a dynamic curriculum that is both broad and deep;
6. a diverse faculty hired, promoted, and retained based on meeting and supporting high standards of teaching and scholarship and in accordance with principles of non-discrimination;
7. competent and professional staff to support the mission of the law school;
8. selection of students based upon intellectual ability and potential for success in the study and practice of law, through a fair and non-discriminatory process designed to produce a diverse student body and a broadly representative legal profession; and
9. honesty, integrity, and professionalism in dealing with students, faculty, staff, the public, and the Association.

Association activities encompass many areas that may be of interest to you, particularly our professional development programs for law faculty. Detailed information on the calendar of programs for the coming academic year can be found in the Events section of www.aals.org.

AALS hosts more than 100 Sections organized around various academic disciplines, affinity groups, and areas of professional interest. I encourage you to join one or more sections and connect with colleagues across the country. You may particularly be interested in the Sections on New Law Professors and on Teaching Methods. Most sections host email discussion groups, and many also organize webinars, host annual awards, offer mentorship programs for early career faculty, produce works-in-progress programs, and compile teaching resources, among other activities. Sections also plan most of the programs at the Annual Meeting. For a full list of sections and information on how to join, please visit www.aals.org/sections.

The 2025 Annual Meeting will be in San Francisco, Tuesday, January 7 through Saturday, January 11, 2025. The meeting provides many opportunities to speak and present your work, from works-in-progress and Newer Scholars sessions to Section calls for speakers. Find out more at am.aals.org.

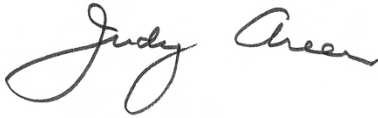
AALS also sponsors a Scholarly Papers Competition for those who have been teaching law for five years or less. Find the details at www.aals.org/new-faculty/scholarly-papers.

The Association's Journal of Legal Education (jle.aals.org), published quarterly and distributed to all law faculty, is an excellent platform for the exchange of ideas and information about legal education, legal scholarship, and innovative teaching. The Association also co-sponsors the Clinical Law Review.

The AALS Directory of Law Teachers (dlt.aals.org) is available year-round online and is published annually. Your dean's office can assist in ensuring that you are included in the Directory listings.

As you begin your career in law teaching and are understandably focused on developing your own courses and advancing your scholarly agenda, I encourage you to make time for AALS as well. This is just the beginning of what we hope will be a long, productive, and satisfying career.

Sincerely,

A handwritten signature in cursive script that reads "Judith Areen". The signature is written in black ink and is positioned to the left of the typed name.

Judith Areen
AALS Executive Director

Need-to-Know

CONSENT TO USE OF PHOTOGRAPHIC, AND AUDIO MATERIALS

AALS will have a photographer at general sessions and meals during the workshop and will also audio record these sessions. Photos taken during the workshop will remain the property of AALS and may be distributed or used in future marketing materials. Your attendance at the Workshop indicates your acceptance to be photographed, filmed, or recorded, and to AALS's use of your image, without payment of any kind, in program(s) and for other purposes designated by AALS in the future.

CONTINUING EDUCATION CREDIT

After the workshop, AALS can provide you with an attendance confirmation letter to support other continuing education documentation as required by your specific state's accrediting agency. To request a letter, email registration@aals.org.

LUGGAGE STORAGE

There is no fee for AALS attendees to store luggage at the Mayflower Hotel. To store luggage, see an attendant at the bell stand.

PRIVATE ROOM FOR PARENTS

Nursing parents may use Suite 232 on the second floor as private space. The room has outlets, a refrigerator, and a locking door. Please visit the registration table (District Ballroom Foyer, Lower Level) to request the key to this room.

SESSION MATERIALS

Materials provided by session panelists will be available after the workshop at nlt.aals.org/program/materials.
If you are a speaker: If you would like to submit presentations or materials to be posted on the website, please do so as soon as possible. PDF files are preferable, and all files must be accessible.

Internet Access

In common areas:

MarriottBonvoy_Network_Conference
Password: AALS2024

In guest room:

Bonvoy_Network_Guest
Add last name and room number to connect.

Program Schedule

As of May 15, 2024

Thurs., June 6

4 – 7 pm

Registration

District Foyer, Lower Level

5:30 – 6:15 pm

Small Group Discussions - Setting the Stage

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

These small groups will be your cohort for the workshop, providing an opportunity to meet some of your peers and discuss your expectations for the workshop and your career. These small groups will reconvene on Saturday. Presenters from the workshop will facilitate the discussions.

6:30 – 7 pm

Welcome and Keynote Speaker

District Ballroom, Lower Level

Introduction: Nancy J. Soonpaa,
Texas Tech University School of
Law, Chair, Workshop for New
Law School Teachers

Speaker: Melanie D. Wilson,
Washington and Lee University
School of Law, AALS President

Fri., June 7

7 am

Registration

District Ballroom, Lower Level

8 – 8:45 am

AALS Section on Women in Legal Education - Informal Gathering and Q & A

Palm Court Ballroom, Lobby
Level

Facilitators: To Be Announced

8:45 – 9 am

Refreshment Break

District Ballroom, Lower Level

9 – 9:15 am

Opening Session

District Ballroom, Lower Level

Welcome:

Kellye Y. Testy, Incoming AALS
Executive Director and CEO (as
of July 2024)

Welcome and Workshop Overview:

Nancy J. Soonpaa, Texas Tech
University School of Law Chair,
Workshop for New Law School
Teachers

9:15 – 10:45 am

General Session: Foundations for Excellent Teaching

District Ballroom, Lower Level

Effective teachers understand that what learners bring to the classroom is just as important as what their teachers bring. This plenary session will review academic research on student learning, teaching theory, and teaching strategies and then link that discussion to practical advice for excellence in classroom teaching. Awareness of learning and teaching research can help teachers to promote a positive classroom experience and improve outcomes.

Moderator: Howard M. Erichson,
Fordham University School of Law

Panelists:

Olympia R. Duhart, Nova
Southeastern University Shepard
Broad College of Law
David A. Super, Georgetown
University Law Center

10:45 – 11 am

Refreshment Break

District Ballroom, Lower Level

11 am – 12:15 pm

Concurrent Sessions on Teaching

*The following concurrent sessions offer
focused discussion on a variety of
topics important to law teaching.*

Course Design

Rhode Island Room, Second
Floor

How to plan your course for best effect, considering topics such as choosing a casebook, constructing a syllabus, and deciding what to cover and in what order.

Facilitator: Howard E. Katz,
Cleveland State University
College of Law

Concurrent Sessions on Teaching, cont.

Inside the Classroom

Georgia Room, Second Floor

How to be an effective teacher in the law school classroom: ideas on how to develop your own teaching style, give students more assessment during the semester, and make class more interactive.

Facilitator: Anna P. Hemingway,
Widener University
Commonwealth Law School

Outside the Classroom

Pennsylvania Room, Second Floor

How to interact with students outside the classroom including supervising research assistants, mentoring a broad range of students, and setting appropriate boundaries.

Facilitator: Steven I. Friedland,
Elon University School of Law

Teaching with Technology

District Ballroom, Lower Level

How to use information technology effectively, including visual aids, polling, class websites, distance learning, and student use of computers in the classroom, and how to manage generative AI.

Facilitators:
Colin P. Starger, University of
Baltimore School of Law
Susan Tanner, University of
Louisville, Louis D. Brandeis
School of Law

**Teaching Clinical/
Experiential Legal
Education**

Independence, Lower Level

Facilitators:
Rachel A. Camp, Georgetown
University Law Center
Jenny-Brooke Condon, Seton Hall
University School of Law

12:30 – 2 pm

**AALS Luncheon - Fostering
Diversity and Academic
Freedom Without
Divisiveness**

Palm Court Ballroom, Lobby Level

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

Moderator: Elizabeth A. Keyes,
University of Baltimore School
of Law

Panelists:
Llezzlie L. Green, Georgetown
University Law Center
Kyle C. Velte, University of Kansas
School of Law

2:15– 3:45 pm

**General Session on
Assessment**

District Ballroom, Lower Level

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

Introduction: Nancy J. Soonpaa,
Texas Tech University School of
Law Chair, Workshop for New
Law School Teachers

Speakers:
Kris Franklin, New York Law School
Rory D. Bahadur, Washburn
University School of Law

3:45- 4:00 pm

Refreshment Break

District Ballroom, Lower Level

4:00 – 5:15 pm

**General Session: The
Demands and Delights of
Institutional Citizenship:
Exploring a Range of Service
Opportunities**

District Ballroom, Lower Level

In addition to producing influential scholarship and facilitating effective student learning, law professors are also called upon to be good institutional citizens (and committee members) by furthering law school priorities and contributing to multiple institutional relationships with students, staff, faculty, university officials, community members, alumni, and practicing lawyers and judges. Such interactions can present exciting opportunities, but it is especially important for junior faculty must consider how to prioritize among them and how to balance the competing demands on their time.

Moderator: Howard M. Erichson,
Fordham University School of
Law

Speakers:
Dionne L. Koller, University of
Baltimore School of Law
Mariela Olivares, Howard
University School of Law

5:30 – 6:30 pm

AALS Reception

Palm Court Ballroom, Lobby Level

6:30 – 7:30 pm

**AALS Section on Sexual
Orientation and Gender
Identity Issues - Informal
Gathering and Q & A**

Rhode Island Room, Second Floor

Facilitators: To Be Announced

Sat., June 8

8 – 8:45 am

AALS Section on Minority Groups - Informal Gathering and Q&A

Palm Court Ballroom, Second Floor

Facilitator: Alveena Shah, University of Pittsburgh School of Law

8:45 – 9 am

Refreshment Break

District Ballroom, Lower Level

9 – 9:45 am

General Session - Why Scholarship Matters

District Ballroom, Lower Level

In an era of “alternative facts,” good legal scholarship is of the highest importance. Law is essential to constitutionalism, democracy, and markets, but law often needs improvement. Good legal scholarship fosters better understanding of law and how law operates. In so doing, it provides a foundation for reform where needed. This panel will discuss these points and explore how many different forms of legal scholarship contribute to law’s ability to provide both needed stability and needed change.

Moderator/Introduction: Howard M. Erichson, Fordham University School of Law

Speakers:

Margaret E. Johnson, University of Baltimore School of Law
Jayesh Rathod, American University, Washington College of Law

9:45 – 10:45 am

CONCURRENT SESSIONS ON SCHOLARSHIP

The following concurrent sessions offer focused discussion on a variety of topics important to legal scholarship. Each session will be offered twice so that you can attend two of your choosing.

Designing Your Research Agenda

District Ballroom, Lower Level

How to conceptualize and articulate the themes of your scholarship and research trajectory.

Facilitators:

Kyle C. Velte, University of Kansas School of Law
Melanie D. Wilson, Washington and Lee University School of Law, AALS President

Building a Scholarly Community/Network

Georgia Room, Second Floor

How to form a community of readers and like-minded scholars inside and outside of your institution.

Facilitators:

Matthew Sipe, University of Baltimore School of Law
David A. Super, Georgetown University Law Center

Distributing Your Ideas

Pennsylvania Room, Second Floor

How to distribute your scholarship and build your reputation through both academic channels and popular media.

Facilitator: Shanta Trivedi, University of Baltimore School of Law

Engaged Scholarship and Advocacy

Rhode Island Room, Second Floor

How to maximize the impact of your scholarship.

Facilitator: Margaret E. Johnson, University of Baltimore School of Law

Scholarship for Clinical/Experiential Legal Education

Independence, Lower Level

Facilitators:

Priya Baskaran, American University, Washington College of Law
Michele Estrin Gilman, University of Baltimore School of Law

10:45 – 11 am

Refreshment Break

District Ballroom, Lower Level

11 am – 12 pm

CONCURRENT SESSIONS ON SCHOLARSHIP

This is the second set of sessions offering focused discussion on a variety of topics important to legal scholarship.

Designing Your Research Agenda

District Ballroom, Lower Level

How to conceptualize and articulate the themes of your scholarship and research trajectory.

Facilitators:

Kyle C. Velte, University of Kansas School of Law
Melanie D. Wilson, Washington and Lee University School of Law, AALS President

Concurrent Sessions on Scholarship, cont.

Building a Scholarly

Community/Network

Georgia Room, Second Floor

How to form a community of readers and like-minded scholars inside and outside of your institution.

Facilitators:

Matthew Sipe, University of
Baltimore School of Law
David A. Super, Georgetown
University Law Center

Distributing Your Ideas

Pennsylvania Room, Second
Floor

How to distribute your scholarship and build your reputation through both academic channels and popular media.

Facilitator: Shanta Trivedi,
University of Baltimore School
of Law

**Engaged Scholarship and
Advocacy**

Rhode Island Room, Second
Floor

How to maximize the impact of
your scholarship.

Facilitator: Margaret E. Johnson,
University of Baltimore School
of Law

**Scholarship for Clinical/
Experiential Legal
Education**

Independence, Lower Level

Facilitator: Michele Estrin Gilman,
University of Baltimore School
of Law

12 - 1:15 pm

AALS Luncheon

Palm Court Ballroom, Lobby
Level

The luncheon is a chance to
socialize and network with peers in
your same subject area.

1:30 - 3 pm

**General Session: Keeping it
All Together**

District Ballroom, Lower Level

Law can be a demanding
profession, both for practitioners
and for legal academics. This
panel considers ways to enhance
work and life satisfaction for
law teachers and considers the
teacher's role in helping students
pursue professional fulfillment
and personal well-being.

Moderator: Elizabeth A. Keyes,
University of Baltimore
School of Law

Speakers:

Olympia R. Duhart, Nova
Southeastern University
Shepard Broad College of
Law
Jill C. Engle, Penn State Law

3 - 3:15 pm

Refreshment Break

District Ballroom, Lower Level

3:15 - 4:15 pm

**Small Group Discussions II -
Reflections**

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

Participants will reconvene in
their small group cohorts from
Thursday night to reflect on ideas
related to teaching, scholarship,
and service that have been raised
during the workshop.

Planning Committee for the 2024 Workshop for New Law School Teachers



Sherley Cruz, Assistant Professor of Law, University of Tennessee College of Law



Howard M. Erichson, Maria L. Marcus Distinguished Research Scholar, Professor of Law, Fordham University School of Law



Elizabeth A. Keyes, Professor of Law, University of Baltimore School of Law



Sarah Rogerson, Professor of Law; Director, The Edward P. Swyer Justice Center; Director, Immigration Law Clinic, Albany Law School



Nancy J. Soonpaa, Professor of Law, Texas Tech University School of Law, **Chair**

Presenters



Rory D. Bahadur, James R. Ahrens Chair in Tort Law Professor of Law, Washburn University School of Law



Priya Baskaran, Associate Professor of Law, Washington College of Law



Rachel A. Camp, Professor from Practice; Co-Director, Domestic Violence Clinic, American University Georgetown University Law Center



Jenny-Brooke Condon, Professor of Law, Seton Hall University School of Law



Olympia R. Duhart, Professor of Law, Associate Dean for Academic Affairs & Strategic Initiatives, Nova Southeastern University Shepard Broad College of Law



Jill C. Engle, Professor of Clinical Law, Penn State Law



Kris Franklin, Wallace Stevens Professor of Law, New York Law School



Steven I. Friedland, Professor of Law, Elon University School of Law Center



Michele Estrin Gilman, Venable Professor of Law; Director, Saul Ewing Civil Advocacy Clinic; Co-Director, Center on Applied Feminism, University of Baltimore School of Law



Llezlie L. Green, Associate Professor of Law, Georgetown University Law Center



Anna P. Hemingway, Professor of Law, Director of Legal Methods Program, Widener University Commonwealth Law School



Margaret E. Johnson, Professor of Law, Director of Bronfein Family Law Clinic, and Co-Director Center on Applied Feminism, University of Baltimore School of Law



Howard E. Katz, Legal Educator-in-Residence, Cleveland State University College of Law



Dionne L. Koller, Professor of Law, University of Baltimore School of Law



Mariela Olivares, Professor of Law and Director of Family Law Certificate Program, Howard University School of Law



Jayesh Rathod, Professor of Law; Director of the Immigrant Justice Clinic, American University, Washington College of Law



Alveena Shah, Assistant Professor of Law, University of Pittsburgh School of Law



Matthew Sipe, Assistant Professor of Law, University of Baltimore School of Law



Colin P. Starger, Professor of Law; Director, Legal Data & Design Clinic, University of Baltimore School of Law



David A. Super, Carmack Waterhouse Professor of Law and Economics, Georgetown University Law Center



Susan Tanner, Assistant Professor of Law, University of Louisville, Louis D. Brandeis School of Law



Kellye Y. Testy, Incoming Executive Director and CEO (as of July 1, 2024), Association of American Law Schools



Shanta Trivedi, Assistant Professor of Law, University of Baltimore School of Law



Kyle C. Velte, Professor of Law, University of Kansas School of Law



Melanie D. Wilson, Dean and Roy L. Steinheimer Jr. Professor of Law, Washington and Lee University School of Law

Presentation Outlines and Materials

Workshop speakers were invited to submit discussion outlines for those in attendance.
These outlines and other materials are presented in alphabetical order.

Course Design
Howard E. Katz
Cleveland State University College of Law

COURSE SEQUENCING AND DESIGN

AALS Workshop for New Law School Teachers 2024

Professor Howard E. Katz

Legal Educator-in-Residence

Cleveland State University College of Law

h.katz@csuohio.edu

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

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

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

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

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

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

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

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

For example, if you're teaching Torts, it might occur to you that negligence is the most important and central topic, and therefore the right one with which to start the course. Once students

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

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

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

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

Avoiding the "Marbury Gap"

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

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

There is another aspect to this, and *Marbury* again serves as an example. In the pages following *Marbury*, most casebooks raise the question of whether or not judicial review is a good

idea. But at this point in the course, your students probably haven't read a single substantive decision of the Supreme Court other than *Marbury* itself. Thus, your debate on judicial review takes place in a vacuum. Such material may be better handled by raising the broad question and themes, but returning to the particulars later, once the students have more of the course under their belts.

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

Waiting for the Right Time to Address Theory or Policy

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

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

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

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

Whether you were able to attend the concurrent session on course design or not, if you have a question about course design, assessment, exam writing, teaching methods, or any other teaching-related topic, please feel free to contact me at h.katz@csuohio.edu. I love working with new professors on their teaching and welcome the opportunity to be of assistance. Best of luck to you.

Howard E. Katz

FREE TEACHING RESOURCES

AALS Workshop for New Law School Teachers 2024

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

Available at no cost from your Aspen representative or on my SSRN site

The Strategies and Techniques series (course-specific teaching advice):

Integrating Diversity, Equity, and Inclusion into Core Courses, Constitutional Law, Criminal Procedure, Torts, Contracts, Property, Civil Procedure, Legal Analysis and Writing, Criminal Law, Family Law, Evidence, Professional Responsibility, Administrative Law, Federal Income Tax, Environmental Law, Academic Support

Available at no cost from your Aspen representative or on the aspenpublishing.com faculty resources page

AALS Teaching Materials Network (professors who have agreed to share teaching notes with newer professors):

<https://secure.stetson.edu/law/teaching-network> or google "Stetson AALS teaching materials network"

Videos with advice on constructing useful visual aids:

www.ils.edu/CaplanVisualAids

Advice on constructing and using PowerPoint slides:

_____ Lynn M. LoPucki, The PowerPoint Channel, [17 U. Mass. L. Rev. 41 \(2021\)](#)

Software to capture and display anonymous class comments and feedback, debriefings from breakout groups, etc.

easyretro.io

AALS Section on New Law Professors webinar on constructing and grading exams (AALS.org section webinars page April 2021)

AALS Section on New Law Professors webinar on the art of choosing a textbook (AALS.org section webinars page October 2021)

Perhaps of interest to those teaching first-year courses (draft available on my SSRN site):

Teaching Legal Analysis Using the Unified Field Theory: The "unified field theory of legal analysis" method draws on learning theory as well as the experience of professors, especially those who teach element-driven courses. It emphasizes rules, the elements that comprise those rules, and application of new facts to those rules, as the fundamental organizing principle of

how to discuss cases in class and how to do legal analysis. The coverage of each case in class models how to outline and how to write a good exam answer. The method embeds a variety of sound pedagogical techniques, including formative assessment and retrieval (without taking any extra class time), and makes clear early in the course what is expected in answering an exam question, which is especially helpful for those students who have less access to the unwritten rules of how to do law school.

Whether you attended the session on course design or not, please feel free to follow up with me after the conference if you have any questions. I love working with new professors on their teaching and welcome the opportunity to be of assistance. Best of luck to you.

Howard E. Katz

General Session on Assessment

Kris Franklin

New York Law School

Chapter 8*

Agreed Damages

Exercise 8-1: Chapter Problem

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

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

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

- The contract will have a construction completion date of July 1, 2022.
- The client wants the project finished on time and, therefore, wants the clause to address what will happen if the construction company does not complete construction on time.
- The client estimates that the new plant will save the client \$4,000,000 per year over the fifteen-year useful life of the plant. These savings stem from a number of factors; specifically, the new factory will allow the client to reduce its number of employees because it will automate more of the client’s manufacturing processes, and the new machinery will require less power to operate than the machinery in the existing factory.

The client also believes that the new factory will allow the client to produce better, more reliable motorcycles — thereby increasing the client’s profits, although the client has stated that it cannot determine how much its profits will increase.

*Materials excerpted with permission from MICHAEL HUNTER SCHWARTZ & ADRIAN WALTERS, *CONTRACTS: A CONTEXT AND PRACTICE CASEBOOK* (3d ed. 2020).

[Diagram 8-1 omitted for AALS New Law Teachers’ Conference]

Introduction to Agreed Damages

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

...

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

Introduction to the Validity of Liquidated Damages Clauses

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

Table 8-1: Common Contract Clauses

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

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

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

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

Overview of Chapter 8

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

Evaluating the Enforceability of an Agreed Damages Clause

Leeber v. Deltona Corp.

546 A.2d 452 (1988) Supreme Judicial Court of Maine

[Text of case and exercises omitted for AALS New Law Teachers’ Conference]

Summary: Contract between Florida condo developer and condo buyer. Agreed price for purchase of the unit was \$152,000 with 15% downpayment (\$22,530), to be retained as liquid damages if buyers breached. When building was completed two years later the buyers did breach, whereupon developer resold unit for \$167,500. Since developer benefitted from the breach, original buyer sued to recover deposit. Court found liquidated damages clause generally enforceable, concluding that Florida law favors such provisions when damages not ascertainable when contract made, and concluded the 15% figure was reasonable, and therefore neither a penalty nor unconscionable.

United States v. Hayes

633 F. Supp. 1183 (1986) USDC, Middle District NC

[Text of case and exercises omitted for AALS New Law Teachers’ Conference]

Summary: Defendant doctor had entered a contract as a medical student to accept \$29,000 in tuition assistance in exchange for working two years’ post-graduation in a government program to provide medical services to underserved locales. Standard fellowship contract provided treble damages of \$90,000 if graduating physician breached. Court determines damages clause enforceable because calculating harm to government would be “virtually impossible,” so treble damages clause was fair and reasonable, and had discernable relationship to actual costs of harm.

[Text of additional chapter material omitted for AALS New Law Teachers’ Conference]

Chapter Problem Revisited

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Leveraging Technology in Legal Education: A Practical Guide for New Law Professors

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1. Introduction

a. Basic Frameworks

- i. Teaching first, technology second: Technology should enhance teaching, not drive it
- ii. Gradual adoption: No need to learn everything at once

b. Overview of the presentation

- i. Basic technology: Tools that schools often require (e.g., LMS, Zoom)
- ii. Intermediate and advanced technology: Tools to add when comfortable

2. Basic Technology

a. Information Ecosystems

- i. Microsoft 365, Google Workspace, etc.
- ii. Keep your calendar synched for scheduling (see below)

b. Learning Management Systems (LMS)

- i. Benefits of using an LMS in legal education
- ii. Common LMS platforms (e.g., Blackboard, Canvas)
- iii. Organizing course content within an LMS
 1. Week-by-week
 2. Content-based Modules
 3. Combination

c. Classroom Tech

- i. Projectors
 1. PowerPoint, GSlides, Prezi
 2. Dall-e for pictures
- ii. Recording

d. Zoom

- i. Synchronous classes
- ii. Setting up recurring meetings
- iii. Using whiteboards, allowing guests to screencast

e. Scheduling

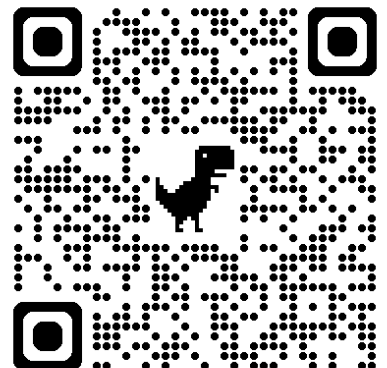
- i. Collaborative document (allow edit access and let students sign up)
- ii. Microsoft Bookings
- iii. Calendly

3. Intermediate Technology

a. Clicker Technology

- i. What is clicker technology?
- ii. Advantages of using clickers in the classroom
- iii. Clicker platforms (e.g., Turning Technologies, Poll Everywhere)

- b. Video Conferencing Tools**
 - i. Benefits of using video conferencing in legal education
 - ii. Popular video conferencing platforms (e.g., Zoom, Microsoft Teams)
 - iii. Best practices for conducting online classes and meetings
 - c. Screencasting and Video Tutorials**
 - i. Creating video tutorials for asynchronous learning
 - ii. Screencasting tools (e.g., Camtasia, Screencast-O-Matic)
 - iii. Integrating video tutorials into an LMS
 - d. Collaborative Documents**
 - i. Benefits of using collaborative documents in legal education
 - ii. Platforms for collaborative document creation (e.g., Google Docs, Microsoft Office 365)
 - iii. Examples of collaborative document use in legal courses
 - e. Survey Slides and Google Forms**
 - i. Using survey slides and Google Forms for formative assessment
 - ii. Creating effective survey questions
 - iii. Analyzing and using survey data to inform teaching
- 4. Advanced Technology**
- a. Generative AI**
 - i. What is generative AI?
 - ii. Applications in legal education
 - 1. Drafting legal documents/exhibits
 - 2. Creating handouts
 - 3. Course planning
 - 4. Generating hypothetical scenarios, exam questions, and multiple-choice questions
 - iii. Ethical considerations and limitations
 - b. Document Design**
 - i. Principles of effective document design
 - ii. Tools for creating visually appealing documents (e.g., Canva, Adobe InDesign)
 - iii. Accessibility considerations for digital documents
- 5. Best Practices for Implementing Technology in Legal Education**
- a. Choosing the right tools for your course**
 - i. Aligning technology with learning objectives
 - ii. Considering student access and familiarity with technology
 - b. Providing student training and support**
 - i. Offering tutorials and resources for technology use
 - ii. Encouraging student feedback and addressing concerns
 - c. Evaluating the effectiveness of technology use**
 - i. Collecting data on student engagement and performance
 - ii. Making data-driven decisions to improve technology integration
- 6. Conclusion**
- a. Recap of key points**
 - b. Additional resources for further learning**



Connect with AALS

Support for new law professors does not end at the conclusion of this Workshop. We hope you stay in touch with your cohort of new professors and connect with the wider legal academy via subject area groups, events, and online communities. The easiest way to plug into AALS is by exploring our New Faculty Resources at www.aals.org/new-faculty.

This comprehensive resource aggregate includes:

- Tips on how to get the most out of AALS events and services, including speaking, mentorship, and networking opportunities at the AALS Annual Meeting.
- How to join AALS Sections, including specific sections that may be of interest for new faculty.
- Teaching resources, including a curated list of AALS videos on topics such as creating an inclusive classroom, establishing presence in the classroom, how to support struggling students, best practices for online classes, teaching responsible use of AI, integrating technology in law school courses, and navigating faculty politics.
- The AALS Scholarly Papers Competition for faculty in their first five years of teaching.
- Links to commonly-used pages.

You will also find information about AALS publications including the *Journal of Legal Education* and the AALS newsletter. The regularly-updated list of recent books by law faculty may be helpful for use in the classroom. There are aggregate lists of law school conferences and symposia online and around the country, and the latest legal education-related news articles and blog posts. The page also includes the Directory of Law Teachers and information on how to use it.

Directory of Law Teachers

The AALS *Directory of Law Teachers* is a comprehensive listing of AALS member and fee-paid law schools and their faculty and staff. The online AALS Directory of Law Teachers is more commonly used to search for colleagues and update your biography, and being listed in the printed directory is a rite of passage in the academy. Having up to date information in the DLT online database allows you to gain full access to AALS services and aals.org, and to register for events in the future.

Join your school's roster

To access AALS services, you must be in the DLT database and, therefore, listed on your law school's roster. Since you successfully registered for this workshop, chances are you're in the database already! To check, try a login retrieval on the AALS website:

- Go to www.aals.org/login/
- Click the 'Lost Password' link on the bottom of the page
- Type your email address and click the 'go' button
 - If your email address is found, then you are already on your school's roster and in our database! You'll get an email with instructions on logging in.
 - If you get the message 'Email address not found in database,' you are likely not listed on your law school's roster. Ask your dean's office to add you and to list your position, (tenure track, VAP, fellow, visitor, other teacher, or adjunct). Only your dean's office can add you to the roster.

Once you are on your law school's roster and in our database, you should log into the AALS website and the DLT online platform. Passwords are not automatically assigned; follow the steps at the link above to set a password for both sites.

If you need assistance, contact dltsupport@aals.org

Submit your biography in the AALS Directory of Law Teachers

Being on your school's roster also allows your profile to appear in the printed DLT if you have a tenure-track or long-term contract position. Update your biography in the DLT database at any time; your updated info will be reflected in real time. It is especially important to ensure your information is up to date before fall—we still print some hard copies of the DLT each year, and only information submitted during the early fall semester will be included. Our team will reach out later this summer letting you know the biography submission deadline for the 2024-25 academic year.

You can search for colleagues by name or school in the online DLT, but the new search function can do much more. Sort faculty members by subjects taught, years teaching, and seminar offerings, among other things.

If you don't want to share too much in your own listing, simply log on and adjust your privacy settings to reflect the amount of information you would like to be available online.

AALS Sections

AALS hosts more than 100 free sections for law school faculty, administrators, and staff that are organized around various academic disciplines, affinity groups, and areas of professional interest. New law faculty are encouraged to join one or more sections and connect with colleagues across the country.

Sections engage their membership throughout the year through a variety of efforts. Most sections host email discussion groups where members have conversations about latest developments and scholarship in their field. Section leaders also keep members informed through newsletters and organize webinars on timely topics. Many sections also host annual awards, offer mentorship programs for early career faculty, produce works-in-progress programs, and compile teaching resources, among other activities. Sections also plan most of the programs at the Annual Meeting.

The AALS Section for New Law Professors exists to provide advice, guidance, and support to professors in their first seven years of law teaching. We encourage you to join the section, which offers informative panels, networking opportunities, teaching assistance, and scholarship opportunities for members.

Learn more and join sections at <https://www.aals.org/sections/>.

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Profession**

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Broad College of Law, **Chair-Elect**

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Mason University, **Chair**
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 Asaf Lubin, Indiana University Maurer School of Law,
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Patricia Judd, Washburn University School of Law, **Chair**
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 Stephen S. Cody, Suffolk University Law School,
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AALS Annual Meeting

January 7 – 11, 2025 | San Francisco

AALS is excited to return to San Francisco for the 2025 Annual Meeting. The meeting will take place Tuesday, January 7 through Saturday, January 11, 2025. The theme, selected by President Melanie Wilson, is “Courage in Action.”

The Annual Meeting is an opportunity to connect and collaborate with colleagues, discuss critical and emerging legal issues, and attend programs focused on fresh perspectives on law and legal education. Program planning for the 2025 Annual Meeting is currently in progress. Our 107 sections and the Annual Meeting program committees are working on a schedule filled with sessions that appeal to law school deans, faculty, and administrators at any level of their careers. Be on the lookout for more details in the coming months.

New law faculty (0-3 years) qualify for a 50% discounted registration rate. This fee includes three and half days of concurrent sessions, most organized by AALS Sections and some (Arc of Career, Discussion Groups, Open Source, Symposium, and Hot Topic sessions) chosen from AALS calls for proposals. Your registration also includes the AALS Opening Plenary session, Opening Reception, Exhibit Hall, and morning and afternoon refreshment breaks.

Registration will open later this summer. Stay tuned to am.aals.org for more information.

FOR NEW TEACHERS AT THE ANNUAL MEETING

WEDNESDAY, JANUARY 8, 2025

Session for First Time Meeting Attendees - What is AALS and Why Does It Matter for My Career? And How Do I Get the Most Out of the Annual Meeting?

5 – 6pm

This session is for new law professors and administrators, especially those who have never attended an AALS Annual Meeting. After a quick introduction to the organization, members at various stages of their careers will briefly discuss their experiences with AALS. There will also be a candid discussion of why people attend the Annual Meeting and what they hope to get out of it. Members of the AALS leadership structure will be in attendance, and there will be time to have a dialogue with them about their AALS experiences.

AALS Reception for New Law Teachers

6 – 7pm

This informal event will bring together the new law teacher community and we welcome anyone who attended the AALS New Law Teachers Workshop in the past several years, plus planning committee members and speakers from the Workshop. We hope the reception will provide an opportunity to reconnect with past attendees, and to bond with this year’s cohort of new teachers.

Annual AALS Scholarly Papers Competition

ENCOURAGING AND RECOGNIZING EXCELLENT LEGAL SCHOLARSHIP BY NEWER FACULTY

AALS sponsors an annual Scholarly Papers Competition open to those with five or fewer years of experience as a full-time law teacher at an AALS member or fee-paid school. These professors are invited to submit a paper on a topic related to or concerning law. A committee of established scholars reviews the submitted papers with the authors' identities concealed.

The competition winner is recognized at the next AALS Annual Meeting.

2025 Competition

The 2025 Scholarly Papers Competition is open to faculty members who have been teaching for five academic years or less as of July 1, 2024, including any time spent as a VAP or law fellow.

The deadline to submit a manuscript for consideration is August 1, 2024 by 5 pm Eastern time. Manuscripts must be accompanied by a cover letter with the author's name and contact information. The manuscript itself, including title page and footnotes, should not contain any references that identify the author or the author's school, or any information identifying a specific journal or law review where the manuscript may have been selected for publication.

Eligibility

The competition is open to faculty members of AALS member and fee-paid schools, including visiting faculty whose "home" school is also an AALS member or fee-paid school. Fellows, VAPs, adjuncts, and visiting faculty whose "home" school is not a member or fee-paid school are not eligible. Time spent as a VAP or law fellow or as a full-time faculty member on official leave from the law school will be counted toward the five-year maximum. Time away on family or medical leave will not be counted.

Authors are limited to one submission each. Co-authored papers are eligible, but will be treated as an individual submission by each author and preclude additional submissions by either author. Each co-author must meet the eligibility criteria. Former Scholarly Papers Competition winners are not eligible; past Honorable Mention recipients are eligible.

Visit www.aals.org/new-faculty/scholarly-papers/ for more details. Submissions and/or questions should be directed to scholarlypapers@aals.org.

Exhibitors

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The Aspen Casebook Series (famously known among law faculty and students as the “red and black” casebooks) encompasses almost 400 highly regarded textbooks in more than eighty disciplines, from large enrollment courses, such as Torts and Contracts to emerging electives such as Sustainability and the Law of Policing. Study aids such as the *Examples & Explanations* and *Glannon Guide* series, both highly popular collections, help law students master complex subject matter.

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Carolina Academic Press publishes books for the legal academic community -- including course books, casebooks, treatises, study aids, and books specifically designed for professors. CAP's publications include as an array of online programs as well, ranging from “Core Grammar for Lawyers” to “Mastering The Bluebook Interactive Exercises,” “Core Knowledge for Lawyers” and “Click and Learn: Civil Procedure.”

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Restaurants in Proximity to the Mayflower Hotel

SIT DOWN RESTAURANTS

All Day by Kramers (\$\$)

<https://www.kramers.com>

- 12-minute walk
- American (New)

Boqueria - Dupont (\$\$)

<https://boqueriarestaurant.com/tapas-bar-dc-dupont/>

- 5-minute walk
- Spanish, Tapas

Dauphines (\$\$\$)

<https://www.dauphinesdc.com>

- 5-minute walk
- Seafood

Donburi (\$\$)

<https://www.donburidc.com>

- 6-minute walk
- Japanese

Founding Farmers (\$\$)

<https://www.wearefoundingfarmers.com>

- 12-minute walk
- American (Traditional)

Kellari Taverna (\$\$)

<https://kellaridc.com>

- 4-minute walk
- Greek, Dinner

La Tomate Bistro (\$\$)

<https://www.latomatebistro.com>

- 15-minute walk
- Italian

Lincoln (\$\$)

<https://www.lincolnrestaurant-dc.com>

- 8-minute walk
- American (Traditional)
- Lunch and dinner

Mazi DC (\$\$)

<https://www.mazidc.com>

- 7-minute walk
- American (New)

Mi Casa (\$\$)

<https://www.micasa-mexico.com>

- 14-minute walk
- Tex-Mex

Nooshi (\$\$)

<https://www.nooshidc.com>

- 6-minute walk
- Sushi

Pisco y Nazca (\$\$)

<https://piscoynazca.com/washington-dc/>

- 4-minute walk
- Peruvian, Dinner

Pizzeria Paradiso (\$\$)

<https://www.eatyourpizza.com>

- 11-minute walk

Rare Steakhouse and Tavern (\$\$\$)

<https://www.raresteaks.com/location/dc-steakhouse-reservations/>

- 8-minute walk
- American (Traditional)

Rakuya (\$\$)

<https://www.rakuyarestaurant.com>

- 12-minute walk
- Japanese

Sakana (\$\$)

<http://sakana.juisyfood.com>

- 12-minute walk
- Japanese

Sette Osteria (\$\$)

<https://setteosteria.com>

- 14-minute walk
- Italian dinner

Teddy and The Bully Bar (\$\$\$)

<https://www.teddyandthebullybar.com>

- 6-minute walk
- American (New)

GRAB AND GO RESTAURANTS**Aloha Poke (\$\$)**

<https://www.alohapokeco.com/about/>

- 8-minute walk
- Hawaiian

Cava (\$\$)

<https://cava.com>

- 4-minute walk
- Mediterranean

City Place Café (\$)

<https://cityplacecafedc.com/>

- 4-minute walk
- Cafe

• Gregorys Coffee (\$)

<http://www.gregoryscoffee.com/blog/hey-washington-d-c-it-s-us-gregorys>

- 1-minute walk
- Coffee shop

Little Sesame (\$\$)

<https://www.eatlittlesesame.com>

- 5-minute walk
- Middle Eastern

Nando's Peri-Peri (\$\$)

<https://www.nandosperiperi.com>

- 3-minute walk
- Portuguese

Surfside Taco Stand (\$)

<https://www.surfsidedc.com>

- 6-minute walk
- Mexican/Taco Stand
- Open 24 hours

Tatte Bakery and Café West End Location (\$\$)

<https://tattebakery.com/washington-dc/>

- 5-minute walk

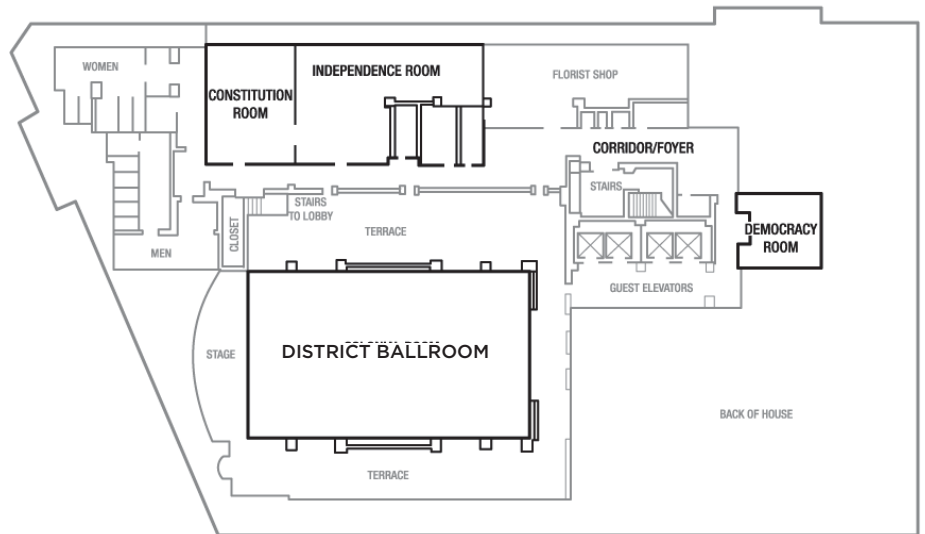
& Pizza (\$)

<https://andpizza.com/>

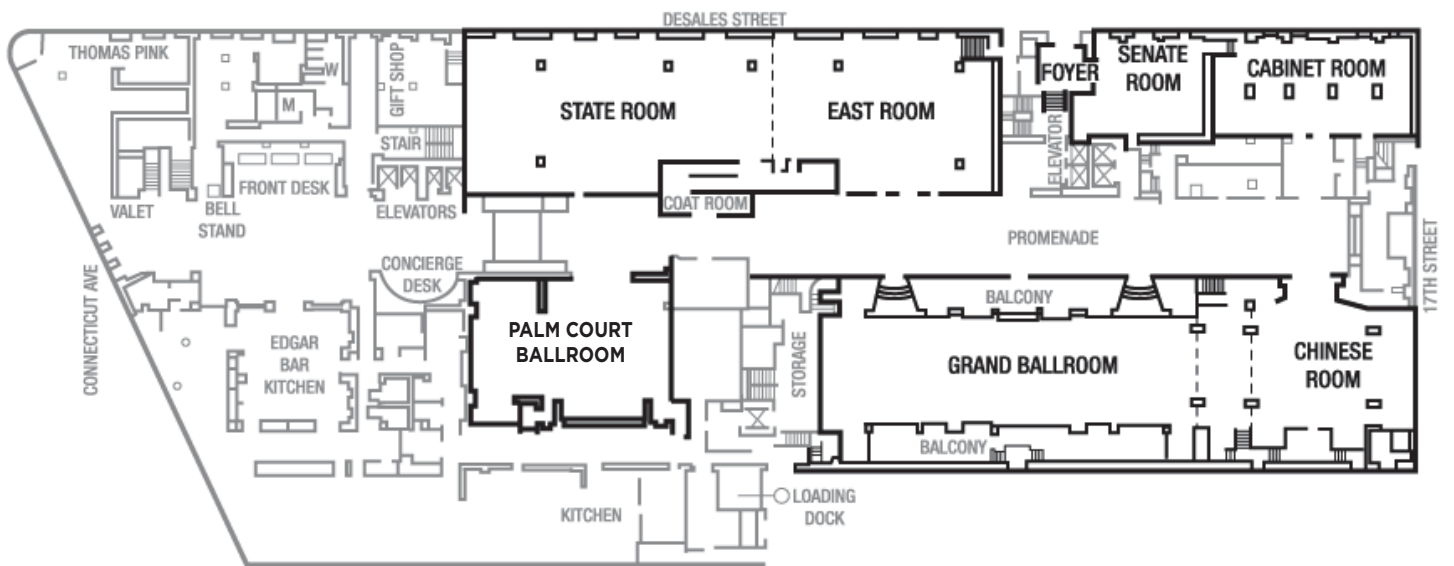
- 3-minute walk
- V, GF

The Mayflower Hotel Floor Plan

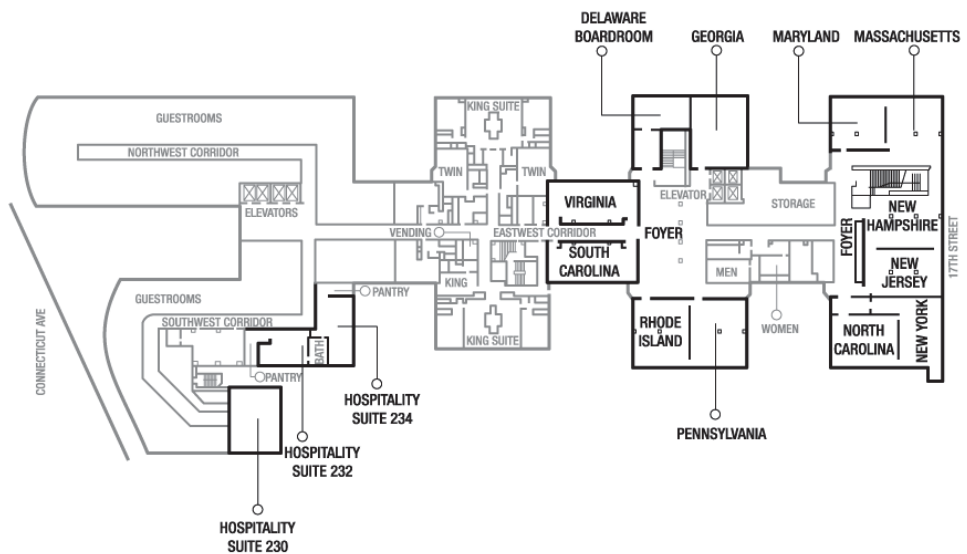
Lower Level



Lobby Level



Second Level



2024

SECTION ON TECHNOLOGY, LAW & LEGAL EDUCATION WEBINAR SERIES

Multiple dates across May - June

Virtual

SECTION ON ADMINISTRATION LAW WEBINAR

Friday, August 20, 12 - 1:30 pm Eastern

Virtual

INSTITUTIONAL ADVANCEMENT CONFERENCE

September 25

Virtual

2025

ANNUAL MEETING

Tuesday, January 7 - Saturday, January 11

San Francisco, CA

CONFERENCE ON CLINICAL LEGAL EDUCATION

Saturday, April 26 - Tuesday, April 29

Baltimore, MD

