

ASSOCIATION OF AMERICAN
LAW SCHOOLS MID-YEAR MEETING
CONFERENCE ON

Clinical Legal Education

Learning for Transfer:

(Re)conceptualizing What We Do in Clinics and Across the Curriculum

June 12-16, 2011

Law Clinic Directors Workshop

(Re)considering Security of Position and Academic Freedom in Clinical Legal Education

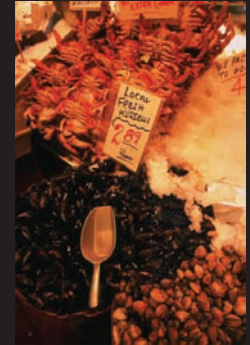
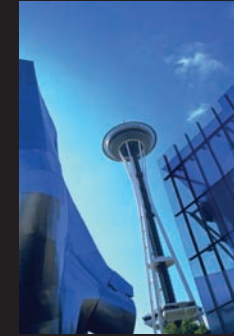
June 16-17, 2011

Seattle, Washington

www.aals.org/clinical2011/

Optional Conference on the Future of the Law School Curriculum
June 11-12, 2011
See pages 16 & 19

From fresh seafood, to enjoying the waterfront, to the space needle, the possibilities for enjoyment are endless in Seattle, Washington!



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Association of American
Law Schools

AALS Calendar of Events

2011 Mid-Year Meeting

June 11-17, 2011
Seattle, Washington

Conference on the Future of the Law School Curriculum

June 11-14, 2011

Conference on Clinical Legal Education: Learning for Transfer: (Re)conceptualizing What We Do in Clinics and Across the Curriculum

June 12-16, 2011

Law Clinic Directors Workshop: (Re)considering Security of Position and Academic Freedom in Clinical Legal Education

June 16-17, 2011

2011 Workshop on Women Rethinking Equality

June 20-22, 2011
Washington, DC

2011 Workshops for New Law School Teachers

Workshop for Beginning Legal Writing Law School Teachers

June 22-23, 2011
Washington, DC

Workshop for New Law School Teachers

June 23-25, 2011
Washington, DC

Workshop for Pretenured People of Color Law School Teachers

June 25-26, 2011
Washington, DC

Future Annual Meeting Dates and Locations

- January 4-8, 2012, Washington, D. C.
- January 4-8, 2013, New Orleans

Future Faculty Recruitment Conference Dates Washington, D. C.

- October 13-15, 2011
- October 11-13, 2012
- October 17-19, 2013
- October 16-18, 2014

~Committee on Professional Development

Steven Bender, University of Oregon School of Law
Devon Wayne Carbado, University of California, Los Angeles,
School of Law, Chair

Vicki C. Jackson, Georgetown University Law Center
Audrey G. McFarlane, University of Baltimore School of Law

Eduardo Moises Penalver, Cornell Law School
Donna M. Nagy, Indiana University, Maurer School of Law
Ronna G. Schneider, University of Cincinnati College of Law

Reva B. Siegel, Yale Law School
Charles D. Weisselberg, University of California, Berkeley,
School of Law

Conference on Clinical Legal Education

Learning for Transfer: (Re)conceptualizing What We Do in Clinics and Across the Curriculum

June 12-16, 2011

Law Clinic Directors Workshop

(Re)considering Security of Position and Academic Freedom in Clinical Legal Education

June 16-17, 2011

Seattle, Washington

Why Attend?

We are at a pivotal moment in the history of legal education. Forces outside and within the academy are creating a powerful impetus for legal educators to reconsider the law school curriculum. Clinical educators have a critical role to play in this process. As 2010 AALS President H. Reese Hansen said in his letter to the ABA Standards Review Committee dated June 1, 2010, clinical courses are the culminations of the substantive courses in the curriculum, reinforcing and extending the learning in substantive courses. Through clinical courses, Hansen said, “students typically develop problem-solving skills, learn to exercise critical judgment, and enhance analytical thinking as they bring substantive law to bear on practice experience. They represent some of the kinds of integrative education that are highly praised in the Carnegie Report.” As clinical legal educators, we owe it to our students, our law schools, our non-clinical colleagues, and ourselves to review and reconsider what we do in clinical teaching, what we can teach our non-clinical colleagues, and what they can teach us, all with a view to improving the law school curriculum.

The conference this year will take place over four days in mid-June. We will spend the first two days of the conference (June 13 and 14) with non-clinical faculty and deans in joint sessions with curriculum conference registrants designed to give us an opportunity to interact and exchange ideas about the law school curriculum on a macro level. During this phase of the conference we will use plenary sessions and facilitated small groups to examine five topics: what are the core values of a 21st century legal education; how can we understand and teach about practicing law across borders and cultures; how can we use experiential learning to enrich the curriculum; how can we prepare students to be ready for the profession; and how can we achieve institutional change. The sessions will be designed to explore both competencies (e.g., critical thinking, problem solving, professional judgment) and methods for achieving them (e.g., opportunities for students to merge doctrine, skills, and professional identity, to deal with situations in which client problems, facts, legal rules, and ethical principles are fluid and ill-defined, and to see how law and theory function in practice). An overall goal of this part of the conference is to identify and explore how to achieve the curricular changes that will promote learning for transfer – learning that will maximize students’ ability to function as effective and ethical professionals in unfamiliar settings and under circumstances that we cannot now predict.

Throughout these first days of the conference, the plenary presentations and small group discussions will take place against the backdrop of an ongoing role-play of a law school curriculum committee. This committee will be consulting regularly with its faculty (i.e., the conference participants), and will be discussing and assessing the ideas put forward at the conference, modeling faculty decision-making processes, and ultimately presenting a curriculum proposal for the attendees to consider. All presentations and small group discussions, including the meetings and presentations of the “curriculum committee,” will include a mix of clinical and non-clinical perspectives.

We will spend the next two days of the conference (June 15 and 16) on our own as clinical faculty, reflecting on what we learned during the first two days, and drilling down into one of the core components of clinical legal education: problem solving. Through plenary sessions, concurrent sessions, and small group meetings, we will examine four areas of problem-solving: (1) understanding the content and context of legal problems; (2) diagnosing or defining legal problems; (3) making decisions in the context of developing client-centered solutions; and finally, (4) integrating what students have learned in law school and transferring that learning into practice.

On June 16 and 17, there will be a Clinic Directors Workshop addressing three main topics: (1) the status of proposed changes to the ABA accreditation standards with respect to security of position, and strategies for responding effectively to the proposed changes; (2) the recommendation made by the AALS Section on Clinical Legal Education’s Task Force on the Status of Clinicians and the Legal Academy for a unitary tenure track that includes clinical faculty, in light of the proposed changes to the accreditation standards, and (3) effective strategies for enabling junior and senior clinical faculty to engage in scholarship, share their work, and receive helpful critique from both clinic and non-clinic colleagues.

Who Should Attend the Conference on Clinical Legal Education?

This conference will, of course, be of interest to all experience levels of clinicians. In addition, the conference will be of interest to any other law teachers interested in curriculum ideas and teaching methodologies from clinicians for their classrooms.

When?

Conference on Clinical Legal Education: The conference will begin on Monday, June 13 (with registration starting at 3:00 p.m., Sunday, June 12) and will include four days (the first two will be joint sessions with the Conference on the Future of the Law School Curriculum participants) of plenary sessions, concurrent sessions and small group discussions. The conference will conclude at 5:15 p.m. on Thursday, June 16, 2011. In addition to the program sessions, there will be luncheons on Tuesday, Wednesday and Thursday and evening receptions on Monday (hosted by and at Seattle University School of Law), Tuesday (hosted by Gonzaga University School of Law at the Sheraton Seattle) and Wednesday (hosted by and at University of Washington School of Law).

If you are interested in participating in the first day of the Conference on the Future of the Law School Curriculum (June 12), there is an additional fee of \$95 for Clinical Conference registrants.

Law Clinic Directors Workshop: The meeting for Clinical Directors will begin with a reception on Thursday, June 16 at 6:00 p.m. The meeting reconvenes on Friday, June 17 at 8:45 a.m. continuing until 4:30 p.m. A luncheon will be held at 11:45 a.m.

~Planning Committee for AALS Conference on Clinical Legal Education

Bryan L. Adamson, Seattle University School of Law
Amy G. Applegate, Indiana University, Maurer School of Law,
Co-Chair

Elizabeth B. Cooper, Fordham University School of Law
Elliott S. Milstein, American University, Washington College
of Law,
Co-Chair

Carolyn B. Grose, William Mitchell College of Law
Donna H. Lee, City University of New York School of Law
Barbara A. Schatz, Columbia University School of Law

Where?

Hotel: The conference sessions and sleeping accommodations will be at the Sheraton Seattle Hotel, 1400 Sixth Avenue, Seattle, WA 98101. The room rate is \$189 for single or double occupancy. This rate is subject to a nightly sales tax of 15.6%. Reservations are available online, by phone or fax.

- **Online:** Go to www.aals.org/clinical2011/ and click 'housing' to make a reservation online.
- **Phone:** Call (888) 627-7056 and specify the AALS Mid-Year Meeting to receive the special rate.
- **Fax:** Complete the Hotel Reservation Request included in this brochure and fax the form to (206) 389-5703.

The cut-off date for making a room reservation is May 22, 2011.

Local Transportation: Seattle/Tacoma International Airport (SEA) is sixteen miles from the hotel. Estimated taxi fare is \$40 each way. Taxi service is available on the third floor of the parking garage.

Shuttle Express offers service from the airport to the Sheraton Seattle for \$18 each way. Call (800) 487-7433 or visit www.ShuttleExpress.com

Hotel Parking: Valet parking is offered on a first come, first served, 24-hour basis, subject to availability. In and out privileges granted to overnight hotel guests. Fees: \$33.61 plus tax per 24-hour period. Guests attending the conference who are not overnight guests are directed to utilize any of the self-park garages in the area near the hotel at public rates in each garage.

How Do I Register?

You can choose to register for the Conference and Workshop by one of the methods below.

- **Register Online:** For those listed in the *AALS Directory*, go to www.aals.org/clinical2011/. You can pay the registration fee by using American Express, Visa or MasterCard.
- **Fax or Mail the Registration Form:** Complete the Registration Form and send it with payment of the registration fee to AALS. AALS accepts American Express, Visa, MasterCard, or checks (made payable to AALS) for payment of registration fee. If you are paying with American Express, Visa or MasterCard, you may fax the form to AALS at (202) 872-1829. If you are paying by check, please mail the form and check directly to 1201 Connecticut Avenue, NW, Suite 800, Washington, DC 20036-2605.

Registration fee per person for the Conference on Clinical Legal Education (including two days of joint sessions June 13-14 with the Conference on the Future of the Law School Curriculum) is \$425 for faculty of AALS member and fee-paid schools, and \$475 for faculty of non-fee-paid law schools, if registration is received at AALS by April 20, 2011. The fees for registrations received after April 20th are \$450 for faculty of AALS member and fee-paid schools, and \$500 for faculty of non-fee-paid law schools.

If you register for the Clinical Conference and wish to attend the first day of the Conference on the Future of the Law School Curriculum (June 11-12), there is an additional fee of \$95.

Registration fee per person for the Law Clinic Directors Workshop is \$200 for faculty of AALS member and fee-paid schools, and \$250 for faculty of non-fee-paid law schools, if registration is received at AALS by April 20, 2011. The fees for registrations received after April 20th are \$225 for faculty of AALS member and fee-paid schools, and \$275 for faculty of non-fee-paid law schools.

If your registration has not been received by May 24th, it will be necessary for you to register on-site. There is an additional fee of \$25 to register on-site.

Please note that payment is necessary for admission to the Clinical Conference and Law Clinic Directors Workshop. A confirmation for your paid registration will be e-mailed. If you have not received a e-mail, call AALS Registration at (202) 296-1662, to verify your registration.

Refund Policy

The registration fee will be refunded in full for cancellations through May 18; a refund less \$50, which covers administrative costs, will be given for cancellations received May 19 through May 25; 50% of the registration fee will be refunded for cancellations received May 26 through June 1; no refunds will be given after June 1.

Working Groups

On Monday and Tuesday, the Curricular Reform working group consists of a mix of equal number of registrants from the Curriculum Conference and the Clinical Conference to discuss Curricular Reform. Those clinicians who chose the Curricular Reform working group for Monday and Tuesday will continue to focus on curricular reform on Wednesday and Thursday. Since the Curriculum Conference will end on Tuesday, the Curricular Reform groups will consist primarily of clinicians on Wednesday and Thursday.

The Curricular Reform sessions will be modeled on hallway conversations designed to put working group attendees in the role of faculty members charged with guiding members of their (faux) curriculum committee about ways to respond (or not to respond) to the ideas put forward at the preceding panel(s). Although we will provide some very generic information about the faux law school that the faux curriculum committee represents, the working group attendees will be providing guidance based on their home law schools' concerns.

The rest of the working groups will be populated entirely with clinical faculty, organized to allow us to focus on, and expand the conversation about, conference themes through a number of different lenses. The advantage to being in an entirely clinical working group is that there will be five working group meetings with the same group. The advantage to being assigned to a mixed group is that this will provide an opportunity to interact in a smaller group setting with non-clinical faculty for the first three working group meetings.

Registrants are asked to indicate their preferences for working group assignment from among the following categories focusing on the conference themes through the lens of:

- Curricular Reform
- Alternative Dispute Resolution
- Clinic Administrators
- Community Lawyering
- Criminal Law
- Disability
- Externships
- Family Law
- Gender
- Immigration Law
- Interdisciplinary Teaching
- International Human Rights Law
- Juvenile Law
- Legislative/Policy Lawyering
- Poverty Law
- Race
- Scholarship Support and Development
- Sexual Orientation/Gender Identity
- Transactional Law
- Other

AALS Conference on Clinical Legal Education

Learning for Transfer: (Re)conceptualizing What We Do in Clinics and Across the Curriculum

June 12-16, 2011

PROGRAM

Sunday, June 12, 2011

3:00 – 7:30 P.M.

AALS Registration for Conference on Clinical Legal Education

5:30 – 7:00 P.M.

AALS Reception

Monday, June 13, 2011

AALS Conference on Clinical Legal Education with Joint Sessions with the Conference on the Future of the Law School Curriculum

9:00 – 9:15 A.M.

Welcome

Susan Westerberg Prager, AALS Executive Director, Chief Executive Officer

Introduction

Carole E. Goldberg, Chair, Planning Committee for Conference on the Future of the Law School Curriculum and University of California, Los Angeles, School of Law

Amy G. Applegate, Co-Chair, Planning Committee for Conference on Clinical Legal Education and Indiana University, Maurer School of Law

Elliott S. Milstein, Co-Chair, Planning Committee for Conference on Clinical Legal Education and American University, Washington College of Law

Monday, June 13, continued

9:15 – 10:30 A.M.

Joint Plenary Session – Core Values that Shape a 21st Century Legal Education

Sheila R. Foster, Fordham University School of Law

Robert W. Gordon, Yale Law School

H. Reese Hansen, Brigham Young University, J. Reuben Clark Law School

Ann C. Shalleck, American University, Washington College of Law

In making curricular decisions, law schools are subject to a variety of internal and external pressures, ranging from financial constraints to the demands of potential employers. This session is an opportunity to step back and consider the core goals and values of a 21st century legal education and whether and how law school curricula achieve these goals. We start from the premise that, in a rapidly changing and globalizing world, law schools need to teach in ways that maximize the likelihood that students will be able to apply what they learn in a range of new settings, both domestic and international. As they explore visions of legal education that support this kind of “learning for transfer,” presenters will examine the following elements to determine their relative importance to a contemporary legal education and to identify additional or different approaches that should be considered core to our educational mission:

- consistent and increasingly complex engagement with legal doctrine and other avenues of legal analysis and scholarship;
- opportunities to develop essential lawyering skills, traditionally defined as legal analysis and reasoning, research, and writing, and now understood by many to include client communication, problem-solving, cross-cultural competence, collaboration and self-critique;

Monday, June 13, continued

- experience with law in contexts where client problems, facts, legal rules and ethical principles are integrated, unrefined and fluid;
- exploration of the power, subtleties, and imperfections of legal doctrine, procedure and institutions and the role of lawyers in improving them;
- exploration of the tools and values of other disciplines in solving legal problems; and
- opportunities to begin to develop a professional identity incorporating ethical rules and values.

10:30 – 10:45 A.M.

Refreshment Break

10:45 A.M. – 12:00 P.M.

Working Group Discussions

12:00 – 1:45 P.M.

Lunch on your own

Monday, June 13, continued

2:00 – 3:15 P.M.

Joint Plenary Session – Understanding Law Across Borders and Cultures

Raquel E. Aldana, University of the Pacific, Mc George School of Law

Jayesh Rathod, American University, Washington College of Law

Mathias W. Reimann, The University of Michigan Law School

Anthony J. Sebok, Benjamin N. Cardozo School of Law, Yeshiva University

It has become axiomatic that many lawyers operate in a transnational and cross-cultural context and that law schools need to do more to prepare their students for that reality. Transnational legal practice involves complex dynamics among private individuals, communities, businesses, and governmental entities, requiring lawyers to transcend cultural and systemic differences in order both to understand and to help solve legal problems. Attorneys in domestic practice whose clients reflect the increasing diversity of our country must possess the skills of intercultural competence necessary for effective representation. Hence, lawyers increasingly need to be aware of how differing assumptions about social and economic relationships and the law and legal institutions across borders and cultures affect how problems can be understood and how they might be solved. This plenary explores multiple ways that a curriculum can equip students to operate effectively across borders and cultures as future lawyers.

3:15 – 3:30 P.M.

Refreshment Break

3:30 – 5:00 P.M.

Working Group Discussions

Monday, June 13, continued

5:00 – 5:30 P.M.

Faux Faculty Curriculum Committee Reconvenes

Marilyn J. Berger, Seattle University School of Law

Jonathan L. Entin, Case Western Reserve University School of Law

Manuel Gomez, Florida International University College of Law

Olatunde C. Johnson, Columbia University School of Law

Andrew Koppelman, Northwestern University School of Law

Minna J. Kotkin, Brooklyn Law School

Elizabeth Hayes Patterson, Georgetown University Law Center

Throughout the Conference, a simulated or “faux” law school curriculum committee will be charged with planning for curricular change. In order to represent many types of faculty interests, the Faux Faculty Committee will consist of a variety of faculty members; an associate dean will also serve on the committee ex officio, supporting its work. The imaginary law school they come from is moderate in size and resources, and on the rise in national prominence.

The Faux Faculty Committee members will portray their reactions to the different panels in presentations sprinkled throughout the Conference, and will solicit the views of their wider “faculty” during the small group discussions. In effect, they will be collecting all the “hallway chatter” about possible curricular change. At the end of the Conference, the Faux Faculty Committee will report back, providing their reflections on the need for change and indicating the types of curricular changes they propose.

6:00 – 8:30 P.M.

Buses depart from the Sheraton Seattle Hotel at 5:45 p.m.

Reception for the AALS Conferences on Clinical Legal Education and Curriculum

Hosted by Seattle University School of Law, featuring “The Righteous Mothers”



Tuesday, June 14, 2011

9:00 – 10:15 A.M.

Joint Plenary Session – Experiential Learning

Susan J. Bryant, City University of New York School of Law

Charles R. Calleros, Arizona State University Sandra Day O'Connor College of Law

Mehmet K. Konar-Steenberg, William Mitchell College of Law

Calvin Pang, University of Hawaii William S. Richardson School of Law

Our students take many classes in law school, but unless they “learn for transfer,” or learn how to apply their substantive knowledge outside of an end-of-semester exam, we may be doing our students a disservice. In this session, we will consider what it means to “learn for transfer” and the various ways in which learning for transfer can occur in the law school setting. We will focus, in particular, on the role of experiential learning to best prepare our students to apply what they have learned in law school to their future professional experiences. After demonstrating the theory, practice, and range of experiential, or contextualized, learning, we will consider the differential benefits – and difficulties – of incorporating new teaching methodologies into our existing courses and how they might translate into developing new curricular offerings, including simulation courses, in-house clinics, externships or field placements, and experiential add-ons to non-clinical courses. As we examine these various types of learning experiences, we will remain focused on how each affects what our students learn or take away from their law school experience into their future practice. Finally, considering these concepts, we will explore how classroom and clinical professors can best bring value to each others’ teaching, to the benefit of their common enterprise of educating students for the legal profession.

10:15 – 10:30 A.M.

Refreshment Break

Tuesday, June 14, continued

10:30 A.M. – 12:00 P.M.

Joint Plenary Session – Readiness for the Profession

Jane H. Aiken, Georgetown University Law Center
Nancy L. Cook, University of Minnesota Law School
Phoebe A. Haddon, University of Maryland School of Law
Deborah W. Post, Touro College Jacob D. Fuchsberg Law Center
Lu-in Wang, University of Pittsburgh School of Law

Students who are “ready for the profession” are able to gather and analyze facts, doctrine and procedural rules in order to address and accomplish client goals. They know how to reflect on and apply past experience to future circumstances. They can engage in complex problem-solving and exercise ethical and professional judgment in multiple cultural contexts. They have begun to understand the professional identity of a lawyer as someone capable of performing with excellence and integrity in the face of indeterminacy and uncertainty throughout their careers.

In this session, we consider how different kinds of law school learning help students thus prepare for the profession. Through both presentations and audience participation, we will explore and reflect on what students learn from various kinds of clinical and non-clinical experiences that may be transferred to professional contexts after law school.

12:00 – 1:45 P.M.

Luncheon for the AALS Conferences on Clinical Legal Education and Curriculum

Institutional Change

Larry D. Kramer, Stanford Law School
Additional Speaker to be Announced

Transforming the law school curriculum requires more than an analysis of legitimate forces for change and a set of ideas for curricular responses. Those who govern the institution must embrace those ideas and agree to implement them. Law schools,

Tuesday, June 14, continued

like other institutions of higher education, are responsible for expanding the universe of knowledge; and their faculty are expected to be intellectual innovators. When it comes to the structure of legal education and the law school curriculum, however, law schools and their faculties tend to be conservative, resisting fundamental change in educational goals, subjects of study, and methods of learning. Some of this conservatism derives from the role of colleges and universities as custodians and transmitters of knowledge. More self-interested motives, such as the desire to protect subject areas and teaching assignments, may also play a role. Nonetheless, the tradition of shared governance and faculty involvement in curriculum planning, a tradition that is valued and affirmed in the AALS By-laws, means that curricular change is unlikely to occur unless both law faculty and administrators support it. Difficult choices about resources and their allocation, cultivation of new skills and knowledge sets, and institutional values and priorities must all be navigated. Under such circumstances, how can curricular innovation be achieved? This panel examines the challenge of institutional change in legal education from the perspective of a highly successful university administrator as well as from the perspective of a management school specialist in institutional leadership and culture that fosters innovation.

1:45 – 3:15 P.M.

Working Group Discussions

3:15 – 3:30 P.M.

Refreshment Break

3:30 – 5:00 P.M.

Joint Plenary Session

Faculty Curriculum Committee and Final Proposal

Tuesday, June 14, continued

5:15 – 7:15 P.M.

Reception for the AALS Conferences on Clinical Legal Education and Curriculum

Featuring Clinical Legal Education Posters

Sponsored by Gonzaga University School of Law

Human Rights Litigation: Hamad v. Gates, et al
Gwynne L. Skinner, Willamette University College of Law

Scholarship 2.0: Creating Visual Practice Guides to Diagnose Legal Problems.

Joanne Gottesman, Rutgers School of Law – Camden

Successful Attorney-Client Interactions

Evelyn Haydee Cruz, Arizona State University Sandra Day O'Connor College of Law

Marcy L. Karin, Arizona State University, Sandra Day O'Connor College of Law

Finding Our Roots, Nesting in the Branches: A Law and Social Work Collaboration to Strengthen Family Group Conferencing

Lisa Kelly, University of Washington School of Law

Developing Course Materials to Give Context to a Litigation Clinic

Sarah E. Ricks, Rutgers School of Law – Camden

Problem-Solving in Transactional Practice: Examining Assumptions

Dana Malkus, Saint Louis University School of Law

Yes, You Can!: Course Collaboration for a Richer Learning Experience and Institutional Change

Cynthia Adams, Indiana University, Indianapolis School of Law
Carrie Hagan, Indiana University, Indianapolis School of Law

First U.S.-India International and Comparative Human Rights Practicum

Martin Geer, University of Nevada, Las Vegas William S. Boyd School of Law

Fatma Marouf, University of Nevada, Las Vegas William S. Boyd School of Law



Wednesday, June 15, 2011

AALS Conference on Clinical Legal Education

7:00 – 8:30 A.M.

Section on Clinical Legal Education Committee Meetings

9:00 – 9:30 P.M.

Plenary Session – Debriefing/Transition

Elliott S. Milstein, Co-Chair, Planning Committee for Conference on Clinical Legal Education and American University, Washington College of Law
Barbara A. Schatz, Columbia University School of Law

9:30 – 11:00 A.M.

Plenary Session – Content and Context

Martin Guggenheim, New York University School of Law
Margaret E. Johnson, University of Baltimore School of Law
Jean Koh Peters, Yale Law School
Laura L. Rovner, University of Denver Sturm College of Law

Effective problem solving begins with both gathering and understanding facts. Decisions about what problems to solve and what evidence to seek begin with the initial client interview. Much of what clinicians teach about client interviewing is concerned with process. This first plenary will shift the focus from process to content. It will explore how narrative theory and other frames and approaches can help lawyers understand aspects of the client's story that might otherwise be missed or misinterpreted. It will examine how understanding the context within which a problem has arisen, e.g. race, gender, community, historical moment, or economic structures, is a necessary part of fact gathering for problem solving.

11:00 – 11:15 A.M.

Refreshment Break

Wednesday, June 15, continued

11:15 A.M. – 12:30 P.M.

Working Group Discussions

12:30 – 2:00 P.M.

AALS Luncheon

2:15 – 3:45 P.M.

Plenary Session – Diagnosis: Defining the Problem

Christine N. Cimini, University of Denver Sturm College of Law
Alexander Scherr, University of Georgia School of Law
Jayashri Srikantiah, Stanford Law School
Tirien Steinbach, East Bay Community Law Center, Berkeley, California

Plenary Two takes the next step in the Problem-Solving process: to diagnose or define the problem, based on information gathered in the first stage. We attempt to interpret what we have learned about content and context by exploring how lawyers identify, analyze and assess “symptoms”; how we articulate causes and causation; how we sort facts and come to understand the interrelations among them; how we are influenced by cultural, political, ethnic, personal and other factors; and finally how we place all this information into categories that allow us to take action. We continue to explore the value of problem-solving from a content and context-specific perspective, as well as to learn to transfer the process to different contexts.

3:45 – 4:00 P.M.

Refreshment Break

Wednesday, June 15, continued

4:00 – 5:30 P.M.

Concurrent Sessions: Content and Context, Diagnosis

Works in Progress

Seattle University's Mental Health Clinic: Collaborative Problem Solving Among Clients, Prosecutors and Police

Michael Buchert, Mental Health Professional, Sound Mental Health, Seattle, Washington
The Honorable Michael Finkle, Judge, King County District Court, Seattle, Washington and Adjunct Professor, Seattle University Law School
Megan Giske, Staff Attorney, Benton County Office of Public Defense, Kennewick, Washington
Russell J. Kurth, Seattle University School of Law

The Impact of Culture, Race, and Gender on the Fact Gathering Process: Two Public Interest Law Case Illustrations

Gail A. Hammer, Gonzaga University School of Law
Larry A. Weiser, Gonzaga University School of Law

Teaching Problem Solving in the Representation of Institutional Clients

Jennifer Lee Koh, Western State University College of Law
Jay Mitchell, Stanford Law School
Alicia E. Plerhoples, Stanford Law School

Understanding Content and Context: The Importance of Relationships in Clinical Legal Supervision and Lawyering

Beryl S. Blaustone, City University of New York School of Law
Paula Galowitz, New York University School of Law
Catherine F. Klein, The Catholic University of America, Columbus School of Law

Testimony and Teaching: The Role of Religion in Law School Clinics

John J. Ammann, Saint Louis University School of Law
Jeffrey R. Baker, Faulkner University, Thomas Goode Jones School of Law
Richard M. Peterson, Pepperdine University School of Law
Yolanda Redero, Vanderbilt University Law School
Christina A. Zawisza, The University of Memphis, Cecil C. Humphreys School of Law

A Matrix for Community Lawyering: Site, Practice, and Population

Ann M. Cammett, University of Nevada, Las Vegas, William S. Boyd School of Law
Camille Carey, University of New Mexico School of Law
Davida Finger, Loyola University, New Orleans, College of Law

Content and Context in the Big Sky State: How Native, Rural, and Other Socio-Economic Issues Inform Understanding of Client Legal Problems

Eduardo R. Capulong, University of Montana School of Law
Jordan Gross, University of Montana School of Law
Michelle Bryan Mudd, University of Montana School of Law
Maylinn E. Smith, University of Montana School of Law

Preparing Students for Practice in a Globalized World: Teaching Complex Problem Solving through Transnational Partnerships

Caroline Bettinger-Lopez, University of Miami School of Law
James L. Cavallaro, Harvard Law School
Jorge Contesse, Faculty of Law, Universidad Diego Portales, Santiago, Chile
Margaret Maisel, Florida International University College of Law
Sarah H. Paoletti, University of Pennsylvania Law School
Seehaam Samaai, Director, Law Clinic, University of the Western Cape, Bellville, Republic of South Africa
Karen L. Tokarz, Washington University School of Law

Putting Facts to Work: Developing a Theory of the Case Using Palsgraf 2.0

Ann Juergens, William Mitchell College of Law
Peter B. Knapp, William Mitchell College of Law
Eileen A. Scallen, William Mitchell College of Law

Criminal Clinics 2.0: Advantages and Drawbacks to Broadening the Traditional Model

Ty Alper, University of California, Berkeley School of Law
Vida Johnson, Georgetown University Law Center
John D. King, Washington and Lee University School of Law

How Do We Sort Facts and Analyze “Symptoms” Using Help from Experts in Other Professions?

George V. Baboila, Director of Social Work Clinic, University of St. Thomas Interprofessional Center for Counseling and Legal Services, St. Paul, Minnesota
Sarah Brenes, University of St. Thomas School of Law
Patricia Anne Stankovitch, Director of Psychology Clinic, University of St. Thomas Interprofessional Center for Counseling and Legal Services, St. Paul, Minnesota
Virgil O. Wiebe, University of St. Thomas School of Law
Jennifer L. Wright, University of St. Thomas School of Law

Imagine A “Civil Gideon”

Russell Engler, New England Law – Boston
Raven C. Lidman, Seattle University School of Law
Deborah Perluss, Director of Advocacy, General Counsel, Northwest Justice Project, Seattle, Washington

Diagnosing Client Issues and Community Needs in Uncharted Terrain?

Ramzi Kassem, City University of New York School of Law
Nicole Smith, City University of New York School of Law

The Context(s) of Disability

Yael Cannon, American University, Washington College of Law
Esther Canty-Barnes, Rutgers School of Law – Newark
Robert D. Dinerstein, American University, Washington College of Law
Randi S. Mandelbaum, Rutgers School of Law – Newark

The Importance of Exploring Content and Context in Encouraging and Navigating Difficult Conversations In the Classroom – A Framework

Angela Olivia Burton, City University of New York School of Law
Liliana C. Yanez, City University of New York School of Law

Inside-Out/Outside-In: Developing Student Perspective on Legal System Culture

Jennifer P. Lyman, Organization Development Consultant, Washington, D.C.
Anne K. Olesen, The George Washington University Law School
Additional speaker to be announced

6:30 – 8:30 P.M. (BUSES DEPART 6:00 – 6:30 P.M.)

Reception for the AALS Conference on Clinical Legal Education



Hosted by University of Washington School of Law, Featuring “Func Pro Tunc”

Thursday, June 16, 2011

7:00 – 8:30 A.M.

Section on Clinical Legal Education Committee Meetings

9:00 – 10:30 A.M.

Plenary Session – Decision-Making

Katherine M. Hessler, Lewis and Clark Law School
Linda H. Krieger, University of Hawaii, William S. Richardson
School of Law
Carwina Weng, Indiana University, Maurer School of Law
Additional speaker to be announced

While recognizing that the collaborative work of lawyers and clients in identifying, diagnosing and framing problems greatly influences what clients will view as the best potential solution, Plenary Three seeks to unpack some of the complexities of the decision-making process. How can we identify available choices and the probability of particular outcomes from choices that we propose? What is the nexus between these outcomes and the achievement of client goals? How can lawyers facilitate the process by which clients select and attempt to implement a decisional option? While many of us default to decision trees, risk-comfort, or cost-benefit analyses to assist clients in making decisions, these heuristics fail to illuminate the multifaceted nature of decision making. This plenary will explore decision principles such as prospect theory, regret-aversion, and mental accounting, and how social or cultural differences account for the way clients value choice in decision making.

10:30 – 10:45 A.M.

Refreshment Break

10:45 A.M. – 12:00 P.M.

Working Group Discussions

Thursday, June 16, continued

12:00 – 1:45 P.M.

AALS Luncheon

2:00 – 3:30 P.M.

Concurrent Sessions – Decision-Making

Works in Progress

Power, Politics and Professionalism: Understanding Context in Field Placements

Sande Buhai, Loyola Law School, Los Angeles
Eden E. Harrington, The University of Texas School of Law
Nancy M. Maurer, Albany Law School

Looking Beyond the Law in Problem-Solving

Leticia Flores, Virginia Commonwealth University, Center for Psychological Services and Development
Patricia E. Roberts, College of William and Mary, Marshall-Wythe School of Law
Stacey-Rae Simcox, College of William and Mary, Marshall-Wythe School of Law

Beyond a Cost/Benefit Analysis: Mustering the Arguments for a Value-Based Program Decision

Brenda B. Blom, University of Maryland School of Law
Jeffrey J. Pokorak, Suffolk University Law School
Additional Speaker to be Announced

Teaching for Transfer in the Clinic

Shaun Archer, Senior Analyst, Ipsos ASI, Inc., Bellevue, Washington
James P. Eyster, Ave Maria School of Law
James J. Kelly, Jr., University of Baltimore School of Law
Tonya Kowalski, Washburn University School of Law
Colleen Shanahan, Clinical Teaching Fellow and Supervising Attorney, The Community Justice Project, Georgetown University Law Center

Thursday, June 16, continued

Representing the Guilty in the Age of Innocence: Challenges for Criminal Defense Clinics, Innocence Projects, and Public Defender Agencies

William Tucker Carrington, University of Mississippi School of Law
Steven A. Drizin, Northwestern University School of Law
Abbe Smith, Georgetown University Law Center
Robin Steinberg, Executive Director, The Bronx Defenders, Bronx, New York

How Multiple Cooks Make Broth — Decision Making and Organizational Clients

Susan D. Bennett, American University, Washington College of Law
Praveen Kosuri, University of Pennsylvania Law School
Jeffrey E. Leslie, The University of Chicago, The Law School

Clinical Externships as the Signature Pedagogy for Teaching Problem-Solving

Harriet N. Katz, Rutgers School of Law – Camden
Robert Edward Lancaster, Louisiana State University Law Center
Linda F. Smith, University of Utah, S. J. Quinney College of Law

At SEA (Sympathy, Empathy, and Apathy): Teaching Students to Distinguish Between and Strategically Select Modes of Communication

Patience A. Crowder, University of Denver, Sturm College of Law
Christopher Lasch, University of Denver, Sturm College of Law
Robin Walker Sterling, University of Denver, Sturm College of Law

Reimagining Lawyering in the Transactional Setting: Substantive and Contextual Differences

Alicia Alvarez, The University of Michigan Law School
Carmen V. Huertas-Noble, City University of New York School of Law
Paul R. Tremblay, Boston College Law School

Solving the Problem of Curricular Reform

Timothy M. Casey, California Western School of Law
Kenneth R. Margolis, Case Western Reserve University School of Law
Robert F. Seibel, California Western School of Law
Janet Weinstein, California Western School of Law

The Value of Interdisciplinary Collaboration in the Decision Making Process (Presented in Honor of Alan Lerner)

Paul D. Bennett, The University of Arizona, James E. Rogers College of Law
Lucy Johnston-Walsh, Pennsylvania State University, The Dickinson School of Law

Interdisciplinary Diagnosis: Problem-Solving Client Matters in Collaboration with Medical Professionals to Achieve Client-Centered Solutions

Lisa R. Bliss, Georgia State University College of Law
Sylvia Caley, Georgia State University College of Law
Robert Pettignano, M.D., Associate Professor of Pediatrics, Emory University School of Medicine, Children's Healthcare of Atlanta, Atlanta, Georgia

Applying Decision Making Theory to Experiential Learning Choices-Students as Our Clients?

Lisa E. Brodoff, Seattle University School of Law
Gillian Dutton, Seattle University School of Law
Deborah A. Maranville, University of Washington School of Law
Esther Park, University of Washington School of Law

Beyond Best Practices: Integrating Cultural Competence Training in Legal Education

Iris Burke, University of Florida Levin College of Law
Carolyn Kaas, Quinnipiac University School of Law
Mary Lynch, Albany School of Law
Antoinette Sedillo Lopez, University of New Mexico School of Law

Technology in Legal Problem Solving

Keith S. Blair, University of the District of Columbia David A. Clarke School of Law
Marjorie A. Mc Diarmid, West Virginia University College of Law
J. M. Norwood, University of New Mexico School of Law
Andrea M. Seielstad, University of Dayton School of Law

Addressing Clients' and Communities' Problems through the Legislative Process

Kathleen H. Dachille, University of Maryland School of Law
Terry F. Hickey, University of Maryland School of Law

3:30 – 3:45 P.M.

Refreshment Break

3:45 – 5:15 P.M.

Plenary Session – Integration and Transfer

Mark N. Aaronson, University of California, Hastings College of the Law
Wendy A. Bach, University of Tennessee College of Law
Deborah Epstein, Georgetown University Law Center
Conrad Johnson, Columbia University School of Law

The final plenary will explore how our teaching can provide students with the concepts, generalizations and insights necessary to be effective problem solvers throughout their careers. By focusing on the lawyering process while students are handling actual cases, clinicians teach students to bridge theory and practice. Students apply the theories they learn from their teachers in the immediate setting of clinic practice and learn to extract theories from experiences that will inform them in the future. How can we better enable students to transfer the skills and knowledge learned in the clinic to other settings?

Law Clinic Directors Workshop

(Re)considering Security of Position and Academic Freedom in Clinical Legal Education

PROGRAM

Friday, June 17, continued

Thursday, June 16, 2011

4:00 – 7:30 P.M.

AALS Registration

6:00 – 7:30 P.M.

AALS Reception

Friday, June 17, 2011

8:45 – 9:00 A.M.

Welcome

Susan Westerberg Prager, AALS Executive Director and Chief Executive Officer

Introduction

Amy G. Applegate, Co-Chair, Planning Committee for Conference on Clinical Legal Education and Indiana University, Maurer School of Law

Elliott S. Milstein, Co-Chair, Planning Committee for Conference on Clinical Legal Education and American University, Washington College of Law

9:00 – 10:15 A.M.

Plenary Session: The Status of Proposed ABA Changes to Security of Position

Claudia Angelos, New York University School of Law

Robert R. Kuehn, Washington University School of Law

Richard K. Neumann, Jr., Hofstra University School of Law

Ian S. Weinstein, Fordham University School of Law

By now, we are all aware that there are proposals regarding ABA Standard 405 and other regulation provisions which would seek to eliminate all references to tenure. Of course, such changes, if they take hold, would have deep impacts upon clinical professors' academic freedom and security of position. Those most intimately involved in the ABA deliberations will present the status of these proposals, and provide the foundation for small group discussions on strategies and collaboration opportunities for developing effective responses to the proposed changes.

10:15 – 10:30 A.M.

Refreshment Break

10:30 – 11:45 A.M.

Small Group Discussions

Topic: What should Clinical Directors and Deans do to appropriately eliminate or mitigate the impact of any proposed changes? Are there collaborative opportunities between clinical and non-clinical faculty and/or those outside of the academy? As we move forward in our afternoon plenary sessions, participants should consider how issues arising out of those sessions inform actions and collaborative opportunities. These discussions and your perspectives will form the basis of our Open Discussion at the end of the day.

11:45 A.M. – 1:15 P.M.

AALS Luncheon

1:15 – 2:30 P.M.

Plenary Session: Unitary Tenure Track for Clinical Faculty? An Open Discussion of the Report and Recommendations from the AALS Section on Clinical Legal Education Task Force on the Status of Clinicians and the Legal Academy

Bradford Colbert, William Mitchell College of Law

Katherine R. Kruse, University of Nevada, Las Vegas William S. Boyd School of Law

David Anthony Santacroce, The University of Michigan Law School

In March 2010, the Task Force on the Status of Clinicians and the Legal Academy completed its report and recommendations, which represented a comprehensive analysis of who is teaching in clinical programs and using clinical methodologies in American law schools, and identified the most appropriate models for clinical appointments within the legal academy. The report and recommendations examined the five predominant employment models in clinical legal education: tenure track, clinical tenure, long term contract, short term contract, and fellowships. Ultimately, the Task Force concluded that the tenure-track model best recognizes and values the responsibilities and methodologies of clinical teaching. Consequently, the Task Force recommended that American law schools adopt unitary tenure track standards for its clinical faculty, while recognizing the continued value of short-term contracts limited in number, duration, and purpose. While also recommending the continued value of fellowships, the report and recommendations set forth good practices to strengthen the quality of each status model. This plenary will allow Directors to discuss the report and its recommendations against the political backdrop of the proposed changes to the ABA regulations.

2:30 – 2:45 P.M.

Refreshment Break

2:45 – 3:45 P.M.

Plenary Session—Fostering Intellectual Space for Clinical Colleagues

Jon C. Dubin, Rutgers School of Law – Newark

Phyllis Goldfarb, The George Washington University Law School

Peter Joy, Washington University School of Law

Increasingly, clinical faculty engage in scholarship or other written work to enhance their professional development—either out of an independent desire for growth or as a requisite of promotion and retention. However, unique challenges to sustained scholarly development persist, from lack of release time, to budgets, to policies which do not facilitate such development for clinical faculty. Moreover, scholarly and project engagement is taking place in an environment in which security of position and academic freedoms are in flux. This plenary will provide a foundation for us to discuss effective approaches to enable junior and senior clinical faculty opportunities to engage in scholarship, and receive helpful critique from both clinic and non-clinic colleagues.

3:45 – 4:30 P.M.

Open Discussion of Small Group Discussion Outcomes and Action Items

AALS Conference on the Future of the Law School Curriculum

Two optional days (Saturday, June 11 and Sunday, June 12) preceding the Conference on Clinical Legal Education

(requires additional fee of \$95)

Sunday, June 12, continued

Saturday, June 11, 2011

5:00 – 8:00 P.M.

AALS Registration

6:30 – 8:00 P.M.

AALS Reception

Sunday, June 12, 2011

8:45 – 9:00 A.M.

Welcome

Michael A. Olivas, AALS President and University of Houston Law Center

Introduction

Carole E. Goldberg, Chair, Planning Committee for AALS Conference on the Future of the Law School Curriculum and University of California, Los Angeles, School of Law

9:00 – 9:20 A.M.

Plenary Session – Dramatization

Faux Faculty Curriculum Committee

Marilyn J. Berger, Seattle University School of Law
Jonathan L. Entin, Case Western Reserve University School of Law
Manuel Gomez, Florida International University College of Law
Olatunde C. Johnson, Columbia University School of Law
Andrew Koppelman, Northwestern University School of Law
Minna J. Kotkin, Brooklyn Law School
Elizabeth Hayes Patterson, Georgetown University Law Center

Throughout the Conference, a simulated or “faux” law school curriculum committee will be charged with planning for curricular change. In order to represent many types of faculty interests, the Faux Faculty Committee will consist of a variety of faculty members; an associate dean will also serve on the

committee ex officio, supporting its work. The imaginary law school they come from is moderate in size and resources, and on the rise in national prominence.

The Faux Faculty Committee members will portray their reactions to the different panels in presentations sprinkled throughout the Conference, and will solicit the views of their wider “faculty” during the small group discussions. In effect, they will be collecting all the “hallway chatter” about possible curricular change. At the end of the Conference, the Faux Faculty Committee will report back, providing their reflections on the need for change and indicating the types of curricular changes they propose.

9:20 – 10:45 A.M.

Plenary Session – Forces from Outside the Academy

Luz E. Herrera, Thomas Jefferson School of Law
James G. Leipold, Executive Director, National Association for Law Placement, Washington, DC
Michael Roster, University of Southern California, Gould School of Law and former Managing Partner, Morrison & Foerster and former General Counsel, Stanford University
Carole Silver, Indiana University, Maurer School of Law

More than ever before, law schools are cognizant of the external pressures on their curricular development. Employers in particular are questioning whether schools are producing graduates ready to perform in a world with demanding clients, dwindling revenues, and increasingly technical and complicated legal systems. The “whole lawyer” of yesteryear is not the “whole lawyer” of today and the future, and law schools are facing the daunting task of designing a curriculum that prepares its students for these challenges. This panel provides critical information and insights.

10:45 – 11:00 A.M.

Refreshment Break

11:00 A.M. – 12:15 P.M.

Working Group Discussions

12:30 P.M. – 2:00 P.M.

AALS Luncheon

Faux Curriculum Committee Reconvenes

2:00 – 3:30 P.M.

Plenary Session – Forces from Within the Academy

Bryant G. Garth, Southwestern Law School

Martha L. Minow, Harvard Law School

Michael A. Olivas, University of Houston Law Center

This session looks at the forces within the law school and the broader university which are moving the law school curriculum in the direction we see currently and cause us to further question where the curriculum should go in the future. Among the forces within the academy this panel will consider are: the changing composition of typical law school faculty—who are the ultimate arbiters of the curriculum and who have decreasing experience in practice; trends in legal scholarship, such as increasing use of interdisciplinary methods and focus on theory versus doctrine and practical application; growing understanding of student learning both from general theory as well as from the lessons learned by providing experiential legal education; changes in the nature of law students, whether that be from different learning styles in an era of multiple media to the growing numbers of students from other nations and from diverse backgrounds within our own nation; and finally institutional pressures on law schools in an era of growing costs and increasing student debt load, potentially changing accrediting standards, and intensifying competitive pressures faced by law schools in recruiting students, placing graduates and raising money.

3:30 – 3:45 P.M.

Refreshment Break

3:45 – 5:00 P.M.

Working Group Discussions

5:00 – 5:30 P.M.

Faux Faculty Curriculum Committee Reconvenes

Hotel Reservation Request

Reservation Request

The Sheraton Seattle Hotel is pleased you have chosen it for your upcoming visit.

In guaranteeing your reservation for late arrival (arrival after 6:00 p.m.) the Sheraton Seattle Hotel requires that you either:

1. Make your hotel reservations online. Visit www.aals.org/clinical2011/ and click 'hotel'.
2. Send the Hotel Reservation Request Form, with check or money order covering the first night's room and tax.
3. Fax (206) 389-5703 or call the hotel at (888) 627-7056 with your reservation, along with the entire number of one of the following credit cards: American Express/Optima, Carte Blanche, Discover Network, Diners Club, MasterCard or Visa. If faxing the form, don't forget the expiration date and your signature, and be sure that you receive a confirmation from the hotel.

The Sheraton Seattle Hotel will not hold your reservation after 6:00 p.m. on the day of arrival without guaranteeing the reservation with one of the above methods. AALS encourages you to guarantee your room because an unexpected arrival after 6:00 p.m. will result in a cancellation of the reservation. If cancellation is required, the credit card will be charged one night's room and tax unless cancelled by 6:00 p.m. on the day of arrival.

Single/Double: \$189 for single or double occupancy; plus 15.6% sales tax.

CUT-OFF DATE: May 22, 2011

Check-in time is 3:00 p.m. and check-out time is 12:00 p.m.

Making a reservation prior to the cut-off date does not guarantee availability of the AALS rate. To ensure accommodations, please make your hotel reservation early.

Hotel Reservation Request

Sheraton Seattle Hotel

1400 6th Avenue

Seattle, WA 98101

Call (888) 627-7056 or Fax this form to (206) 389-5703

Guest Name _____

School _____

Address _____

City _____ State _____ Zip _____

Telephone Number _____

Fax Number _____

Arrival Date and Time _____

Departure Date and Time _____

I will arrive at the hotel after 12:00 midnight

Number of people in room: 1 2 3 4

Share With: _____

Bed Type Preference: King Double (2 beds)

Remarks/special needs: _____

If anyone in the room has a disability, please indicate the nature of the disability and any special accommodations needed:

Single/Double: \$189 for single/double occupancy; plus 15.6% sales tax

CUT-OFF DATE: May 22, 2011

I would like to guarantee for arrival after 6 p.m.

Deposit Enclosed: Check or Money Order American Express/Optima

Diners Club Carte Blanche Discover Network MasterCard Visa

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Exp. Date: ___ / ___ / ___

Authorized Signature: _____



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