



Association of American Law Schools

AALS.ORG/CLINICAL2015

38th ANNUAL CONFERENCE ON CLINICAL LEGAL EDUCATION

Leading the New Normal:
Clinical Education at the Forefront of Change

May 4 – 7, 2015

and

LAW CLINIC DIRECTORS WORKSHOP

May 3 – 4, 2015

Rancho Mirage, California

Law Clinic Directors Workshop

Sunday, May 3 – Monday, May 4, 2015

WHY ATTEND?

The Directors Workshop for the AALS Section on Clinical Legal Education will focus on the changes confronting directors in the “new normal” for legal education. Directors will hear information on: 1) the role that clinic directors play in leading the reform of legal education, both within and outside the clinical curriculum (“Who Leads in the New Normal?”); 2) the impact on clinic staff of changes in funding and in programmatic demands (“Who Does the Work in the New Normal?”); and 3) the cost/value equation for clinical courses. Informed by data from the newest CSALE survey, the sessions will leave ample time for discussion and consultation between directors on these and other concerns.

WHO SHOULD ATTEND?

This conference will be of interest to clinic directors.

SCHEDULE

The Workshop will begin with a reception on Sunday, May 3 at 6 pm. The meeting reconvenes on Monday, May 4 at 8:45 am continuing until 3 pm. A luncheon will be held at 12:15 pm.



Conference on Clinical Legal Education

Leading the New Normal: Clinical Education at the Forefront of Change

Monday, May 4 – Thursday, May 7, 2015

WHY ATTEND?

Legal education confronts a period of intense change. These changes include drops in enrollment, a market downturn in jobs for graduates, transformations in law practice, and a rethinking of the roles of and the need for lawyers. Some argue that law schools must address these changes or lose control over legal education. Proposals to eliminate the third year, to revamp the traditional curriculum, to graduate “practice-ready” lawyers, and to permit students to take the bar early, all act as the forward edge of reform in legal education. A “new normal” seems to be taking hold.

This conference will explore this new paradigm, and ask whether and how clinicians should lead in the “new normal” of legal education. The conference will foster conversations that will help participants to understand and to engage productively with the situation we now face. In particular, we will explore three categories of question:

“What is the New Normal?” This track focuses on the new realities that profoundly affect legal education in general and clinical education in particular. We will ask how law schools, universities, and clinicians understand and frame the new normal, including: calls for reform in legal education; the problems associated with reduced resources; declining enrollments; and an uncertain job market. We will also ask about our students’ experience of the new normal, focusing on changes in what we teach and how we mentor our students. This track will describe the new normal and explore the ways in which clinicians are responding to its impact on their schools and their students.

“What Role Should Clinicians Play?” This track explores the roles that clinical faculty and clinics play in the new law school environment. Our work is central to the reform movement in legal education. We are no longer the radicals in the basement; our methods are now well-accepted and are being adopted and adapted, for better or for worse, in new ways across the curriculum. We have new leadership roles in legal education in ways that are unfamiliar to many of us and troublesome to some. Some of us are exploring ways to deliver experiential education at a lower cost and to larger numbers of students; others resist these changes as delivering a shallow version of what is taught in the in-house clinic. And as more clinics and other experiential courses are established in new practice areas and for clients who are not underrepresented, is there reason to be concerned about the shared commitment to social justice that drew us to the community of clinical education?

“What is the Future of the New Normal?” Finally, the conference will help participants prepare for what is coming next, both in the use of technology (for both teaching and practice) and changes in the structure and delivery of legal services. Sessions will help clinicians assess how to change their own service delivery mechanisms, and how to help students to participate fully in the rapidly changing world they encounter after graduation.

The conference will cover this ground through a wide range of presentations, from TED-type speeches to mini-plenaries to concurrent sessions to poster sessions. It will include several multi-session workshops for smaller, pre-selected groups, permitting in-depth exploration of topics in an extended format. We will also provide space for a wide range of working sessions focused on practice area and common concerns, both to explore the themes of the conference and to create and renew connections between clinical faculty across the country.

SCHEDULE

The conference will begin on Monday, May 4 with registration at 3 pm and the opening plenary at 6 pm. A reception with posters will follow at 6:45 pm. The program will include two and a half additional days of plenary sessions, concurrent sessions and working group discussions, and will feature a keynote address by Bryan Stevenson, New York University. The conference will conclude at 5 pm on Thursday, May 7, 2015. In addition to the program sessions, there will be luncheons on Tuesday, Wednesday and Thursday and receptions on Monday and Tuesday evenings.

WHO SHOULD ATTEND?

This conference will be of interest to all experience levels of clinicians and clinic administrators.

Registration

HOW DO I REGISTER?

You can choose to register for the Law Clinic Directors Workshop and/or Conference on Clinical Legal Education by one of the methods below. If you cannot register online, you may not be in the AALS database. In that case, before you register, contact your law school dean's office and have yourself added to the AALS Law School roster with your position, whether it is a tenure, tenure track, contract, visiting, adjunct, or fellow at the law school. Once you have been added to your law school's roster, you can register online. If you need assistance, contact dltsupport@aals.org.

Online

Go to www.aals.org/clinical2015. You can pay the registration fee online by using American Express, Visa or MasterCard.

Fax or Mail

Complete the registration form and send it to AALS with the payment of the registration fee. AALS accepts American Express, Visa, MasterCard, or checks (made payable to AALS). 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 AALS, 1614 20th Street, N.W., Washington, DC 20009-1001.

REGISTRATION FEES

AALS will email a confirmation letter for your paid registration. If you do not receive a confirmation email (after one day for online registration, after one week for faxed form and after two weeks for payment by check), call AALS at (202) 296-2355 to verify your registration.

Law Clinic Directors Workshop	
Faculty of AALS member and fee-paid law schools	\$210
Faculty of non-fee-paid law schools	\$260
Conference on Clinical Legal Education	
Faculty of AALS member and fee-paid law schools	\$450
Faculty of non-fee-paid law schools	\$500
Faculty of international law schools	\$450

ON-SITE REGISTRATION

For registration forms and fees received after April 24, 2015, there is an additional charge of \$50. Plan to register on site if you cannot meet the April 24 deadline. AALS accepts cash, personal or school checks, American Express, MasterCard, and Visa for payment for the conference.

CANCELLATION POLICY

The registration fee will be refunded in full for cancellations through April 17; a refund less \$50 will be given for cancellations received April 18 through April 24; 50 percent of the registration fee will be refunded for cancellations received April 25 through April 30; no refunds will be given after April 30.

ARE YOU A NEW CLINICIAN?

We plan to display photos of new clinicians with their name and school at the conference. You can introduce yourself to your new clinical family by sending your photo with name and school affiliation to Kimberly Ambrose at kambrose@u.washington.edu.

Planning Committee for AALS Conference on Clinical Legal Education

Kimberly Ambrose, University of Washington School of Law
 Claudia Angelos, New York University School of Law
 Eduardo R. Capulong, University of Montana School of Law
 Michele R. Pistone, Villanova University School of Law
 Laura L. Rovner, University of Denver Sturm College of Law
 Alexander Scherr, University of Georgia School of Law, **Chair**

New Conference Feature!

Workshops

We invite you to consider applying for one of the 10 workshop sessions at the conference. You can find the list of workshops, with short descriptions, below. Workshop sessions will occur during the same time period as working sessions (also called small groups.) If you participate in a workshop, you will miss the corresponding working sessions, but can still participate in the full range of concurrents.

Workshop enrollment is limited; we ask that you apply in advance. You can do so by sending an e-mail indicating which workshop you would like to attend, no later than March 16, 2015, to 15clinical@aals.org. In your e-mail, please include your name, school, e-mail address and a one-paragraph statement of your interest in participating in that workshop. We will notify you after the deadline whether you have been accepted. If you are accepted, we expect that you will attend all sessions of that workshop.

Six of the workshops will meet four times; the remaining four workshops will meet two times each. If you apply for a four-session workshop, you cannot apply for any other. You can apply for two of the two-session workshops; but note that you cannot apply for two that occur in the same time period.

SIX WORKSHOPS WILL MEET FOUR TIMES EACH:

Tuesday, May 5, 11:15 am & 4:15 pm

Wednesday, May 6, 11:30 am & 4:15 pm

Teaching Justice

Amna Akbar, The Ohio State University, Michael E. Moritz College of Law
 Sameer M. Ashar, University of California, Irvine School of Law
 Nicole Smith Futrell, City University of New York School of Law
 Rachel E. Lopez, Drexel University Thomas R. Kline School of Law

The clinical movement remains largely committed to the social justice imperatives from which it took root. However, new pressures from administrators, students, and employers, combined with the near-term retirement of clinical leaders with strong justice commitments, raise pressing concerns for our teaching and our community. Now, more than ever, clinicians must be able to articulate the pedagogy and value of justice education in clinics and by extension within law schools. We hope to engage in this discussion with colleagues from a wide range of types of clinical practice settings and subject matter disciplines and across age and status cohorts.

These are some of the questions we are considering as we prepare for the workshop in May:

- Is it possible to cultivate an interest in social justice in our students? Are there effective ways to prompt a “justice skill set” amongst diverse groups of students working toward a broad range of types of post-graduate work?
- Does public interest practice offer a model from which to think backwards?
- How can we use pedagogical strategies to more explicitly link clinical practice with systemic barriers to justice?
- How do we integrate social movement activity in our communities into our clinics?
- How can we think more strategically and democratically about case intake?
- What would a holistic justice pedagogy look like, one that was attuned to the various sites of our teaching, including supervision, seminar, and rounds?

We aim to build a coherent working group over four sessions at the conference. We will be working toward a multi-session design with the input and engagement of those who have opted into the workshop.

Navigating the Complexities of the Clinical Teaching Market

Bernice Grant, New York University School of Law

Ragini N. Shah, Suffolk University Law School

This is a four-session workshop designed to provide information to those contemplating or planning to apply for clinical teaching positions. Today's clinical teaching market demands a tremendous amount from candidates. Because of the vast differences in the structure and expectations of clinical jobs, applying to the clinical market is demanding in a way that is very different from the more traditional academic market, and there is a paucity of information about the process that is specific to clinicians. Although this has always been true, today's extraordinarily competitive market makes these information and preparation disparities all the more worrisome. This workshop is designed to fill this information gap and is broken down into four sessions. The first session focuses on data about the range of jobs in the clinical market and presents information about entry into the meet market as well as other application processes. The second session focuses on how to get ready for the meet market itself and will include a few mock interviews. The third session focuses on the call back process. The workshop concludes with a session on handling offers and provides some time for more open discussion and questions. Each session will feature a panel of clinicians who will talk about the topic at hand and who will conduct brief moots if interest and time allow.

Scholarship Support

Michele Estrin Gilman, University of Baltimore School of Law

Jeffrey J. Pokorak, Suffolk University Law School

The Scholarship Support Workshop is designed to support new and emerging scholars in identifying scholarly topics, developing writing strategies, gaining feedback on writing, and obtaining publication. This workshop is a safe space to ask questions, share ideas, and obtain support. There are four sessions: (1) in session one, we consider the advantages clinicians have as scholars, and we brainstorm about ways to overcome writing barriers; (2) in session two, we discuss the nuts and bolts of the presentation and publication processes; (3) in sessions three and four, each attendee shares a scholarly idea and receives feedback in a roundtable format designed to help them refine their thesis and the scope of their project. Attendees do not share written work or drafts. Prior workshop attendees have reported that the workshop motivated them to start and complete their scholarly projects.



Teaching and Evaluating Reflection

Susan L. Brooks, Drexel University Thomas R. Kline School of Law
 Timothy M. Casey, California Western School of Law
 Becky Rosenfeld, Benjamin N. Cardozo School of Law
 Alexander Scherr, University of Georgia School of Law

This workshop focuses on how to teach and evaluate reflection. Reflective practice has long been a core value of clinical teaching; but over the last few decades, remarkably little discussion has occurred about how to teach it and how to evaluate it. This workshop will have four interactive sessions on these questions. The workshop will address at least four topics:

- What we teach when we teach reflection: discussion of the outcomes for reflective practice and of integrating reflective practice into clinic design.
- Teaching reflection in the classroom: classroom teaching of reflective practice, including rounds, simulations, open discussion and journaling exercises.
- Supervising individual reflective practice: how to talk with and give feedback to students about individual reflective practice, or to encourage feedback between students, including the methods, the language and evaluative content of feedback.
- Evaluating and grading reflection: identifying standards of evaluation for reflection and developing rubrics for reliable and uniform evaluation.

This workshop will speak to clinicians of all kinds, in in-house, externship and hybrid courses. In the experience of those who have presented and consulted on this issue, clinicians mean to foster reflective practice, but may not have the tools to do so in a structured and transparent way. This workshop should help participants to find those tools and to foster more reflective students.

(Re-)Designing a Clinic Using Backwards Design

Alicia Alvarez, The University of Michigan Law School
 Susan D. Bennett, American University, Washington College of Law
 Christine N. Cimini, Vermont Law School
 Danielle Cover, University of Wyoming College of Law
 Carwina Weng, Indiana University Maurer School of Law

This workshop is a four-part, interactive program that covers the beginning phases of developing a new clinic or revising an existing one. During the workshop, participants will use backwards design, an approach to instructional design and planning pioneered by Grant Wiggins and Jay McTighe. By the end of the workshop, participants can expect to have identified the major goals of their clinics, the final grading assessment and rubric of their clinics, and the learning outcomes for their students. Readings will be assigned before the conference. Then, throughout the workshop, participants will receive feedback from colleagues and facilitators on the work they do during the workshop. Participants will apply for a spot in the workshop before the conference and must commit to attend the entire workshop. In addition to the other information in the application, applicants should also indicate the course that they would like to redesign and the reasons for the redesign.

Creating Online Educational Videos

Aaron Dewald, University of Utah, S. J. Quinney College of Law
 Michele R. Pistone, Villanova University School of Law
 William Slomanson, Thomas Jefferson School of Law
 Debora L. Threedy, University of Utah, S. J. Quinney College of Law

This workshop will focus on the creation and use of online educational videos. Materials will be provided to participants, and participants will be asked to take part in conference calls/webinars, prior to the conference; these will go over the learning science behind educational videos, the different types of videos, and an overview of the process of creating them. Participants will be asked to bring scripts and images to the workshop. The workshop will be made up of four interactive sessions. Session One will focus on the scripts; participants will break into small groups to critique, edit and

record their scripts. Session Two will focus on the visual part of the videos; participants will break into small groups to critique the choice and arrangement of images to accompany their scripts, and they will also have the chance to be videotaped. Session Three will provide participants with the opportunity to get hands' on experience with different methods of creating videos using free or purchased computer programs, including webcams, screencasting, and multimedia. Session Four will introduce participants to a less widely known use of educational videos: as a method for giving students feedback on their work products, both written and performed; participants will have an opportunity to experiment with using videos for student feedback. By the end of the workshops, participants will have the information they need to make informed choices about using online educational videos and the experience they need to create their own videos.

FOUR WORKSHOPS WILL MEET TWO TIMES EACH:

Tuesday, May 5 at 11:15 am & 4:15 pm

Teaching About Race to Improve Racial Justice

Susan J. Bryant, City University of New York School of Law
Jean K. Peters, Yale Law School

Lawyers and clinic students remain stymied about how to raise issues of racial bias day-to-day in both the litigation and negotiation settings, and their own workplaces. Following up on the Habits of Cross-Cultural Lawyering, we plan to present principles, techniques, and analytical frameworks for the concrete work of addressing racial bias in our daily practice.

This two-part workshop first presents the principles, techniques and analytical frameworks including how the Habits of Cross-Cultural Lawyering can be used more effectively to raise issues of race. Using an interactive style, with case examples, role-play and discussion, we will demonstrate some techniques for use in classroom discussions and elicit other successful strategies used by participants for talking about race. We will also explore how implicit bias functions in practice to shape our work with clients and interactions with decision makers. In the second session, we will use a rounds structure to identify successful teaching techniques that teachers can employ to discuss race in supervision or classroom settings including discussion of how clinical courses in teaching and performing work, can or are implementing specific initiatives directly out of the wake of Ferguson, Garner, Rice, et.al. In debriefing this session, we plan to tie the substance of the rounds back to the principles, techniques and analysis in the first session.

Feedback and Supervision

Liz Ryan Cole, Vermont Law School
C. Benjie Louis, Albany Law School
Lisa Martin, The Catholic University of America, Columbus School of Law
Nancy M. Maurer, Albany Law School
Leah Wortham, The Catholic University of America, Columbus School of Law

Participants in these two connected sessions (11:15 am and 4:15 pm) will be introduced to and have an opportunity to practice applying tools for supervision and feedback described in *LEARNING FROM PRACTICE: A PROFESSIONAL DEVELOPMENT TEXT FOR EXTERNS (LFP)* (3rd edition, due summer 2015). In advance of the conference, participants will be asked to submit a supervisory problem involving feedback. We will encourage participants to submit questions that raise problems faced by clinical supervisors in giving feedback to students, problems faced by faculty in coaching field supervisors or employers, and problems faced by students in eliciting and learning from feedback given to them in the context of supervision. Our goal is to help participants make effective feedback and supervision a more regular and valued part of the flow from legal education into practice. We expect participants will leave with tools to enhance student capacity to learn from experience including strategies for getting the maximum from feedback, regardless of how well it is delivered.

The sessions will include discussion of individual differences in how people perceive information in order to make decisions that enhance the usefulness of the feedback. Participants will also have opportunities to practice applying a DESUSA/four part feedback model statement (as described in LFP) to assist students in getting useful feedback and responding effectively.

Wednesday, May 6 at 11:30 am & 4:15 pm

Supervision: Theory, Planning, Problem Solving and Practices

Jane Aiken, Georgetown University Law Center
Elliott Milstein, American University, Washington College of Law

This workshop will build understanding of the framework and practices involved in supervision presented in *TRANSFORMING THE EDUCATION OF LAWYERS: THE THEORY AND PRACTICE OF CLINICAL PEDAGOGY*. We will present three key ideas:

- 1) Supervision involves two concurrent developmental processes, which we call the arc of client representation and the arc of student learning. Through supervision, students progress in their handling of a case or project and they progress in their learning. The processes proceed in a dynamic relationship with each other.
- 2) Teachers need to think about supervision from three vantage points, or frames. These are the frame of the matter, that is, the trajectory of each case or project in which the students provide representation; the frame of the student's entire experience within the clinic; and the frame of each meeting, that is, the concrete setting of supervision.
- 3) While teachers can gain many insights from using arcs and frames and expand the depth and breadth of possibilities for supervisory structure and interventions, three key guideposts can help them make decisions about which to pursue. These guideposts are assessment of student capacity for lawyering and learning; the goals for each student; and the operation of time.

Through presentation, exercises, group discussion, and by conducting rounds about supervision, workshop participants will become familiar with these concepts and build comfort and facility with using them in analysis of their own experience of supervision. Participants will leave this workshop with a comprehensive strategy and tools for a more intentional approach to clinical supervision.

Design Thinking in the Legal Clinic

Margaret Hagan, Stanford Law School

In this workshop, participants will learn about the human-centered design process and how it can be integrated into the law clinic setting, to improve students' client relationships, work product, and problem-solving skills. We will generate concepts for how the clinic experience could be improved for students, clients, and professors—and then create action plans for how new initiatives could be piloted and scaled.

Design thinking brings a structured yet creative process to how we offer legal services to clients. This process has been used in other service industries—from finance to medicine—to reinvent how services are offered, to improve the client's experience and generate new types of solutions for them. Design thinking is based on a strong focus on clients' needs; a multidisciplinary, collaborative approach; and innovative methods that break out of status quo thinking. It helps the practitioner better understand the client's perspective, scope new types of solutions tailored to the client, and create work product that is engaging and user-friendly.

In this hands-on session, participants will learn the basics of the design process and then use it to prototype how design could be brought into the law school clinic. We will profile current initiatives to bring design into clinics – through better visual design of legal documents, new ways of client intake and needs-finding, and collaborating with designers to create new kinds of work product. And finally, we'll test and plan new initiatives to be piloted.

Off-Site Event

Visit to Joshua Tree National Park

Thursday, May 7, 1:30 pm – 6:30 pm

\$35 PER PERSON (LIMITED TO 27 REGISTRANTS)

The Planning Committee invites you to visit Joshua Tree National Park on the afternoon of the last day of the conference, Thursday, May 7. A bus will leave the conference hotel at 1:30 p.m. and return at 6:30 p.m. During the visit, you would have the chance to explore the park, including a short hike. You would need to sign a liability waiver for hiking in the park. We ask that you register for the visit no later than April 24; a minimum of 20 attendees is required. Snacks and water are not included.

Joshua Tree National Park, a 60 minute drive from the Westin Mission Hills, can seem unwelcoming, even brutal during the heat of the summer, when, in fact, it is delicate and extremely fragile. This is a land shaped by strong winds, torrents of rain, and climatic extremes. The park displays some of the most interesting geologic displays found in California's deserts. The vista, rugged mountains of twisted rock and exposed granite monoliths, reflects the earth forces that shaped and formed the land. Arroyos, playas, alluvial fans, bajadas, pediments, desert varnish, granites, aplite, and gneiss interact to form a giant mosaic of immense beauty and complexity.



Photo Courtesy of Matthew Field

Law Clinic Directors Workshop

May 3 – 4, 2015

Sunday, May 3, 2015

4 pm – 7 pm

AALS Registration

6 pm – 7:30 pm

AALS Reception

Monday, May 4, 2015

7:30 am – 4 pm

AALS Registration

7 am – 8:30 am

Section on Clinical Legal Education Committees

8:45 am – 9 am

Welcome

Judith Areen, Executive Director, Association of American Law Schools

Introduction

Alexander Scherr, Chair, Planning Committee for 2015 AALS Conference on Clinical Legal Education and University of Georgia School of Law

9 am – 10:30 am

Plenary Session: Leading Experiential Learning

Susan L. Brooks, Drexel University Thomas R. Kline School of Law

Deborah A. Maranville, University of Washington School of Law

Tamar Meekins, Howard University School of Law

David Anthony Santacroce, The University of Michigan Law School

The new reform movement has led to an increasing demand for clinicians to take a leadership role in the legal academy, not just on clinics and externships but on experiential learning more generally. This session addresses the growing phenomenon of the “experiential dean”: its advantages and merits; its risks and costs; and the tensions that it creates for clinic directors who both work as and work for such a person. Informed by recent CSALE data, the panel will both discuss and facilitate small group work on these issues.

10:30 am – 10:45 am

Refreshment Break

10:45 am – 12:15 pm

Plenary Session: Who Does the Work in the New Normal?

Jon C. Dubin, Rutgers School of Law – Newark

Robert D. Dinerstein, American University, Washington College of Law

David Anthony Santacroce, The University of Michigan Law School

Ragini N. Shah, Suffolk University Law School

The new normal affects the staffing of clinical education, including: pressure to use fellows, adjuncts and practitioners in residence; the outsourcing of externships to administrative staff; continuing tension over the status, participation and compensation of clinical faculty; and the potential for disparate impact on clinical faculty of color. This panel will explore staffing questions in all of these areas, to provide both context and practical guidance on the issues raised. After the panel discussion, and with the benefit of recent CSALE data, participants will gather in smaller groups and explore different staffing challenges faced at their schools.

12:15 pm – 1:45 pm

AALS Luncheon - The Costs and Value of Clinical Legal Education: A Data Driven Assessment

Robert R. Kuehn, Washington University in St. Louis School of Law

1:45 pm – 3:15 pm

Small Group Discussions

Moderated set of small group discussions on issues relevant to clinic directors in the new normal, including: the role that clinic directors play in leading the reform of legal education; the impact on clinic staff of changes in funding and in programmatic demands; the cost/value equation for clinical courses; ethical issues with the expansion of clinical and quasi-clinical offerings; and similar issues.

Moderators:

Katherine M. Hessler, Lewis and Clark Law School

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

Conference on Clinical Legal Education

Leading the New Normal: Clinical Education at the Forefront of Change

May 4 – 7, 2015

Monday, May 4, 2015

3 pm – 7:30 pm

AALS Registration

6 pm – 6:15 pm

Welcome

Judith Areen, Executive Director, Association of American Law Schools

Introduction

Alexander Scherr, Chair, Planning Committee for 2015 AALS Conference on Clinical Legal Education and University of Georgia School of Law

6:15 pm – 6:45 pm

Opening Remarks

Frank H. Wu, University of California, Hastings College of the Law

6:45 pm – 8 pm

AALS Reception with Posters

Preparing Clinical Students to Attain their Dream Job
Samantha Buckingham, Loyola Law School

New Clinicians on the Block
Danielle Pelfrey Duryea, SUNY Buffalo Law School
Cody Jacobs, SUNY Buffalo Law School
J. Christopher Moellering, SUNY Buffalo Law School

UC Hastings Startup Legal Garage— Rebooting Legal Education
Alice Armitage, University of California Hastings College of the Law

Using Reality Television and Social Media to Raise Legal and Social Consciousness and to Develop Critical Thinking in Domestic Violence Advocacy
Deria P. Hayes, North Carolina Central University School of Law

The MC/Law Adoption Legal Clinic: Bringing Families Together
Shirley T. Kennedy, Mississippi College School of Law

Experiential Learning For Beginners: Introducing First Year Law Students To The Attorney - Client Relationship
Shawn Kravich, University of California, Los Angeles School of Law
Jason Light, University of California, Los Angeles School of Law
Catherine H. Mayorkas, University of California, Los Angeles School of Law
Lisa M. Mead, University of California, Los Angeles School of Law

Tuesday, May 5, 2015

7 am – 8:30 am

AALS Section on Clinical Legal Education Committees

8:30 am – 9:30 am

Plenary Sessions

Track One: The Faces of the New Normal

Lisa R. Bliss, Georgia State University College of Law
Stephen J. Ellman, New York Law School
Phoebe A. Haddon, Chancellor, Rutgers University – Camden
Eumi Lee, University of California, Hastings College of the Law

The “new normal” has many faces: changes in the market for law graduates; calls for curricular reform through experiential courses; declining enrollment and constricting resources; new collaborations within and outside of law schools; and even changes in how lawyers practice law. How do we frame this situation, and how does that framing affect the design and teaching of our courses? How do we identify the forces that drive change and how is our work being affected? What assumptions are we making in this process—or shouldn’t be making? This mini-plenary explore the many dimensions of the new normal and identify trends affecting the clinical and field placement community.

Track Two: The New Normal and Our Pedagogical Mission

Wendy A. Bach, University of Tennessee College of Law
Phyllis Goldfarb, The George Washington University Law School
Donna H. Lee, City University of New York School of Law

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

Part of the new normal is a trend toward thinking that more experiential education is the solution to the problems plaguing legal education and the profession. Increasingly, clinicians are being asked to take on new roles – everything from serving as “experiential deans” to helping our doctrinal colleagues infuse clinical methods into non-clinical classes. Does the new normal, with its focus on more experiential education at lower cost and across the curriculum, present a threat to the viability of the in-house clinic?

Comments about 2014 Clinical Conference Plenary Sessions:

“Excellent! Inspirational and reflective of issues dealt with by most clinicians.”

“Engaging, thought-provoking, wonderful.”

“You recharged my batteries! The memory of this plenary will last for a long time.”

Track Three: Technology and Legal Education

Larry C. Farmer, Brigham Young University, J. Reuben Clark Law School

Karen Swan, Stukel Distinguished Professor of Educational Leadership and Faculty Associate, Center for Online Learning, Research and Service, University of Illinois Springfield, Springfield, Illinois

Angela K. Upchurch, Southern Illinois University School of Law

Online educational technologies have the potential to revolutionize how law is taught and learned. But what is the best use of educational technology in our teaching? Particularly in the clinical setting where face-to-face interactions between professor and students are central to our teaching methodology, can educational technologies play a role in our pedagogy?

During this mini-plenary we will explore the future of the “new normal” as it relates to clinical legal education. The panel will begin with a short video providing an overview of recent developments in learning technologies and blended learning, including online videos, flipping the classroom, online formative assessments, adaptive learning, customized learning, immersive simulations, and games.

9:30 am – 9:45 am

Transition to Concurrent Sessions

9:45 am – 11 am

Concurrent Session #1

Track 1: ABA Standards, Clinical Legal Education, and the New Normal: Has Anything Changed?

Margaret Martin Barry, Vermont Law School

Robert D. Dinerstein, American University Washington College of Law

Peter Joy, Washington University in St. Louis School of Law

Track 1: Funding the Law School Clinic Through “Soft Money” – Restraints and Possibilities for Pedagogy and Social Justice

Matthew N. Andres, University of Illinois College of Law

Brian Clauss, The John Marshall Law School

Benjamin Edwards, Michigan State University College of Law

John F. Erbes, Southern Illinois University School of Law

Nicole Iannarone, Georgia State University College of Law

Julie Marzouk, Chapman University Dale E. Fowler School of Law

Heather Scavone, Elon University School of Law

Stacey Tutt, University of Illinois College of Law

Track 2: 1L Curricular Reform and Faculty Integration

Constance A. Browne, Boston University School of Law

Prentiss Cox, University of Minnesota Law School

Peggy Maisel, Boston University School of Law

Laura Thomas, University of Minnesota Law School

Track 2: Birds of a Feather Teach Together: Collaborations between Law Clinic and Externship Faculty to Educate a New Generation of Reflective Practitioners

Cynthia Batt, Stetson University College of Law

Meta Copeland, Mississippi College School of Law

Robert Edward Lancaster, Louisiana State University, Paul M. Hebert Law Center

Jojo C. Liu, Loyola Law School

Suzanne Valdez, University of Kansas School of Law

Jennifer Zawid, University of Miami School of Law

Track 3: Should We Change Too? Re-envisioning Clinical Pedagogy to Include Law Practice Management and Technology: Teaching Students Marketable Practice Skills While Widening Access to Justice.

William L. Berman, Suffolk University Law School

Andrew Garcia, Suffolk University Law School

James Matthews, Suffolk University Law School

Ilene B. Seidman, Suffolk University Law School

Track 3: Future of the New Normal: Incorporating the Roots of Critical Pedagogy into Multi-Disciplinary Approaches to Clinics – From Roots to New Blooms

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

Track 3: The Start Up of Who? – Disrupting the Marketplace by Teaching Entrepreneurial Thinking in Law Schools

Esther Barron, Northwestern University School of Law

Praveen Kosuri, University of Pennsylvania Law School

Eric Menkhus, Arizona State University Sandra Day O'Connor College of Law

Track 3: Shared Concurrent

Small Business Entrepreneur Brief Advice Clinic Design: The New Normal in Teaching Microenterprise Representation involving Students, Pro Bono Attorneys, and Faculty

Debra Bechtel, Brooklyn Law School
Edward DeBarbieri, Brooklyn Law School

Exploring Strategies for Accountability, Democracy, and Transparency in Community-Clinic Collaborations

Rachel E. Lopez, Drexel University Thomas R. Kline School of Law

Creatively Embracing Change Using an Eco-System Model

Jennifer Fan, University of Washington School of Law
Lisa Kelly, University of Washington School of Law
Randi Mandelbaum, Rutgers School of Law - Newark
Mary Helen McNeal, Syracuse University College of Law

Implicit Bias

Deborah N. Archer, New York Law School
Natalie M. Chin, Brooklyn Law School
Llezie Green Coleman, American University Washington College of Law
Janet Thompson Jackson, Washburn University School of Law
Hina B. Shah, Golden Gate University School of Law

11 am – 11:15 am

Refreshment Break

11:15 am – 12:30 pm

Workshops and Working Sessions (A)

(Advance application required for Workshops. See pages 5-9 of this brochure for descriptions of Workshops and instructions for application.)

Workshop: Teaching Justice

Details on page 5.

Workshop: Navigating the Complexities of the Clinical Teaching Market

Details on page 6.

Workshop: Scholarship Support

Details on page 6.

Workshop: Teaching and Evaluating Reflection

Details on page 7.

Workshop: (Re-)Designing a Clinic Using Backwards Design

Details on page 7.

Workshop: Creating Online Educational Videos

Details on page 7.

Workshop: Teaching About Race to Improve Racial Justice

Details on page 8.

Workshop: Feedback and Supervision

Details on page 8.

12:30 pm – 2 pm

AALS Luncheon

AALS Section on Clinical Legal Education Shanara Gilbert Award Presentation

2 pm – 2:30 pm

Keynote

Bryan Stevenson, New York University School of Law

2:30 – 2:45 pm

Transition to Concurrent Sessions

2:45 – 4 pm

Concurrent Sessions #2

Track 1: Responding to the New ABA Standard 314 – Assessment in the Law School and in the Field: What We're Doing and How We Can Do It Better

Kendall L. Kerew, Georgia State University College of Law
Inga Laurent, Gonzaga University School of Law
Kelly S. Terry, University of Arkansas at Little Rock, William H. Bowen School of Law

Track 1: Establishing and Improving Clinical Teaching Fellowship Programs

Patience A. Crowder, University of Denver Sturm College of Law
Deborah Epstein, Georgetown University Law Center
Avi Frey, New York University School of Law
Melina Healey, Loyola University Chicago School of Law

Track 2: Facing Our Fears in Changing Times: Critically Examining the Benefits and Opportunities of Clinical Legal Education Models in Order to Lead Within Our Institutions

Carolyn Kaas, Quinnipiac University School of Law
Deborah A. Maranville, University of Washington School of Law
Antoinette Sedillo Lopez, University of New Mexico School of Law

Track 2: The New Normal in Public Interest Lawyering: Small Business and Transactional Clinics at the Forefront of Change

Eve Brown, Suffolk University Law School
Cynthia Dahl, University of Pennsylvania Law School
Victoria F. Phillips, American University, Washington College of Law
Paul R. Tremblay, Boston College Law School

Track 2: Clinical Education at the Intersection of Immigration Law and Criminal Law

Linus Chan, University of Minnesota Law School
 Ingrid V. Eagly, University of California, Los Angeles School of Law
 Jennifer Lee Koh, Western State University College of Law
 Vanessa H. Merton, Pace University School of Law
 Stacy Taeuber, University of Wisconsin Law School

Track 3: Teaching with Technology: Clinicians + Law Librarians = Innovation

Maritza Karmely, Suffolk University Law School
 Alex Berrio Matamoros, City University of New York School of Law
 Kim McLaurin, Suffolk University Law School
 Joseph A. Rosenberg, City University of New York School of Law
 Ronald E. Wheeler, Suffolk University Law School

Track 3: Where the Jobs Are Now and What They Require: Preparing Law Students for an Interprofessional World

George V. Baboila, Co-Director, University of St. Thomas Interprofessional Center for Counseling and Legal Services, St. Paul, Minnesota
 Melissa Brown, University of the Pacific, McGeorge School of Law
 Yael Cannon, University of New Mexico School of Law
 Michael J. Gregory, Harvard Law School
 Yvonne Troya, University of California, Hastings College of Law
 Julie K. Waterstone, Southwestern Law School
 Carolyn Welty, University of California, San Francisco School of Medicine
 Jennifer L. Wright, University of St. Thomas School of Law

Track 3: Plugged In or Tuned Out? Teaching a New Generation of Tech-Savvy Clinical Students

Ty Alper, University of California, Berkeley School of Law
 Vida Johnson, Georgetown University Law Center
 Kate Weisburd, University of California, Berkeley School of Law

Responding to the New Normal in Field Placement Clinics: Teaching Students to Work in and Manage the Small Firm

Jodi S. Balsam, Brooklyn Law School
 Seth M. Lahn, Indiana University Maurer School of Law
 Reena Elizabeth Parambath, Drexel University Thomas R. Kline School of Law
 Sarah Shalf, Emory University School of Law

"Newish Clinicians" Navigating the (New) Normal – Experiences, Strategies, and Opportunities

E. Tendayi Achiume, University of California, Los Angeles School of Law
 Kevin M. Barry, Quinnipiac University School of Law
 Sarah R. Boonin, Suffolk University Law School
 Annie Lai, University of California, Irvine School of Law
 Valerie Schneider, Howard University School of Law

Shared Concurrent

Subversive Outcome Assessment: Learning Taxonomies and Pop Up Workshops

Elizabeth Ford, Seattle University School of Law

Engaging Students in Organizational Representation

Helen H. Kang, Golden Gate University School of Law
 Susan Kraham, Columbia University School of Law
 Deborah Sivas, Stanford Law School

Representing Enterprises

JIANG Dong, Renmin University of China Law School, Beijing, China
 Brian Krumm, University of Tennessee College of Law
 Karl S. Okamoto, Drexel University Thomas R. Kline School of Law

4 pm – 4:15 pm

Refreshment Break

4:15 pm – 5:30 pm

Workshops and Working Sessions (B)

(Advance application required for workshops. See pages 5-9 of this brochure for descriptions of workshops and instructions for application.)

Workshop: Teaching Justice

Continued. Details on page 5.

Workshop: Navigating the Complexities of the Clinical Teaching Market

Continued. Details on page 6.

Workshop: Scholarship Support

Continued. Details on page 6.

Workshop: Teaching and Evaluating Reflection

Continued. Details on page 7.

Workshop: (Re-)Designing a Clinic Using Backwards Design

Continued. Details on page 7.

Workshop: Creating Online Educational Videos

Continued. Details on page 7.

Workshop: Teaching About Race to Improve Racial Justice

Continued. Details on page 8.

Workshop: Feedback and Supervision

Continued. Details on page 8.

5:30 pm

AALS Reception

Comments about 2014 Clinical Conference Working Groups:

“Great leaders! Very thought provoking and took head-on complicated topics – race, for example, without flinching.”

“A dynamite duo who really kept our working group working!”

Wednesday, May 6, 2015

7 am – 8:30 am

AALS Section on Clinical Legal Education Clinician of Color Committee

9 am – 10:15 am

Concurrent Sessions #3

Track 1: Maximizing What Law Students Learn From Experience: Building Effective Reflective/ Classroom Components for Law Students in Field Placements under the new ABA Standard 305(e)7

Carmia Ceasar, Georgetown University Law Center
Susan B. Schechter, University of California, Berkeley School of Law

Track 1: Competencies and Rubrics, What are they Good For?! Law, Social Work and Psychology Standards in an Interdisciplinary Context

George V. Baboila, Co-Director, University of St. Thomas Interprofessional Center for Counseling and Legal Services, St. Paul, Minnesota
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

Track 2: Shared Concurrent

Readiness for Profession: Enriching Law School Pedagogy

David Baluarte, Washington and Lee University School of Law
C. Elizabeth Belmont, Washington and Lee University School of Law
Timothy C. MacDonnell, Washington and Lee University School of Law
James E. Moliterno, Washington and Lee University School of Law

Integrating a Clinical Experience into the First-Year Curriculum: Beyond the Legal Writing Course into the Doctrinal Curriculum

Myra E. Berman, Touro College, Jacob D. Fuchsberg Law Center
Lewis Silverman, Touro College, Jacob D. Fuchsberg Law Center

Track 2: Is there Room for Racial Justice, Truth and Equality in the New Normal?

Alina Ball, University of California, Hastings College of the Law
Jyoti Nanda, University of California, Los Angeles School of Law
Mae C. Quinn, Washington University in St. Louis School of Law
Josephine Ross, Howard University School of Law
Keith Wattle, University of California, Los Angeles School of Law

Track 2: Erasing Boundaries Across the Curriculum

Melissa Frydman, University of Illinois College of Law
Kevin Lapp, Loyola Law School
Joy Radice, University of Tennessee College of Law

Track 3: Shared Concurrent

Clinics in the Cloud: Ensuring the “New Normal” is Heavenly

W. Warren Hill Binford, Willamette University College of Law
Jack I. Lerner, University of California, Irvine School of Law

The New Normal: How the University of Richmond School of Law is Using iPads and other Technology to Facilitate the Practice of Law

Dale Margolin Cecka, The University of Richmond School of Law
Julie McConnell, The University of Richmond School of Law
Mary Kelly Tate, The University of Richmond School of Law
Adrienne E. Volenik, The University of Richmond School of Law

The Future in the New Normal: Integrating Emerging Technology in the Classroom and the Importance of Technology Fluency

Alyson Carrel, Northwestern University School of Law
Kara Young, Northwestern University School of Law

Track 3: Just What the Doctor Ordered: Multi-Disciplinary Clinics at the Forefront of Change

Emily Benfer, Loyola University Chicago School of Law
Colleen Boraca, Northern Illinois University College of Law
Katie Cronin, University of Kansas School of Law
Allyson E. Gold, Loyola University Chicago School of Law
Daniel Schaffzin, The University of Memphis, Cecil C. Humphreys School of Law

Track 3: Globalization of Legal Practice: A Comparative Exploration of the Benefits, Challenges, and Pitfalls of Preparing Lawyers for Practice in the Global Community through Clinics and International Externship Placements

Gillian Dutton, Seattle University School of Law
Sarah Paoletti, University of Pennsylvania Law School

Fact-finding in the Human Rights Context and Beyond: Strategies for Teaching Fact-finding in Clinics

Sarah Knuckey, Columbia University School of Law
Meera Shah, New York University School of Law
Stephan P. Sonnenberg, Stanford Law School
Shana Tabak, American University, Washington College of Law

Collaboration: Unpacking the “Old Normal” in Light of the New Normal

A. Rachel Camp, Georgetown University Law Center
Laurie S. Kohn, The George Washington University Law School
Tamara Kuennen, University of Denver, Sturm College of Law

10:15 am – 10:30 am

Refreshment Break

10:30 am – 11:45 am

Workshops and Working Sessions (B)

(Advance application required for workshops. See pages 5-9 of this brochure for descriptions of workshops and instructions for application.)

Workshop: Teaching Justice

Continued. Details on page 5.

Workshop: Navigating the Complexities of the Clinical Teaching Market

Continued. Details on page 6.

Workshop: Scholarship Support

Continued. Details on page 6.

Workshop: Teaching and Evaluating Reflection

Continued. Details on page 7.

Workshop: (Re-)Designing a Clinic Using Backwards Design

Continued. Details on page 7.

Workshop: Creating Online Educational Videos

Continued. Details on page 7.

Workshop: Supervision: Theory, Planning, Problem Solving and Practices

Details on page 9.

Workshop: Design Thinking in the Legal Clinic

Details on page 9.

12 pm – 1:30 pm

AALS Luncheon

Social Justice Speaker: Jose Padilla, Executive Director, California Rural Legal Assistance, Inc., Oakland, CA

CLEA Awards:

Per Diem Project Award presentation
Excellence In a Public Interest Case/Project
Outstanding Advocate For Clinical Teachers

1:30 pm – 2:45 pm

Works-In-Progress Sessions

Bellow Scholars Project Presentations

Moderators:

Faith Mullen, The Catholic University of America, Columbus School of Law
Joseph B. Tulman, University of the District of Columbia, David A. Clarke School of Law

Vision and Action: Access to Justice, Professional Formation, and Employment Prospects in the Inaugural Classes of New York's Pro Bono Scholars Program.

Kim Diana Connolly, Danielle Pelfrey Duryea and Lisa Bauer, SUNY Buffalo Law School

Tenant-Based Affordable Housing as a Tool of Opportunity in Post-Katrina New Orleans.

Stacy E. Seicshnaydre, Tulane University School of Law

Achieving Health Equity for Low-Income Clients: The Effect of Medical-Legal Partnership in the Law School Setting
Emily Benfer and Allyson E. Gold, Loyola University Chicago School of Law

Disadvantaged Communities Access to Safe Drinking Water in Salinas Valley, California & Beyond

Alina Ball, Colin Bailey and Pearl Kan, University of California, Hastings College of the Law

Building Community Capacity for HIV-Positive Individuals in Southcoast, Massachusetts

Margaret Drew, University of Massachusetts School of Law – Dartmouth

2:45 pm – 3 pm

Refreshment Break

3 pm – 4 pm

Plenary Sessions 2

Track One: Counseling Students in the New Normal

Mary Lynch, Albany Law School

Carolyn McKanders, Co-Director and Director of
Organizational Culture, Thinking Collaborative, Missouri
City, Texas

Abraham Pollack, The George Washington University Law
School

Moderator: Timothy W. Floyd, Mercer University School of Law

Our students may know more about the new normal than we do, from direct experience. How has our role changed in response to student realities, as educators and as mentors? This panel consists of a problem-solving session, bringing to bear the tools of teaching for transfer, career counseling and mentoring to help assess the changes that our students and we will encounter.

Track Two: The New Normal and Our Social Justice Mission

Stephen Reed, Northwestern University School of Law

Dana Thompson, The University of Michigan Law School

Paul R. Tremblay, Boston College Law School

Moderator: Susan R. Jones, The George Washington
University Law School

Traditionally, a significant underpinning of clinical education has been its commitment to and teaching of social justice values. To the extent that the new normal is shifting toward providing clinical opportunities in a range of practice areas and for clients/issues that may not be un/under-represented, what is the impact on our social justice mission? What do we stand to lose?

Track 3: Exploring New Possibilities Through Technology: Preparing Students to Practice in the New Normal

Jonathan Askin, Brooklyn Law School

Luz E. Herrera, University of California, Los Angeles School
of Law

Conrad Johnson, Columbia University School of Law

Technology is changing every aspect of society, including the practice of law. How does this change our role as clinicians? As lawyers, we must understand how technology is changing our practice in order to be the most effective advocates for our clients. As teachers, we need to prepare our students for the opportunities and challenges that technology brings for them as future practitioners. As leaders in promoting access to justice we must evaluate and foster the use technology in a way that best serves our communities and society as a whole. During this mini-plenary our speakers will explore how technology is disrupting legal practice and how clinical and experiential education can not only prepare our students for the new normal but lead in harnessing new innovations in practice to solve issues of access to justice.

4 pm – 4:15 pm

Transition to Workshops and Working Sessions (A)

4:15 – 5:30 pm

Workshops and Working Sessions (A)

Workshop: Teaching Justice

Continued. Details on page 5.

Workshop: Navigating the Complexities of the Clinical Teaching Market

Continued. Details on page 6.

Workshop: Scholarship Support

Continued. Details on page 6.

Workshop: Teaching and Evaluating Reflection

Continued. Details on page 7.

Workshop: Creating Online Educational Videos

Continued. Details on page 7.

Workshop: (Re-)Designing a Clinic Using Backwards Design.

Continued. Details on page 7.

Workshop: Supervision: Theory, Planning, Problem Solving and Practices

Continued. Details on page 9.

Workshop: Design Thinking in the Legal Clinic

Continued. Details on page 9.

Thursday, May 7, 2015

7 am – 8:30 am

AALS Section on Clinical Legal Education Committees

8:30 am – 9:45 am

Concurrent Session #4

Track 1: New York's New Pro Bono Scholars Program: A Report on the First Year of Implementation and Reflections for the Future

Jennifer A. Gundlach, Hofstra University School of Law

Lisa C. Smith, Brooklyn Law School

Track 1: Persuasive Presentations in Informal Settings: Helping Students Recognize What Matters to Them and Their Audience

Laurie A. Barron, Roger Williams University School of Law

Eden E. Harrington, The University of Texas School of Law

Avis L. Sanders, American University, Washington College of Law

Track 2: A Commitment to Inner Development: Connecting the “New Normal” with Clinics’ Social Justice Mission

Timothy Dempsey, Executive Director, Community Building Institute, Chattanooga, Tennessee
Edward Groody, President, Community Building Institute, Knoxville, Tennessee
Paulette J. Williams, University of Tennessee College of Law

Track 2: Maintaining the Gold Standard: Preserving Live-Client Clinics in the New Normal

Cheryl Prestenback Buchert, Loyola University New Orleans College of Law
Christine E. Cerniglia, Loyola University New Orleans College of Law
Ramona G. Fernandez, Loyola University New Orleans College of Law
Davida Finger, Loyola University New Orleans College of Law
Janet M. Heppard, University of Houston Law Center
Hiroko Kusuda, Loyola University New Orleans College of Law
R. Judson Mitchell, Loyola University New Orleans College of Law
D. Majeeda Snead, Loyola University New Orleans College of Law

Track 3: Shared Concurrent

Harnessing the Power of a New Database Application to Improve Clinical Student Assessment

Joshua Wease, Michigan State University College of Law

Mind Mapping: A Tool for Training the 21st Century Attorney in a Clinical Setting”

Brett C. Stohs, University of Nebraska College of Law

Track 3: Clinical Community 2.0: Online Tools to Build, Expand, and Strengthen Clinician Support Networks

Jeffrey R. Baker, Pepperdine University School of Law
Jill C. Engle, Pennsylvania State University The Dickinson School of Law
Jeremiah Ho, University of Massachusetts School of Law – Dartmouth
Jean K. Phillips, University of Kansas School of Law
Benjamin Pietryk, Uncommon Individual Foundation and LegalED, Devon, PA

Track 3: The “New Normal” of Dispute Resolution: Pedagogical Lessons and Secrets from Mediation Clinics

Deborah Thompson Eisenberg, University of Maryland Francis King Carey School of Law
Douglas N. Frenkel, University of Pennsylvania Law School
Art Hinshaw, Arizona State University Sandra Day O’Connor College of Law
Lydia Nussbaum, University of Nevada, Las Vegas, William S. Boyd School of Law
Kelly Browe Olson, University of Arkansas at Little Rock, William H. Bowen School of Law

Exploring the 5 Intelligences of Effective Lawyers

April Land, University of New Mexico School of Law
J. Michael Norwood, University of New Mexico School of Law
Aliza G. Organick, University of New Mexico School of Law
Carol Suzuki, University of New Mexico School of Law

Shared Concurrent

Helping Strangers in a Strange Land: Teaching Students Professional Behavior

Harriet N. Katz, Rutgers School of Law – Camden
Faith Mullen, The Catholic University of America
Columbus School of Law

Documenting Unprofessional Conduct in Clinics and Externships

Clark D. Cunningham, Georgia State University College of Law
JoNel Newman, University of Miami School of Law

Discussion of Disruptive Innovation and the Future of Legal Education

Michelle R. Weise, Senior Research Fellow, Clay Christensen Institute for Disruptive Innovation, San Mateo, California

9:45 am – 10 am

Refreshment Break

Comments about 2014 Clinical Conference Concurrent Sessions:

“I really learned a lot and it changed my thinking on this topic. Bravo!”

“Very informative, interesting and excellent presentation.”

“Was organized, informative and insightful.”

“The session was fantastic and exactly the type of workshop I was looking for at this conference. It was practical, detailed, and helpful.”

10 am – 11:15 am

Concurrent Sessions #5

**Track 1: Making the Best of the New Normal:
Integrating Adjunct Professors in Clinical Design**

Stephen J. Ellmann, New York Law School
Linda H. Morton, California Western School of Law
Dana Sisitsky, California Western School of Law

**Track 1: New to the “New Normal”: Externship
Professor Edition**

D’lorah L. Hughes, Wayne State University Law School
Sunil Ramalingam, University of Idaho College of Law
Amy Sankaran, The University of Michigan Law School

**Track 2: From the Ivory Tower to the Courtroom:
Academic Writing for Social Justice in the “New
Normal”**

Christopher Lasch, University of Denver Sturm College of Law
Alison Siegler, The University of Chicago, The Law School
Robin Walker Sterling, University of Denver Sturm College
of Law
Katie Tinto, Benjamin N. Cardozo School of Law
Erica Zunkel, The University of Chicago, The Law School

Track 2: Shared Concurrent

**Challenges of International Human Rights
Clinics in the “New Normal”**

Thomas M. Antkowiak, Seattle University School of Law
Alejandra Gonza, University of Washington School of Law

**Pedagogical Responses to Humanitarian
Crisis on the Border: Clinical Work in Family
Detention Facilities**

Sioban Albiol, DePaul University College of Law
Denise L. Gilman, The University of Texas School of Law
Lisa Graybill, University of Denver Sturm College of Law
Karla M. McKanders, University of Tennessee College
of Law

**Track 2: Integrating Non-Clinical Faculty Into
Clinic and Experiential Courses: What’s the
Recipe(s) for Success?**

Dwight Aarons, University of Tennessee College of Law
Paul D. Bennett, The University of Arizona James E. Rogers
College of Law
Becky L. Jacobs, University of Tennessee College of Law
Patrick Charles McGinley, West Virginia University College
of Law
Alistair E. Newbern, Vanderbilt University Law School
Valorie K. Vojdik, University of Tennessee College of Law
Suzanne Weise, West Virginia University College of Law

**Track 3: Start-Up Success in Clinic Projects:
Generating Project Ideas, Choosing Clients, and
Planning for the Unexpected**

Anna Carpenter, The University of Tulsa College of Law
Jason Parkin, Pace University School of Law
Colleen Shanahan, Georgetown University Law Center

Shared Concurrent

**What Can We Learn from Leadership Coaching?
Insights from Transactional Clinics**

Alice Hamilton Evert, The George Washington
University Law School
Susan R. Jones, The George Washington University Law
School

**Redesigning Clinics to Creatively Integrate J.D.
and LL.M. Students**

Kathy Heller, Chapman University Dale E. Fowler
School of Law
Wendy Seiden, Chapman University Dale E. Fowler
School of Law

**Representing Clients and Educating Students
Amid Risk Management, Background Checks,
and Compliance Regimes**

Paul Holland, Seattle University School of Law
Kimberly A. Thomas, The University of Michigan Law
School

**Popular Media, Fear Appeals, and a Sense
of Humor: Three Approaches to Engaging
Students in Justice Learning, Teaching
Substantive Law and Lawyering Skills, and
Preparing Students for the “Real World” of
Practice**

Part I: 10 am – 10:35 am

Priya Baskaran, Georgetown University Law Center
Laila Hlass, Boston University School of Law
Allison Korn, University of Baltimore Law school
Sarah Sherman-Stokes, Boston University School of Law

Part II: 10:40 am – 11:15 am

Carolyn Young Larmore, Chapman University, Dale E.
Fowler School of Law
Abigail A. Patthoff, Chapman University, Dale E. Fowler
School of Law

11:15 am – 11:30 am

Transition to Plenary Session

11:30 am – 12 pm

**Disruptive Innovation and the Future of Legal
Education**

Michelle R. Weise, Senior Research Fellow, Clay Christensen
Institute for Disruptive Innovation, San Mateo, CA

12 pm – 1:30 pm

AALS Luncheon

AALS Section on Clinical Legal Education Committees,
AALS Conference Affinity Groups

Meeting and Hotel Information

HOTEL RESERVATIONS

The conference sessions and sleeping accommodations will be at the Westin Mission Hills, 71333 Dinah Shore Drive, Rancho Mirage, California 92270.

To make reservations, attendees should first register for the conference. After completing the meeting registration process, you will receive a confirmation email from AALS with instructions for booking a hotel reservation at the Westin Mission Hills.

The room rate is \$189 for single or double occupancy. All rooms shall be subject to established taxes; currently tax in 2014 is 10.065 percent and 2 percent Business Improvement Development tax. The resort fee has been waived for registrants of the AALS Conference on Clinical Legal Education.

The cut-off date for making a room reservation is April 13, 2015. Making a reservation prior to the cut-off date does not guarantee availability of the AALS rate. To ensure accommodations, please make your reservation early.

The Westin Mission Hills requires a one-night's room rate deposit with one of following credit cards (Visa, MasterCard, American Express, Diners Club/Sundin/Amoco, Discover, JCB, Carte Blanche.) Deposits will be fully refunded for reservations cancelled by 6 p.m. on the expected arrival date.

ACCOMMODATIONS

AALS is committed to making our meetings and events accessible to all of our attendees. Visit aals.org/clinical2015 and click on "Accessibility" for more information. Please contact the AALS at accommodations@aals.org so that we may assist you with services that you need. We ask that you notify us of your request as much in advance of the meeting as possible; it may be difficult to provide services without at least 72 hour notice.

INTERNET ACCESS

Guest room internet will be provided to AALS registrants on a complimentary basis. Complimentary internet is also available in the hotel lobby and meeting space for all registrants.

BABYSITTING SERVICES

For standard babysitting services, contact the hotel concierge for information. Neither the hotel nor AALS endorses these services, but the hotel provides this information for your reference.

HOTEL PARKING

Self-Parking

Complimentary for AALS registrants staying at the hotel.
Day Rate for non-guests - \$10

Valet Parking

24 hours with Validation from Front Desk (AALS registrants staying at the hotel) - \$5
24 hours for non-guests - \$20
Day Rate - \$15

LOCAL TRANSPORTATION

Palm Springs International Airport

The Westin Mission Hills is located six miles from the Palm Springs International Airport (PSP). Major airlines like Alaska Airlines, American Airlines, Delta Airlines, Frontier Airlines, United Airlines, US Airways and Virgin America fly into Palm Spring International Airport. Non-stop routes include Calgary, Chicago, Dallas/Fort Worth, Denver, New York (JFK), Seattle and others across the U.S. and Canada. Taxi fare is approximately \$25.

Ontario International Airport

The hotel is located 78 miles from Ontario International Airport. Taxi fare is approximately \$215 each way. SuperShuttle (www.supershuttle.com) also provides service from this airport.

Los Angeles International Airport and San Diego International Airport

The hotel is located 130 miles or approximately two hours from either Los Angeles International Airport or San Diego International Airports. Taxi fare is approximately \$360. Two shared ride van companies, SuperShuttle (www.supershuttle.com) and Prime Time Shuttle (www.primetimeshuttle.com) operate out of LAX and are authorized to serve all Southern California counties. Contact the companies for more information. Vans pick up passengers on the Lower/Arrivals Level in front of each terminal.

CAR RENTAL

Desert Rent-a-Car (located one mile from Palm Springs International Airport) has a shuttle to take guests from airport to the car rental. They can also deliver a car to the hotel. <http://www.desertrac.com>; (760)-399-4227.

Other Car Rental Companies

Enterprise Rent-A-Car onsite at Palm Springs International Airport: (760) 778-0054 (no delivery to hotel)

Enterprise Rent-A-Car, Cathedral City: (760) 328-9377 (can pick up and drop off guests to car rental store)

DINING

The Westin Mission Hills has several dining experiences on property.

Pinzimini

Italian

7 am – 12 am daily

Las Brisas Café and Caliente Bar

Fresh salads, sandwiches and burgers

10 am – 4 pm daily

Season's Grill

Seasonally-inspired menus.

Breakfast: 7 am – 11 am

Lunch and Dinner: 11 am – 9 pm

Mission Hills Market & Café

Serves Starbucks Coffee, fresh pastries, salads, and sandwiches 6 am – 11 pm

Fireside Lounge

American

4 pm – 1:30 am daily

THINGS TO DO

Palm Springs

Downtown Palm Springs is a 15-20 minute drive has a variety of restaurants and shops. Taxi fare is approximately \$25 each way between the resort and Palm Springs.

www.visitpalmsprings.com/dine

The Agua Caliente Indian Reservation

The Reservation's headquarters is in nearby Palm Springs. The Agua Caliente Cultural Museum in Palm Springs was founded by the tribe in 1991. It houses permanent collections and archives, a research library, and changing exhibits. The tribe owns Indian Canyons, located southwest of Palm Springs. The canyons are listed on the National Register of Historic Places.

Joshua Tree National Park

Joshua Tree National Park, a 60 minute drive (approximately 45 miles) from the Westin Mission Hills, can seem unwelcoming, when in fact, it is delicate and extremely fragile. This is a land shaped by strong winds, torrents of rain, and climatic extremes. The park displays some of the most interesting geologic displays found in California's deserts. The vista, rugged mountains of twisted rock and exposed granite monoliths, reflects the earth forces that shaped and formed the land. Arroyos, playas, alluvial fans, bajadas, pediments, desert varnish, granites, aplite, and gneiss interact to form a giant mosaic of immense beauty and complexity.

Big Morongo Canyon Preserve

Located about 30 minutes or 24 miles from the Westin, nestled among the Little San Bernardino Mountains, the desert oasis at Big Morongo Canyon is one of the ten largest cottonwood and willow riparian (stream) habitats in California. The upstream end of the canyon lies in the Mojave Desert, while its downstream portion opens into the Colorado Desert. The Morongo fault running through the canyon causes water draining from the surrounding mountains to form Big Morongo Creek and the marsh habitat. At 31,000 acres with elevations ranging from 600 feet on the canyon floor to 3,000 feet at the top of the ridge, this diverse landscape has been an important part of the Morongo Basin's natural and cultural history for almost two billion years.

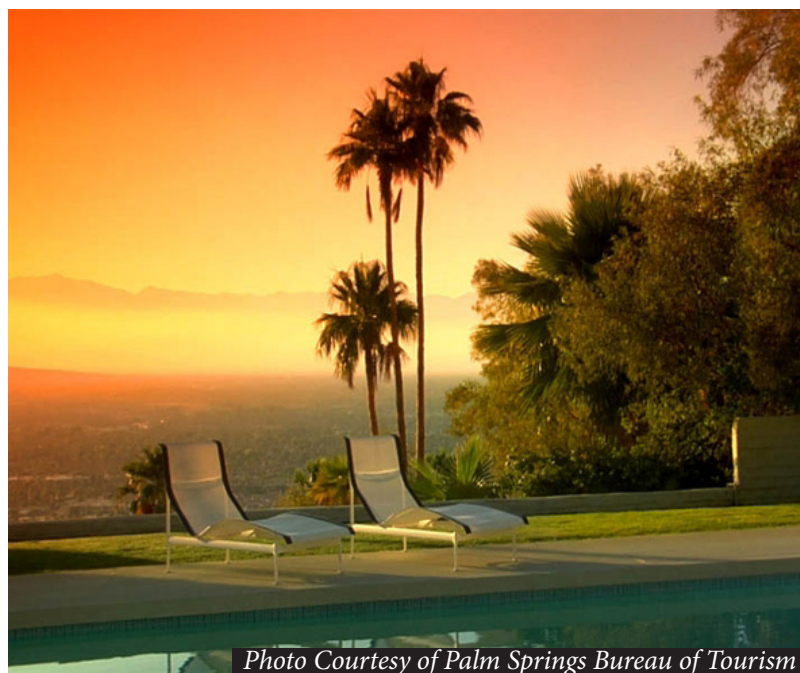


Photo Courtesy of Palm Springs Bureau of Tourism



Photo Courtesy of Palm Springs Bureau of Tourism

Accessibility Assistance AALS is committed to making our meetings and events accessible to all of our attendees. Please contact the AALS at accommodations@aals.org so that we may assist you with any services you need.

AALS Calendar

Law Clinic Directors Workshops

Monday, May 4, 2015, Rancho Mirage, CA

Conference on Clinical Legal Education

Monday, May 4 – Thursday, May 7, 2015, Rancho Mirage, CA

Workshop for New Law School Teachers with Additional Sessions for New Legal Writing Teachers

Wednesday, June 3 – Friday, June 5, 2015, Washington, DC

Workshop for Pretenured People of Color Law School Teachers

Friday, June 5 – Saturday, June 6, 2015, Washington, DC

Midyear Meeting

Orlando, FL

Workshop on Shifting Foundations: Family Law's Response to Changing Families

Monday, June 22 – Wednesday, June 24, 2015

Workshop on Measuring Learning Gains

Monday, June 22 – Wednesday, June 24, 2015

Workshop on Next Generation Issues of Sex, Gender and the Law

Wednesday, June 24 – Friday, June 26, 2015

Faculty Recruitment Conference

Thursday, October 15 – Saturday, October 17, 2015, Washington, DC

Conference on Clinical Legal Education

Saturday, April 30 – Tuesday, May 3, 2016, Baltimore, MD

Future Annual Meeting Dates and Locations

Wednesday, January 6 – Sunday, January 10, 2016, New York, NY

Wednesday, January 4 – Sunday, January 8, 2017, San Francisco, CA

Connect with AALS online!

