

2016 AALS Conference on Clinical Legal Education
Clinics and Communities: Exploring Community Engagement Through Clinical Education

Request for Proposals for:

- **Concurrent Sessions**
- **Workshops**
- **Poster Sessions**
- **Working Group Facilitators**

DEADLINE: Friday, September 25, 2015

SUBMIT TO: [Online Form](#)

The 2016 AALS Conference on Clinical Legal Education will be held from Saturday, April 30 to Tuesday, May 3, 2016, at the Marriott Waterfront Hotel in Baltimore, Maryland. The bi-annual, half-day Workshop for New Law School Clinical Teachers will take place before the start of the main conference on Saturday, April 30.

The Conference Planning Committee seeks proposals for concurrent sessions, workshop sessions, and posters. We also seek volunteers to serve as facilitators for working groups.

We invite proposals from individuals or multiple presenters for all categories of presentation at the conference.¹ We encourage faculty who have not presented before or who have not presented in the past few years to submit proposals. We also encourage collaboration within and across institutions.

Proposals are due by the close of business on Friday, September 25, 2015. Selections will be made and participants notified by October 30, 2015. All proposals should be submitted through our [online form](#) by the September 25 deadline.

I. Conference Themes

Founding conceptions of clinical legal education situated law school clinics as allies of communities in need. Law students flocked to clinics to engage in lawyering on behalf of people whose needs, while rooted in social and legal structures, might also be ameliorated by legal process. Whether and how law could effectively support communities and endeavor to redress the harms that community members experienced were central questions in clinical education that continue to require persistent examination.

¹ Faculty members including adjunct faculty and fellows at AALS member and fee-paid schools are eligible to submit proposals or serve as presenters. International faculty; visiting faculty (who do not retain a permanent affiliation at another law school; graduate students; and non-law school faculty may serve as presenters. Concurrent session presenters, workshop leaders, poster presenters, and working group facilitators must pay the registration fee and are responsible for their own expenses related to attendance at the Conference.

This conference focuses on the role of clinics in communities and the role of communities in clinics in 2016. Drawing on conversations at the 2014 and 2015 conferences on changes in clinical education, we will look both forward and back to ask how the relationship between clinics and communities has developed as clinical education has evolved and as it continues to evolve. *We use the terms “clinics,” “clinical programs,” and “clinical education” with the intention of including in-house clinics and externship programs.*

The location of the 2016 conference in Baltimore, Maryland is an appropriate setting for exploring these topics. The death of Freddie Gray, a young African-American man, in April, 2015, from injuries he suffered while in police custody, made Baltimore a locus of community action, linking it with other communities (such as Staten Island, Cleveland, Ferguson, Charleston) and a national movement organized around #BlackLivesMatter, also known as the Movement for Black Lives. Baltimore, then, represents a community interacting with law both for better and for worse, and struggling with issues such as poverty, racism, unemployment, inadequate health care, overcriminalization, and poor public education, issues with which many law school clinics have engaged.

In considering the evolving relationship between clinics and communities, we ask:

- What have we learned about community engagement through clinical education?
- What is the relationship between them now?

These questions will also be explored in another feature of this conference which commemorates the upcoming twenty-fifth anniversary of Gerald Lopez’s seminal book, *Rebellious Lawyering: One Chicano’s View of Progressive Law Practice*. To honor and consider this important text, the conference will include a Clinical Law Review symposium, “Reflecting on Rebellious Lawyering at Twenty-Five.” While the Clinical Law Review will independently solicit papers for its symposium, we invite proposals related to the themes of the conference and the companion symposium.

Plenary sessions and concurrent sessions will address a number of related themes, such as:

1. Partnerships with Communities—How do we define community and community engagement? What communities do clinics and externship programs serve? How should we prioritize? Which clinical program goals do these partnerships advance? What role does social justice play in clinics’ community engagement? What forms of community engagement and collaboration have we used? What is our role in these partnerships—supporters, participants, lawyers? How does the choice of role affect the clients we choose and the pedagogies we use? Can we collaborate across programs to serve communities? Can we develop the flexibility to respond to community incidents and needs as they emerge? How do we partner with international communities?
2. Clients and Communities—Can client centeredness include a community focus? Does it require it? How can we best respond to the issues affecting our clients and the communities we aim to serve? What program design issues are raised by these questions and how do we address them? What case selection issues are raised by these questions

and how do we address them? What institutional issues are raised by these questions and how do we address them?

3. Pedagogies and Communities--As our pedagogical focus has sharpened, how has it affected the relationship of clinics and communities? Have we developed a pedagogy of engagement with communities? What does it entail? Can we further develop it? How does it link to social justice goals and inquiries? What are the trade-offs? What role does scholarship play in addressing these issues?

These categories represent broad topic areas for your consideration when designing proposals. Proposals will be reviewed with these general topics in mind.

II. How to Make a Proposal

The conference starts Saturday, April 30, 2016, with a Workshop for New Law School Clinical Teachers from 9:00 a.m. to 12:15 p.m. The main conference begins on the afternoon of Saturday, April 30, at 1:45 p.m., and the AALS reception with poster presentations begins at 6:00 p.m. The conference continues with sessions on Sunday, Monday, and Tuesday, and ends at 5:00 p.m. on Tuesday, May 3. It will include keynote presentations, plenaries, concurrent sessions, poster sessions, working groups, multi-session workshops, and the Clinical Law Review symposium.

A. Concurrent Sessions

The conference will feature multiple time slots for concurrent sessions on Sunday, May 1-Tuesday, May 3. The Committee seeks proposals for concurrent sessions that develop the conference themes. Submission of a concurrent session proposal includes a willingness to have that proposal scheduled in any of the concurrent session time slots.

Submission guidelines for concurrent sessions

To propose a concurrent session, submit to the [online form](#), selecting “Concurrent Session” from the dropdown menu labeled “Submission for:” and attaching one document which includes:

1. Description: A one-page description that includes: 1) goals and learning objectives for the session, 2) a plan for how the session will be conducted, and 3) an articulated connection to themes of the conference. Please describe not only the topic that will be developed in your session but the methodologies that you will use. Ideally, these sessions will deepen attendees’ engagement with the conference themes while using methodologies that advance goals and objectives and enable audience participation.
2. Materials: Where you have in hand documents (such as rubrics, surveys, evaluation forms, or schematics) or materials (such as a syllabus, bibliography, or teaching exercise instructions) that you intend to provide to participants at your session, please include a description of the materials. There will also be an opportunity to download the actual materials that you have.
3. Presenters: Identify all individuals whom you expect to participate in the session, including the identity of their institutions, whether they come from another discipline or from outside the

academy, whether they have presented at the AALS Clinical Conference in the past two years (and, if so, the title and nature of the session), and any other information about presenters that you think relevant. We encourage presenters to collaborate with clinicians from institutions outside their own.

B. Workshops

The 2015 Clinical Conference provided an opportunity for small groups of pre-registrants to explore a topic over the course of several working group time slots. The workshop allowed participants to explore the topic in depth, over the course of either two sessions or four sessions, rather than in single concurrent session.

Feedback on the workshop format has been positive. We plan to offer workshops again during the 2016 Conference. Workshops will take place during the concurrent session time slots and will be strictly limited to pre-registrants.

In addition to their conference registration, attendees can request pre-registration in a workshop. Workshop groups should communicate before the conference, and receive assignments to prepare for their in-person work during the conference. Some workshops may take place in two sessions, while others may take four sessions.

Submission guidelines for workshop leaders

To propose a workshop, submit to [online form](#), selecting “Workshop” from the dropdown menu labeled the “Submission for:” and attaching documents which include:

1. Description: A one-two page description that includes: 1) goals and learning objectives for the workshop, 2) a structured plan for how the session will be conducted in either two sessions or four sessions, and 3) the methodologies you will use.
2. Materials: Where you have in hand documents (such as worksheets, rubrics, surveys, evaluation forms, or schematics) or materials (such as a syllabus, bibliography, or teaching exercise instructions) that you intend to provide to participants at your session, please include a description of the materials. There will also be an opportunity to download the actual materials you have.
3. Presenters: Identify all individuals who will be planning and presenting the workshop, identify their institutions, and name one of them as the contact person for the group. Please state the qualifications of the presenters to lead a workshop on the proposed topic. This may include demonstrated experience in the subject of the workshop, past presentations on the topic, and related publications.

C. Poster Sessions

The Opening Reception on Saturday, April 30, 2016, provides an opportunity for presenters to display posters and discuss their materials as conference participants circulate. The posters will remain on display in the general session room during the rest of the conference. Poster sessions, an integral feature of professional conferences for many disciplines, allow for greater participation and dissemination of information beyond a single concurrent session. Posters are

particularly useful for presenting descriptive information or other material not well presented in the more interactive format of a concurrent session.

Submission guidelines for poster sessions

To propose a poster, submit to the [online form](#) selecting “Poster Session” from the dropdown menu labeled “Submission for:” Please submit a one-page description of your proposal that states 1) your specific goals and learning objectives for the poster, 2) the content you expect the poster to include and how you expect to display it, 3) the relationship of the poster to the conference themes, 4) the names and affiliations of all the individuals who plan to work on the poster, and 5) any other information you believe is relevant.

Bear in mind that many universities offer assistance in poster design and printing. You can find good tips on creating posters, with examples, at <http://staff.science.uva.nl/~bcate/essli03/posters.html> and at <http://www.cis.udel.edu/~pollock/fse04/posterauthorinst.html>.

D. Working Group Facilitators

Working groups will be moderated by facilitators and organized around clinic subject matter or affinity groups to provide an informal small group setting for processing the content of the conference and for sharing ideas. The number of subject area groups that the annual conference can accommodate is limited by the number of small meeting rooms available at the hotel.

We solicit volunteers to serve as facilitators of these working group sessions. We expect to assign two facilitators per working group and will endeavor to match facilitators with groups according to subject matter expertise. We ask facilitators to talk before the conference to discuss their ideas and to prepare for their facilitation of the group.

Submission guidelines for working group facilitators

To volunteer to serve as a working group facilitator, submit to the [online form](#) selecting “Working Group Facilitator” from the dropdown menu labeled “Submission for:” Please state whether you have served as a working group facilitator before, how many times, and in which subject areas. You should also indicate the subject areas that you would feel comfortable facilitating for the 2016 Conference. We attach a list of proposed working group subject areas at the end of this RFP.

E. AALS Section on Clinical Education Committee Meetings:

We will reserve the 7:30-9:00 a.m. time slot on Tuesday, May 2, 2016 for a meeting of Clinicians of Color. We will reserve the first morning time slot on Monday, May 1, 2016 and Wednesday, May 3, 2016 for meetings of AALS Clinical Section Committees. We hope to offer space for morning meditation sessions as well.

III. Conclusion

To submit a proposal for a concurrent session or a poster session, and to express an interest in serving as a workshop leader or as a working group facilitator, please submit to the [online form](#) no later than the close of business on Friday, September 25, 2015.

If you have questions, please feel free to contact any member of the Planning Committee. Thank you for your interest in the conference.

2016 AALS Conference on Clinical Legal Education Planning Committee

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***2016 AALS Conference on Clinical Legal Education
Preliminary List of Topic Areas for Working Groups***

Alternative Dispute Resolution
Appellate Litigation
Civil Rights/Discrimination
Clinic Administrators
Community Economic Development
Community Lawyering
Criminal Law
Critical Theory
Education Law
Elder Law
Environmental
Externships
Family/Domestic Violence
Family Law
Gender / Gender Identity / Sexual Orientation
Health and Disability
Housing
Immigration
Interdisciplinary (Medical/Legal)
International Human Rights
Juvenile Law
Legislative/Policy Lawyering
Poverty Law
Rebellious Lawyering
Tax/Securities Arbitration
Transactional Law/Small Business
Veterans Law