



Association of American Law Schools
AALS.ORG/CLINICAL2016

39TH AALS CONFERENCE ON CLINICAL LEGAL EDUCATION

**Clinics and Communities:
Exploring Community Engagement
Through Clinical Education**

April 30 – May 3, 2016 | Baltimore, MD

CLINICS AND COMMUNITIES: EXPLORING COMMUNITY ENGAGEMENT THROUGH CLINICAL EDUCATION

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 remedied 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.

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 center 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?

Related to these overarching questions are many others, a number of which fall into these categories:

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? Is it required? 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?

During the conference, we will explore these and related questions in a variety of formats, including keynote addresses, plenary presentations, concurrent sessions, poster sessions, workshops, and working groups. In keeping with its theme, the conference will also feature a Clinical Law Review symposium, “Reflecting on Rebellious Lawyering at 25,” which commemorates the upcoming 25th anniversary of Gerald López’s seminal book, *Rebellious Lawyering: One Chicano’s View of Progressive Law Practice*. All conference registrants are welcome to participate in the symposium.

Planning Committee for the 2016 AALS Conference on Clinical Legal Education

Phyllis Goldfarb, The George Washington University Law School, **Chair**

Carolyn B. Grose, Mitchell | Hamline School of Law


Margaret E. Johnson, University of Baltimore School of Law

Tamara L. Kuennen, University of Denver Sturm College of Law

Julie D. Lawton, DePaul University College of Law

JoNel Newman, University of Miami School of Law

Daniel M. Schaffzin, The University of Memphis, Cecil C. Humphreys School of Law



“Every session I attended was excellent; the ability to interact with other clinicians in my field was also invaluable.”

– 2015 Clinical Conference attendee

Schedule at a Glance

FRIDAY, APRIL 29

5 pm – 8 pm AALS Registration 7, 9

SATURDAY, APRIL 30

8:45 am – 12:30 pm Workshop for New Law School Clinical Teachers 7

1:45 pm – 6 pm Conference on Clinical Legal Education — plenary sessions, concurrent sessions, workshops and working group discussions 9

2 pm Keynote Address: Gerald Lopez 9

6 pm Reception with Posters 9

SUNDAY, MAY 1

7:30 am – 5:15 pm Conference on Clinical Legal Education — plenary sessions, concurrent sessions, workshops and working group discussions 10

9 am – 12:15 pm Clinical Law Review Symposium 10

12:15 pm – 2 pm Luncheon 12

6 pm – 7:30 pm Reception at University of Baltimore School of Law 13

MONDAY, MAY 2

7:30 am – 5:15 pm Conference on Clinical Legal Education — plenary sessions, concurrent sessions, workshops and working group discussions 13

12:15 pm – 1:45 pm Luncheon 14

2 pm – 5 pm Service project/community engagement 14

6 pm – 7:30 pm Reception at University of Maryland Francis King Carey School of Law 16

TUESDAY, MAY 3

7:30 am – 3 pm Conference on Clinical Legal Education — plenary sessions, concurrent sessions, workshops, and working group discussions 16

10:15 am – 11:45 am Section Works in Progress and Bellow Scholars Program Reports 17

12:30 pm – 1:45 pm Luncheon 17

Image Credit: Ken Stanek



WORKSHOPS

We invite you to sign up for one of the four workshops offered at the conference. You can find the list of workshops, with short descriptions, below.

Workshop sessions will occur during the same time period as Concurrent Sessions. Enrollment is limited; sign up in advance.

Sign up for workshops by pre-registering for the conference and selecting your preferred workshop no later than March 18, 2016. See page 18 for more information. Once the workshop has reached its capacity, it will no longer be available for registration. Attendance at all workshop sessions is expected. If you haven't pre-registered and signed up specifically for the workshop, you will not be admitted to the workshop.

Two of the workshops will meet four times; the remaining two workshops will meet two times each. If you apply for a four-session workshop, you cannot sign up for any other workshops.

I. WORKSHOPS WITH FOUR SESSIONS

Sunday, May 1, 10:45 am

Monday, May 2, 10:45 am & 2 pm

Tuesday, May 3, 8:30 am

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.

(Re-)Designing a Clinic Using Backward Design

Susan D. Bennett, American University, Washington College of Law

Danielle Cover, University of Wyoming College of Law

Carwina Weng, Indiana University Maurer School of Law

Confused by the ABA standards requiring program outcomes? Wondering how your course assessments and learning outcomes will match with those of the law school? This workshop can help. Whether your focus is community lawyering, lawyering skills, ethics, or substantive knowledge, this workshop will help you to design a course that aligns with your learning goals and outcomes, and to situate your course in your school's program outcomes. During the workshop, participants will use backward design, an approach to instructional design and planning pioneered by Grant Wiggins and Jay McTighe, to begin drafting a course of each participant's choosing. 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 must commit to attend the entire four-part workshop.

II. WORKSHOPS WITH TWO SESSIONS

Sunday, May 1, 10:45 am

Monday, May 2, 10:45 am

Making Educational Videos

Michele R. Pistone, Villanova University School of Law

Angela K. Upchurch, Southern Illinois University School of Law

This workshop will focus on the creation and use of online educational videos. Materials will be provided to the participants, who will be asked to take part in conference calls/webinars prior to the conference to 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 focus on scripts and visuals, different methods of creating videos (webcams, screencasting, multimedia, etc.), and various educational uses of videos, including for student feedback. Participants will have the opportunity to be videotaped. By the end of the workshop, 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.

III. WORKSHOPS WITH TWO SESSIONS

Monday, May 2, 2 pm

Tuesday, May 3, 8:30 am

Training Students in Private Practice Skills as Another Path to Justice

Ann Juergens, Mitchell | Hamline School of Law
Ilene B. Seidman, Suffolk University Law School

In this workshop, participants will learn how to prepare students for the economic realities of the law services market at the same time that they focus on the quality of justice in their communities. The workshop will explore ways that clinicians might amplify their teaching to include skills and values that will enable students to support themselves in small justice-oriented law practices. The first session will examine our ideas of social justice work and generate an inventory of how solo and small firm practice skills are already being taught in law schools, especially in clinics. Small group discussions will identify foundational skills that need to be added to clinical pedagogy if students are to learn to succeed in public interest private practice. In the second session, participants will design and vet a plan for incorporating at least one of the identified skills of private practice into participants' existing clinics. The workshop also will troubleshoot the task of keeping a public interest focus while learning so-called "private" practice skills, and consider the stretch involved in teaching these skills for those of us who have never sustained a private law practice.

“I attended everything and I was happily challenged and engaged.”

– 2015 Clinical Conference attendee

CLINICAL LAW REVIEW SYMPOSIUM: REBELLIOUS LAWYERING AT 25

Sunday, May 1, 9 am – 12:15 pm

Since its publication almost 25 years ago, Gerald López's *Rebellious Lawyering* text (and a group of related works of legal scholarship written during a fertile period of critical thinking and writing on poverty law) has had an abiding impact on lawyering practice and theory. It has inspired generations of lawyers and shaped public interest legal practice. To celebrate the 25th anniversary of *Rebellious Lawyering*, the *Clinical Law Review* has invited scholarly articles on the themes of López's seminal work and is hosting a symposium during the conference to invite reflection on the evolution in the text's meaning and the insights it offers to public interest lawyers and clinical educators today. During the symposium, authors will present their ideas and moderated discussions will follow. See the program on page 10 for more information.

In 2016–17, these articles and reflections on the symposium will be published in two volumes of the *Clinical Law Review*. The *Clinical Law Review* is a semi-annual peer-edited journal devoted to issues of lawyering theory and clinical legal education. The *Review* is jointly sponsored by the Association of American Law Schools (AALS), the Clinical Legal Education Association (CLEA), and New York University School of Law.

Workshop for New Law School Clinical Teachers

FRIDAY, APRIL 29, 2016

5 pm – 8 pm

AALS Registration

SATURDAY, APRIL 30, 2016

8:45 am – 8:55 am

Welcome

Judith Areen, AALS Executive Director

Introduction

Phyllis Goldfarb, **Chair**, Planning Committee for AALS Conference on Clinical Legal Education and The George Washington University Law School

8:55 am – 9:15 am

Clinical Legal Education Historical Overview

Margaret Barry, Vermont Law School

To provide context for the presentations and discussions to follow, the opening session will offer new colleagues an understanding of where clinical education came from, the forces that have influenced its development, and its current role in the training of future lawyers.

9:15 am – 10 am

Plenary I: The Clinical Seminar

Deborah Epstein, Georgetown University Law Center

This session will provide an overview for thinking about how to design the seminar component of a clinical course, emphasizing the importance of being as deliberate in the classroom as we are during supervision to promote student directed learning.

10 am – 10:15 am

Refreshment Break

10:15 am – 11 am

Plenary II: Clinical Supervision

Conrad Johnson, Columbia University School of Law

Elliott S. Milstein, American University, Washington College of Law

This session, from two experienced clinicians, will build understanding of the framework and practices involved in supervision, as presented in their chapter in the book, *Transforming the Education of Lawyers: The Theory and Practice of Clinical Pedagogy* by Bryant, Milstein, & Shalleck. Using clinical seminar techniques, the presenters will emphasize the elements of supervision that involve the relationship between a particular client matter or client and larger issues of social justice, addressing the contexts that are inherent in each. Through the presentation and exercises, attendees will gain familiarity with supervision techniques that will enable them to use these approaches in conducting supervisions and analyzing their own supervision experiences.

11 am – 11:45 am

Concurrent Sessions: Externships, Scholarship, Faculty Governance, Case Rounds

Externships:

Kendall L. Kerew, Georgia State University College of Law

Inga N. Laurent, Gonzaga University School of Law

The session will highlight and provide a forum for discussion centered on the teaching and continued emergence of externship courses. Presenters and attendees will explore best practices and current issues relating to field supervision, classroom seminars, guided reflection, evolving ABA Standards, and other topics related to externship course design and pedagogy.

Scholarship:

Amna Akbar, The Ohio State University, Michael E. Moritz College of Law

Leigh Goodmark, University of Maryland Francis King Carey School of Law

The presenters will discuss a range of topics regarding the process of writing and submitting scholarship for publication. This session will be helpful for those attendees trying to reconcile the responsibilities of writing with other clinical and law school obligations.

Faculty Governance:

Bradford Colbert, Mitchell | Hamline School of Law

Laurie S. Kohn, The George Washington University Law School

David Anthony Santacroce, The University of Michigan Law School

This session will provide new clinicians with a framework for better understanding and negotiating the decision-making structures at their law schools. Topics to be considered include the role of internal hierarchies, rules, and processes; common rank and status issues; working at a public vs. private school; and the impact of external stakeholders (e.g., alumni/donors, community stakeholders).

Case Rounds:

Wendy A. Bach, University of Tennessee College of Law

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

This session is designed to review a number of teaching techniques and potential teaching goals that can be met using student-presented case rounds. The presenters will suggest different frameworks for designing and conducting case rounds to accomplish different educational goals.

11:45 am – 12:30 pm

Concurrent Sessions: Externships, Scholarship, Faculty Governance, Case Rounds

(repeat of 11 am sessions)



“I thought the conference was terrific!
I got a lot out of everything I went
to and met some wonderful people.
This conference inspired me to be a
better clinician and to become more
grounded in the practice.”

– 2015 Clinical Conference attendee

Conference on Clinical Legal Education

FRIDAY, APRIL 29, 2016

5 pm – 8 pm
AALS Registration

SATURDAY, APRIL 30, 2016

7 am – 8 pm
AALS Registration

1:45 pm – 2 pm
Welcome
Judith Areen, AALS Executive Director

Introduction

Phyllis Goldfarb, **Chair**, Planning Committee for AALS Conference on Clinical Legal Education and The George Washington University Law School

2 pm – 4 pm
Opening Keynote
Gerald López, University of California, Los Angeles School of Law

Plenary Session: Rebellious Lawyering and Clinical Legal Education

Patience A. Crowder, University of Denver Sturm College of Law
Ramzi Kassem, City University of New York School of Law
Margaret L. Satterthwaite, New York University School of Law

Moderator: Ascanio Piomelli, University of California, Hastings College of the Law

Immediately following Gerald López's keynote address, presenters from a diverse array of clinical programs work to apply the tools and concepts of *Rebellious Lawyering* concretely to clinical pedagogy. The plenary addresses whether and how the ideas that animate *Rebellious Lawyering* might also operate through lawyering by clinical programs, and whether identifying these connections adds value to those programs and to the clients and students they serve.

4 pm – 4:15 pm
Refreshment Break

4:15 pm – 5:45 pm
Working Group Discussions

6 pm – 7:30 pm
AALS Reception with Posters

Ohio's Statewide CQE Project: Crossing Law School Boundaries to Address a Pressing Community Need
Joann M. Sahl, University of Akron School of Law

One Clinic's (Suffolk) Housing Discrimination Testing Center
William Berman, Suffolk University Law School
Nadiyah Humber, Suffolk University Law School
Ragini N. Shah, Suffolk University Law School

Magnifying the Community's Access to Transactional Legal Services through a Pro Bono Attorney Program
Susan Felstiner, Lewis and Clark Law School

From Our Community to Yours: Increasing Access and Impact through Cross-Institution Collaborations
Amanda Kool, Harvard Law School
Eliza Platts-Mills, The University of Texas School of Law

What Offices Can Teach
Deborah Burand, New York University School of Law

Community Lawyering in an Environmental Clinic (Without Litigation)
Rachel E. Deming, Barry University Dwayne O. Andreas School of Law

The Community Impact of Miami Law's Health Rights Clinic: A 10-Year Report 2005-2015
Melissa Swain, University of Miami School of Law

Location, Location, Location: Lessons in Engagement Learned from 35 Years of Being Located in Our Client Community
Maureen E. McDonagh, Harvard Law School

Value-Added: Utilizing the MSW Perspective
Dana Malkus, Saint Louis University School of Law

The Advance Directive Clinic: a Versatile, Community-Based Clinic Project That Can Be Added to Any Existing Clinical Offering
Ryan Sullivan, University of Nebraska College of Law

Teaching Concurrent Clinical and Non-Clinical Poverty Law Classes to Enhance Social Justice Teaching
Spencer Rand, Temple University, James E. Beasley School of Law

SUNDAY, MAY 1, 2016

7:30 am – 9 am

AALS Section on Clinical Legal Education Committees and Special Sessions (Meditation)

9 am – 12:15 pm

Clinical Law Review Symposium: Rebellious Lawyering at 25

Reflections on Rebellious Lawyering at 25
Gerald López, University of California, Los Angeles School of Law

On Lawyering:

Rebellious Lawyering: A Critique of Pedagogy and Practice
Anthony Alfieri, University of Miami School of Law

The Culture of Non-Profit Impact Litigation
Martha Gómez, Staff Attorney, Mexican American Legal Defense and Educational Fund (MALDEF), Washington, DC

Lawyering with Humility: Re-envisioning Rebellious Lawyering as Movement Lawyering
Betty Hung, Policy Director, Asian Americans Advancing Justice, Los Angeles, CA

Rascuache Lawyer: A Chicano Vision of Rebellious Law Practice
Alfredo M. Mirande, Department of Sociology, University of California, Riverside

Appreciating Rebellious Lawyering
Ascanio Piomelli, University of California, Hastings College of the Law

Narrative Understanding in Working with Clients: Revisiting the Work We Know So Little About and Lay Lawyering
Ann Shalleck, American University, Washington College of Law

On Legal Education:

Teaching Rebelliously: Client-Centered Legal Education
Eduardo Capulong, Alexander Blewett III School of Law at the University of Montana

Etta & Dan: Seeking the Prelude to a Transformative Journey
Daria Fisher Page, Georgetown University Law Center

It's About Power, Not Policy: Rebellious Lawyering for Large-Scale Social Change
Alexi Freeman, University of Denver Sturm College of Law
Jim Freeman, Founder and Executive Director, Grassroots Action Support Team

The Case for Reparations
Brian G. Gilmore, Michigan State University College of Law

Rebellious Deaning
Shauna I. Marshall, University of California, Hastings College of the Law

Channeling Rebellious Lawyering in Constitutional Rights and International Human Rights Clinics
Jeena Shah, Rutgers Law School

Issue Area – Community Defense:

Family Farm Advocacy and Rebellious Lawyering
Stephen Carpenter, Deputy Director and Senior Staff Attorney, Farmers' Legal Action Group (FLAG), St. Paul, MN

Rebellious Lawyering for Families: Challenging our Notions of Public Defense, Community Engagement and Interdisciplinary, Client Centered Practice
Kara Finck, University of Pennsylvania Law School

Pegasus Legal Services for Children – Taking Stock of a Rebellious Non-Profit Practice in New Mexico
Tara Ford, Co-Founder and Attorney, Pegasus Legal Services for Children, Albuquerque, NM

From the Ground Up: Criminal Defense Lawyering and Criminal Law Education for Communities Most Affected by Mass Incarceration
Editha Rosario-Moore, Assistant Appellate Defender, Office of the State Appellate Defender, Ottawa, IL
Alexios Rosario-Moore, Columbia College Chicago

Issue Area – Community Economic Development:

Teaching and Practicing Community Development Poverty Law: Avoiding "Regnant," Building "Asset-Based"
Alicia Alvarez, The University of Michigan Law School
Susan D. Bennett, American University Washington College of Law
Louise A. Howells, University of the District of Columbia, David A. Clarke School of Law

Carmen V. Huertas-Noble, City University of New York School of Law
Hannah Lieberman, Executive Director, Neighborhood Legal Services Program (NLSP), Washington, DC

What's Art Got To Do With it?: Non-Essential Assets, the Pervasiveness of Income Inequality, and Rebellious Lawyering
Patience A. Crowder, University of Denver Sturm College of Law

Movement Lawyering is Rebellious Lawyering
Brian Glick, Fordham University School of Law

Entrepreneurial Representation as Rebellious Lawyering
Paul R. Tremblay, Boston College Law School

Issue Area – Immigrant Rights:

Rebellious Lawyering in the “National Security” Context
Ramzi Kassem, City University of New York School of Law
Diala Shamas, City University of New York School of Law

A Rebellious Approach to Representing Unaccompanied Immigrant Children in Deportation Proceedings
Bill Ong Hing, University of San Francisco School of Law

Being the Change in the South: The Politics of Allyship and Lawyering with Immigrant Communities
Valeria Gomez, University of Tennessee College of Law
Karla Mari McKanders, University of Tennessee College of Law

Re-conceptualizing Tools for the Rebellious Lawyer: The Paradox of Empathy in the Context of Immigration Practice
Brenda Montes, Associate Attorney, Franco Law Group, Los Angeles, CA

9 am – 10:30 am

Concurrent Sessions

Clinics, Coalitions, & Communities: Partners in Advocacy

Jillian Bernstein, Former Student Clinician, Vermont Law School ENRLC and Environmental Consultant, Enhesa, Washington, DC
Deborah Chizewer, Northwestern University Pritzker School of Law
Nancy Loeb, Northwestern University Pritzker School of Law
Laura B. Murphy, Vermont Law School

Teaching Reflective Practice

Timothy M. Casey, California Western School of Law

Community Engagement: Decolonization, Clinics, and Community as Client

Sarah Buhler, University of Saskatchewan College of Law
Cheryl Fairbanks, University of New Mexico School of Law
Christine Zuni Cruz, University of New Mexico School of Law
Nicole B. Friederichs, Suffolk University Law School
Seanna Howard, University of Arizona James E. Rogers College of Law

#HowisTHATfair: Goading Hesitant Millennials into Meaningful Engagement in the Criminal Justice Community

Daniel T. Coyne, Chicago-Kent College of Law, Illinois Institute of Technology
Rachel Moran, University of Denver Sturm College of Law

Carpetbaggers or Collaborative Colleagues?

Ty Alper, University of California, Berkeley School of Law
Bradford Colbert, Mitchell | Hamline School of Law
Russell C. Gabriel, University of Georgia School of Law
John D. King, Washington and Lee University School of Law
Jenny M. Roberts, American University Washington College of Law
Kate Weisburd, University of California, Berkeley School of Law

Preparing Lawyers for Community Engagement: Using Externships to Teach Students How To Collaborate, Communicate, and Be Catalysts for Change

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

Creating and Sustaining Interdisciplinary Community Clinics

Caitlin Barry, Villanova University School of Law
Anne Bautista, California Western School of Law
Emily Benfer, Loyola University Chicago School of Law
Danielle Pelfrey Duryea, SUNY Buffalo Law School
Linda H. Morton, California Western School of Law

Conflict and Community: A Pedagogical Approach

Jodi S. Balsam, Brooklyn Law School
Jason Cade, University of Georgia School of Law
Melissa Frydman, University of Illinois College of Law
Betsy Ginsberg, Benjamin N. Cardozo School of Law, Yeshiva University
Elizabeth Nevins-Saunders, Maurice A. Deane School of Law at Hofstra University

Improving Community Engagement through Cultivating Greater Awareness of Our Multiple Identities and Roles

Susan L. Brooks, Drexel University Thomas R. Kline School of Law
Evangeline Sarda, Boston College Law School

10:30 am – 10:45 am

Refreshment Break

10:45 am – 12:15 pm

Concurrent Sessions

Out of the Ivory Tower and into the Community! Academic Writing for Social Justice

Christopher Lasch, University of Denver Sturm College of Law
Katie Tinto, Benjamin N. Cardozo School of Law, Yeshiva University
Erica Zunkel, The University of Chicago, The Law School

Taking the Law School into the Community: Embedded Clinics in Neighborhoods, Courts, and the Community Partnerships

Bernadette Gargano, SUNY Buffalo Law School
Rachel Lopez, Drexel University Thomas R. Kline School of Law
Brittany Stringfellow-Otey, Pepperdine University School of Law
Monica Piga Wallace, SUNY Buffalo Law School

Exploring Professionalism: The Role of Bar Rules, Norms, Customs, Personal Identity and Appearance

Elizabeth B. Cooper, Fordham University School of Law
Keith Fogg, Villanova University School of Law
Beth Lyon, Cornell Law School
Wallace J. Mlyniec, Georgetown University Law Center

Building the Foundation for Community Engagement: Lessons Learned from the DC Community Listening Project

Faith Mullen, The Catholic University of America, Columbus School of Law
Enrique Pumar, Department of Sociology, The Catholic University of America

Using Your Case Management System for More than Malpractice Prevention

Marjorie A. McDiarmid, West Virginia University College of Law

Citizen Lawyers: Teaching Students to Lobby for Community Change

Stephanie Boys, Indiana University Robert H. McKinney School of Law
Lauren R. Choate, Saint Louis University School of Law
Susan Woods McGraugh, Saint Louis University School of Law

A Law School's Truancy Court Program: Re-Routing the School-to-Prison Pipeline

Barbara A. Babb, University of Baltimore School of Law
Moshe Berry, Social Worker, Henderson-Hopkins Elementary/Middle School, Baltimore, MD
The Honorable Yvette Bryant, Judge-in-Charge, Family Division, Baltimore City Circuit Court, Baltimore, MD
Gloria H. Danziger, University of Baltimore School of Law

Movement Lawyering in a Clinical Setting

Esme Caramello, Harvard Law School
Andres Del Castillo, Community Organizer, City Life/Vida Urbana, Northside, Jamaica Plain, NY
Stanford Fraser, 3L Student, Harvard Law School and Student Attorney, Harvard Legal Aid Bureau, Co-leader, Foreclosure Task Force and Project No One Leaves, Cambridge, MA
Eloise Lawrence, Harvard Law School
Patricio S. Rossi, Harvard Law School

Clinic-Community Partnerships: Amplifying Impact, Building Client Streams and Exposing Students to Community Organizing

Fareed Hayat, Howard University School of Law
Margaret M. Jackson, University of North Dakota School of Law
Sarah Russell, Quinnipiac University School of Law
Geetha Sant, Washington University in St. Louis School of Law
Valerie Schneider, Howard University School of Law

When Life Gives You Lemons: Externship Clinicians Doing More with Less in Times of Dynamic Community Change

Derrick Howard, Valparaiso University School of Law
Rebecca Rosenfeld, Benjamin N. Cardozo School of Law, Yeshiva University
Sue Schechter, University of California, Berkeley School of Law

10:45 am – 12:15 pm

Workshops

Advanced sign-up for workshops is required; attendance is limited. See full descriptions on pages 5–6.

(Re-)Designing a Clinic Using Backward Design

Susan D. Bennett, American University, Washington College of Law
Danielle Cover, University of Wyoming College of Law
Carwina Weng, Indiana University Maurer School of Law

Making Educational Videos

Michele R. Pistone, Villanova University School of Law
Angela K. Upchurch, Southern Illinois University School of Law

Scholarship Support

Michele Estrin Gilman, University of Baltimore School of Law
Jeffrey J. Pokorak, Suffolk University Law School

12:15 pm – 2 pm

AALS Luncheon: Shanara Gilbert Award and Featured Speaker

2:15 pm – 3:45 pm

Plenary Session: #BlackLivesMatter and Clinical Legal Education

Kimberle W. Crenshaw, University of California, Los Angeles School of Law
Dorcas Gilmore, American University, Washington College of Law
Ralikh Hayes, Coordinator, Baltimore BLOC and Board Member, Baltimore Algebra Project, Baltimore, MD

Brendan D. Roediger, Saint Louis University School of Law
Robin Walker Sterling, University of Denver Sturm College of Law

Moderator: Renee M. Hutchins, University of Maryland Francis King Carey School of Law

This plenary panel, consisting of clinicians and community advocates, will discuss the latest developments in the movement for racial justice and various ways that clinical programs can engage with it. Using an interactive format, panelists will demonstrate and share lessons learned, collective wisdom, and best practices for working with community organizations in challenging multiple issues of structural inequality such as those involving race in criminal justice, housing, employment, education, and equitable development. Panelists will also address critical pedagogical questions surrounding the engagement of students inside and outside the classroom as allies of community-led movements.

3:45 pm – 4 pm

Refreshment Break

4 pm – 5:15 pm

Working Group Discussions

6 pm – 7:30 pm

Reception Sponsored by and Held at University of Baltimore School of Law

The University of Baltimore School of Law will host a reception in UB's striking, new John and Frances Angelos Law Center, with transportation provided. The reception will encompass the entire building, with music, art, and spoken word performances by community-based artists and organizations. Attendees will also have an opportunity to tour UB's state of the art Clinical Law Offices. After the reception, there are numerous opportunities for dinner and other activities in areas within walking distance of the UB campus, including Mt. Vernon and Station North. Mt. Vernon is the historic district in which UB is located. Station North is a revitalized cultural and entertainment hub in Baltimore with a range of coffee houses, restaurants, theaters, and art galleries.

MONDAY, MAY 2, 2016

7:30 am – 8:45 am

Clinicians of Color Committee and Special Sessions (Meditation)

8:45 am – 10:30 am

Featured Speaker to be Announced

Plenary Session: Innovative and Sustainable Clinical Engagement with Community Needs

Jeffrey R. Baker, Pepperdine University School of Law
Davida Finger, Loyola University New Orleans College of Law
Beth Lyon, Cornell Law School

Lydia Nussbaum, University of Nevada, Las Vegas, William S. Boyd School of Law
Cynthia Wilson, Northwestern University School of Law

Moderator and Presenter: Janet Thompson Jackson, Washburn University School of Law

This plenary will showcase innovative ways that experiential learning courses can engage the community and teach students about communities and community partnerships. The panelists, representing faculty teaching across the spectrum of in-house clinics and externships, will 1) address opportunities and challenges associated with designing courses that are pedagogically sound, sustainable, and responsive to the immediate and/or longer-term needs of specific communities, and 2) demonstrate pedagogical techniques, such as simulations and exercises, that can help students better understand and build relationships with the communities they serve.

10:30 am – 10:45 am

Refreshment Break

10:45 am – 12:15 pm

Concurrent Sessions

Restorative Approaches in Clinics and Communities

Samantha Buckingham, Loyola Law School, Los Angeles
Annalise J. Buth, Northwestern University School of Law
Deborah Thompson Eisenberg, University of Maryland Carey School of Law
Eve Hanan, University of Baltimore School of Law
Lydia Nussbaum, University of Nevada, Las Vegas, William S. Boyd School of Law
Jonathan Scharrer, University of Wisconsin Law School

Clinics and Courts: Opportunities for Collaboration, Innovation and Change

Paul Bennett, The University of Arizona James E. Rogers College of Law
The Honorable John C. Cratsley, Harvard Law School
Kristine A. Huskey, The University of Arizona James E. Rogers College of Law
Carmen Naso, Case Western Reserve University School of Law

Rebellious Lawyering from the Trenches to the Law School: Lessons from Clinicians and Lawyers Trained by Gerald López

Jesus M. Barraza, California Western School of Law
Marissa Dagdagan, National Labor Relations Board, Region 31, Los Angeles, CA
Julia I. Vazquez, Southwestern Law School
Jason Wu, Staff Attorney, The Legal Aid Society, New York, NY

Integration of New Teaching Materials on Social Justice and Community into the Clinical Curriculum

Jane H. Aiken, Georgetown University Law Center
Alan K. Chen, University of Denver Sturm College of Law
Scott L. Cummings, University of California, Los Angeles School of Law
Ann C. Shalleck, American University, Washington College of Law

Focusing on Empathy: Helping Students Translate General Empathy for the Client Community to Particularized Empathy for the Clients, and Back Again

Rachel Camp, Georgetown University Law Center
Deborah Epstein, Georgetown University Law Center
Laurie S. Kohn, The George Washington University Law School

Exploring Community Engagement Opportunities through an Interdisciplinary Partnership Lens

Tomar Brown, University of Pittsburgh School of Law
Janet H. Goode, University of Memphis, Cecil C. Humphreys School of Law
Medha D. Makhoul, The Pennsylvania State University – Dickinson Law
Laura McNally-Levine, Case Western Reserve University School of Law
Jennifer N. Rosen Valverde, Rutgers Law School

Back to the Future: Engaging Communities through Individual Representation and Impact Litigation

Elizabeth Keyes, University of Baltimore School of Law
Jennifer Lee Koh, Western State University College of Law
Stefan H. Krieger, Maurice A. Deane School of Law at Hofstra University
Shoshana Krieger, Project Director, Texas RioGrande Legal Aid
Sarah Rogerson, Albany Law School

Talking About Race in Case and Workplace Settings

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

Client-Centeredness Applied to Community Group Representation

Alicia Alvarez, The University of Michigan Law School
Michael Diamond, Georgetown University Law Center
Stephen Ellmann, New York Law School
Paul R. Tremblay, Boston College Law School

10:45 am – 12:15 pm

Workshops

Advanced sign-up for workshops is required; attendance is limited. See full descriptions on pages 5–6.

(Re-)Designing a Clinic Using Backward Design

Continued

Making Educational Videos

Continued

Scholarship Support

Continued

12:15 pm – 1:45 pm

AALS Luncheon

CLEA Awards (Outstanding Advocate and Outstanding Project Awards)

Per Diem Award Presentation: John Nethercut, Executive Director, Public Justice Center, Baltimore, MD

2 pm – 5 pm

Service Project(s)/Community Engagement

To be announced.

2 pm – 3:30 pm

Concurrent Sessions

Locating Ourselves, Locating Our Communities: A Creative Exercise for Clinic Students

Sarah Buhler, University of Saskatchewan College of Law
Nancy L. Cook, University of Minnesota Law School
Gemma Smyth, University of Windsor Faculty of Law

Getting Out of Our Own Way: Engaging with Racial and Faith-Based Communities

Anthony V. Alfieri, University of Miami School of Law
Charlton C. Copeland, University of Miami School of Law
Catherine Kaiman, University of Miami School of Law
David A. Patterson, University of Tennessee College of Social Work
Paulette J. Williams, University of Tennessee College of Law

Lessons from Baltimore and Washington, D.C.: Working with Community-Based Organizations to Build Capacity and Fight for Economic Justice

Priya Baskaran, Georgetown University Law Center
Barbara L. Bezdek, University of Maryland Francis King Carey School of Law
Renee Camille Hatcher, University of Baltimore School of Law
Louise A. Howells, University of the District of Columbia, David A. Clarke School of Law
Susan R. Jones, The George Washington University Law School
Jaime Lee, University of Baltimore School of Law
Alicia Plerhoples, Georgetown University Law Center
Eva Seidelman, University of the District of Columbia, David A. Clarke School of Law
Brenda V. Smith, American University Washington College of Law
Etienne C. Toussaint, The George Washington University Law School
Moderator: Susan Bennett, American University, Washington College of Law

#DOYOURJOB: Exploring Community Engagement and the “Public Citizen” Role of Lawyers through In-House Clinics and Externships

Virginia Benzan, Suffolk University Law School
Martina E. Cartwright, Texas Southern University Thurgood Marshall School of Law
Erika Curran, Florida Coastal School of Law
Fred Klein, Maurice A. Deane School of Law at Hofstra University
Elizabeth McCormick, University of Tulsa College of Law
Linda F. Smith, University of Utah, S. J. Quinney College of Law
Lisa C. Smith, Brooklyn Law School
Melissa Swain, University of Miami College of Law
Leah Wortham, The Catholic University of America, Columbus School of Law

Community and Pedagogical Benefits of Developing Public Education Resources and Engaging in Technology Enhanced Representation

Jessica Bolack Frank, Illinois Institute of Technology Chicago-Kent College of Law
Carrie Hagan, Indiana University Robert H. McKinney School of Law
Jack Lerner, University of California, Irvine School of Law
Art Neill, California Western School of Law
Victoria Phillips, American University, Washington College of Law
Alex Rabanal, Illinois Institute of Technology Chicago-Kent College of Law

Constructing a Blueprint for Choosing Clients in Community and Economic Development Clinics

Bernice Grant, University of Pennsylvania Law School
Carrie L. Hempel, University of California, Irvine School of Law
Anika S. Lemar, Yale Law School
Robert A. Solomon, University of California, Irvine School of Law

Evaluating New Forms of Experiential Education: The Intersection of Community Engagement, Advancing Racial and Social Justice, and Clinical Legal Education

Claudia Angelos, New York University School of Law
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
Laura Rovner, University of Denver Sturm College of Law
Alexander Scherr, University of Georgia School of Law

Fringe or Not: The Role of Street Law, Know Your Rights and Other Community Engagement Pedagogies in Social Justice Education

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
Richard L. Roe, Georgetown University Law Center

Clinical Pedagogy and a Beginning Quest for Resilience and Dignity

2 pm – 2:30 pm

W. Warren H. Binford, Willamette University College of Law
Shelaswau Bushnell Crier, Willamette University College of Law
Carrie Hagan, Indiana University Robert H. McKinney School of Law

2:30 pm – 3 pm

Margaret I. Bacigal, The University of Richmond School of Law
Dale Margolin Cecka, The University of Richmond School of Law
Ashley R. Dobbs, 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

3 pm – 3:30 pm

Questions and Discussion

2 pm – 3:30 pm

Workshops

Advanced sign-up for workshops is required; attendance is limited. See full descriptions on pages 5–6.

(Re-)Designing a Clinic Using Backward Design

Continued

Scholarship Support

Continued

Training Students in Private Practice Skills as Another Path to Justice

Ann Juergens, Mitchell | Hamline School of Law
Ilene B. Seidman, Suffolk University Law School

3:30 pm – 3:45 pm

Refreshment Break

3:45 pm – 5 pm

Working Group Discussions

6 pm – 7:30 pm

Reception Sponsored by and Held at the University of Maryland Francis King Carey School of Law

We invite you to visit Maryland Carey Law's historic Westminster Hall, sample some of Baltimore's finest fare, celebrate clinical legal education, and engage!

TUESDAY, MAY 3, 2016

7:30 am – 8:30 am

AALS Section on Clinical Legal Education Committees and Special Sessions (Meditation)

8:30 am – 10 am

Concurrent Sessions

Examining Community and Mission in Gender Violence Clinics

Ann M. Cammett, City University of New York School of Law
Leigh Goodmark, University of Maryland Francis King Carey School of Law
Lisa V. Martin, The Catholic University of America, Columbus School of Law
Natalie Nanasi, Southern Methodist University, Dedman School of Law
Jane K. Stoeber, University of California, Irvine School of Law

Transactional Clinic Impact on the Community Ecosystem

Esther S. Barron, Northwestern University Pritzker School of Law
Brian Krumm, University of Tennessee College of Law
Patricia H. Lee, St. Louis University School of Law
Stephen F. Reed, Northwestern University Pritzker School of Law
Michael Schlesinger, The John Marshall Law School

One Big Happy Family: How Clinicians and Doctrinal Faculty Can Create Projects that Address Community Needs

Jennifer Ching, Executive Director, Queens Legal Services, Jamaica, NY
Brant T. Lee, University of Akron School of Law
Andrea McArdle, City University of New York School of Law
Joseph A. Rosenberg, City University of New York School of Law
Joann M. Sahl, University of Akron School of Law

Providing Legal Aid to Vulnerable Communities through Law Clinics: The View from Qatar and the Arab World

Julia Constanze Braunmiller, Legal Consultant for the Women, Business and the Law Project, World Bank Group, Washington, DC
Yassin El Shazly, Qatar University College of Law
Yaser Khalaileh, Qatar University College of Law
Peggy Maisel, Boston University School of Law
Mohamed Y. Mattar, Qatar University College of Law

Clinics Working Within the Campus Community to Address Campus Sexual Assault, Intimate Partner Violence, and Stalking in a Time of Heightened Scrutiny

Kelly Behre, University of California, Davis, School of Law
Tanya Asim Cooper, Pepperdine University School of Law
Jill C. Engle, The Pennsylvania State University – Penn State Law
Kasia Mlynski, University of Oregon School of Law
Michael Quillin, University of Oregon School of Law
Wendy Seiden, Chapman University Dale E. Fowler School of Law

Reimagining Advocacy: Adapting Clinical Models to Meet Community Needs

Farrin Anello, Seton Hall University School of Law
Kate Evans, University of Minnesota Law School
Denise L. Gilman, The University of Texas School of Law
Jennifer Lee, Temple University, James E. Beasley School of Law
Ranjana Natarajan, The University of Texas School of Law
Sarah H. Paoletti, University of Pennsylvania Law School
Elissa C. Steglich, The University of Texas School of Law
Philip Torrey, Harvard Law School
Michael S. Vastine, St. Thomas University School of Law
Sheila I. Vélez-Martínez, University of Pittsburgh School of Law

Empirical Scholarship and Community Engagement

Emily Benfer, Loyola University Chicago School of Law
Anna E. Carpenter, The University of Tulsa College of Law
Russell Engler, New England Law | Boston
Michael Kagan, University of Nevada, Las Vegas, William S. Boyd School of Law
Colleen F. Shanahan, Temple University, James E. Beasley School of Law
Jessica Steinberg, The George Washington University Law School

Towards Holistic Representation: Creating Successful Law and Social Work Collaborations

Cheryl A. Azza, Boston University School of Social Work
Cheryl G. Bader, Fordham University School of Law
Laila L. Hlass, Boston University School of Law
Wendy J. Kaplan, Boston University School of Law
Elizabeth Nevins-Saunders, Maurice A. Deane School of Law at Hofstra University
Whitney Rubenstein, University of California, Berkeley, School of Law
Sarah Sherman-Stokes, Boston University School of Law

Connecting Clinics, Clients and Communities in Rural America

Sabrina Balamwalla, University of North Dakota School of Law
Lauren E. Bartlett, Ohio Northern University, Pettit College of Law
Allison Korn, University of Baltimore School of Law
Christina Pollard, University of Idaho College of Law

8:30 am – 10 am

Workshops

Advanced sign-up for Workshops is required; attendance is limited.

(Re-)Designing a Clinic Using Backward Design

Continued

Scholarship Support

Continued

Training Students in Private Practice Skills as Another Path to Justice

Continued

10 am – 10:15 am

Refreshment Break

10:15 am – 11:45 am

AALS Section on Clinical Legal Education Works in Progress and Bellow Scholars Program Report on Projects

11:45 am – 12:30 pm

Working Group Discussions

12:30 pm – 1:45 pm

AALS Luncheon

2 pm – 3 pm

Plenary Session: Reflections and Lessons

Facilitators:

Carolyn B. Grose, Mitchell | Hamline School of Law
Margaret E. Johnson, University of Baltimore School of Law

During this final session, we will reflect on the preceding three days with an eye toward identifying what we have learned and what comes next. This session will guide participants to focus on what they will bring back to their law schools and communities and how we can productively follow up on what we've learned to further deepen our understanding and our practice.

Registration

HOW DO I REGISTER?

You can register for the Conference on Clinical Legal Education by one of the methods listed below. If you find you are unable to register online then you may not yet be listed in the AALS database. In that case, please contact your dean's office before you attempt to register to have yourself added to the AALS Law School roster. Once added you should be able access your AALS account and register online. If you need assistance with this process, contact dltsupport@aals.org.

ONLINE

Visit aals.org/clinical2016 to access the online registration system for both individual and group registration for the conference. You can pay the registration fee online by using American Express, Visa or MasterCard.

FAX OR MAIL

If you would like to use a paper form please complete and return to AALS with payment of the registration fee. AALS accepts American Express, Visa, MasterCard, or checks (made payable to AALS). You may fax the form to AALS at (202) 872-1829. If paying by check please mail to AALS at 1614 20th Street, N.W., Washington, DC 20009-1001. Note that, in accordance with payment Card Industry Association standards, registration by email is no longer available as of July 1, 2015.

Type of Registration

Fee

Faculty of Member and Fee-Paid Schools **\$455**

Faculty of Non Fee-Paid Law Schools **\$505**

Faculty of International Law Schools **\$455**

ON-SITE REGISTRATION

For all registrations received after April 13, 2016 there is an additional on-site charge of \$50. Plan to register on-site if your paper registration form cannot arrive at AALS by the April 13 deadline. AALS accepts cash, personal or school checks, American Express, MasterCard, and Visa on-site at the conference.

CONFIRMATION

AALS automatically sends two email confirmations shortly after submission of your paid registration. Confirmations should be received within 24 hours for online and faxed paper registrations, and within two weeks for mailed check payments. If you have not received a response within that time frame please first check your spam folder. Then, contact AALS registration staff at registration@aals.org to verify that your registration has been received and successfully processed.

CANCELLATION POLICY

Registration fees will be refunded in full for written cancellation requests received by April 13, 2016 at registration@aals.org. A refund of all registration fees, less a \$50 processing fee, will be given for cancellation requests received April 14 through April 21. No refunds will be given for cancellations received after April 21. Cancellation requests can also be made by mail to: AALS Registration, c/o Erick Brown, 1614 20th St. NW, Washington, DC 20009.

Image Credit: Ken Stahnek

MEETING AND HOTEL INFORMATION

HOTEL RESERVATIONS

The conference sessions and sleeping accommodations will be at the Baltimore Marriott Waterfront, 700 Aliceanna Street, Baltimore, MD 21202.

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 a link to book your hotel reservation. The hotel is smoke-free.

The room rate is \$199 for single and double accommodations, subject to established taxes; current tax in 2016 is 15.5 percent.

The cut-off date for making a reservation is April 6, 2016. 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 hotel requires a one-night's room rate deposit with one of the following credit cards (Visa, MasterCard, American Express, Diners Club, Discover, JCB). Deposits will be fully refunded for reservations cancelled by 6 p.m. on the expected arrival date.

ACCESS-RELATED ACCOMMODATION

AALS is committed to making our meetings and events accessible to all of our attendees. Visit aals.org/clinical2016 and click on "accessibility" for more information. Please contact AALS at accommodations@aals.org no later than March 30, 2016 so that we may assist you with services that you need.

INTERNET ACCESS

Guest room internet will be provided to AALS registrants on a complimentary basis. Complimentary internet is also available in the hotel lobby, public areas and meeting rooms for 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: \$8.50 USD hourly, \$26 daily

Valet Parking: \$45 daily

Parking garage does not accommodate oversized vehicles-height clearance 6 feet 8 inches.

LOCAL TRANSPORTATION

Baltimore/Washington International Thurgood Marshall Airport (BWI) is about 11 miles from the hotel. Estimated taxi fare is \$35 each way. Ronald Reagan Washington National Airport (DCA) is 43 miles from the hotel. Estimated taxi fare is \$115 each way. Dulles international Airport (IAD) is approximately 60 miles from the hotel. Estimated taxi fare is \$150 each way.

SuperShuttle provides service from BWI, Reagan National, and Dulles. SuperShuttle reservations can be made by visiting www.SuperShuttle.com or calling 1(800) BLUE-VAN (258-3826).

Baltimore's train station, Penn Station, is about 2 miles from the hotel; estimated taxi fare is \$11 each way. Penn Station services both Amtrak and MARC (Maryland's commuter rail system). For more information about the trains with routes to Baltimore's Penn Station, please visit www.Amtrak.com.

THINGS TO DO

The Inner Harbor

The Baltimore Marriott Waterfront is located in Baltimore's Inner Harbor, a historic seaport, tourist attraction, and landmark of the city of Baltimore, Maryland. It was described by the Urban Land Institute in 2009 as "the model for post-industrial waterfront redevelopment around the world." The Inner Harbor is located at the mouth of Jones Falls, creating the wide and short northwest branch of the Patapsco River. The district includes any water west of a line drawn between the foot of President Street and the American Visionary Art Museum.

The name "Inner Harbor" is used not just for the water but for the surrounding area of the city, with approximate street boundaries of President Street to the east, Lombard Street to the north, Greene Street to the west, and Key Highway on the south. The harbor is within walking distance of Camden Yards and M&T Bank Stadium. A water taxi connects passengers to Fells Point, Canton, and Fort McHenry.

The National Aquarium

A nonprofit public aquarium, the National Aquarium is located at 501 E Pratt Street in the Inner Harbor, and is about a 10-minute walk from the hotel. The National Aquarium houses several exhibits including the Upland Tropical Rain Forest, a multiple-story Atlantic Coral Reef, and an open ocean shark tank. Ticket prices vary from \$24.95 - \$39.95, and discounts are offered for children ages 3-11 and adults over the age of 65.

Maryland Science Center - 601 Light Street

It includes three levels of exhibits, a planetarium, and an observatory. It was one of the original structures that drove the revitalization of the Baltimore Inner Harbor from its industrial roots to a thriving downtown destination. It is an

Things to do, continued

exciting place to visit, with hands-on exhibits and spectacular displays about the wonderful world of science and technology. Visit www.mdsci.org.

Fell's Point

A historic waterfront neighborhood, Fell's Point is a mere 10-minute walk from the Baltimore Marriott Waterfront. Fell's Point, established in 1763, is a vibrant community with many antique stores, restaurants, and coffee houses to explore.

Fell's Point also houses the famous Broadway Market, located at 1640 Aliceanna Street. A two-building, 12,000-square foot facility, the Broadway Market has vendors selling upscale sweet treats alongside stalls of meat and produce, as well as lunch counters serving filling fare at bargain prices.

The Maryland Zoo

Founded in 1876, The Maryland Zoo in Baltimore is the third oldest zoo in the United States and is internationally known for its conservation and research contributions. The Zoo is accredited by the Association of Zoos & Aquariums (AZA), assuring excellent care for animals, a great experience for visitors and a better future for all living things. The Zoo is open daily from 10 a.m. – 4 p.m., and is situated on more than 160 acres in Druid Hill Park, about 10 minutes north of Baltimore's Inner Harbor.

Fort McHenry

Fort McHenry is a coastal star-shaped fort best known for its role in the War of 1812, when it successfully defended Baltimore Harbor from an attack by the British navy in Chesapeake Bay and inspired Francis Scott Key to pen "The-Star Spangled Banner." Fort McHenry is located at 2400 East Fort Avenue, and is about a 24-minute drive from the Baltimore Marriott Waterfront. It is open from 9 a.m. – 5 p.m. each day, and has an entrance fee of \$10 for adults 16 years of age and older; children 15 and younger are free.

Pier Six Pavilion

Just steps away from the Baltimore Marriott Waterfront, the waterfront Pier Six Pavilion is a music venue at 731 Eastern Avenue. The venue opened in 1981 and has featured a wide variety of music acts, ranging from rock to jazz. Check www.piersixpavilion.com for a schedule of performances.

The Baltimore Orioles

Oriole Park at Camden Yards is within walking distance from the hotel. The O's are home during the conference, with games each day. Visit baltimore.orioles.mlb.com/schedule.

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