
39th Annual Conference on Clinical Legal Education

CLINICS AND COMMUNITIES: EXPLORING COMMUNITY ENGAGEMENT THROUGH CLINICAL EDUCATION

April 30 – May 3, 2016
Baltimore Marriott Waterfront, Baltimore, Maryland

Friday, April 29, 2016

5 pm – 8 pm

AALS Registration

Harborside Registration, 4th Floor

Saturday, April 30, 2016

AALS Workshop for New Law School Clinical Teachers

7:30 am – 8 pm

AALS Registration

Harborside Registration, 4th Floor

8:45 am – 8:55 am

Welcome and Introduction

Harborside C, 4th Floor

Welcome

Judith Areen, AALS Executive Director

Introduction

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

8:55 am – 9:15 am

Clinical Legal Education Historical Overview

Harborside C, 4th Floor

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

Harborside C, 4th Floor

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

Harborside Foyer, 4th Floor

10:15 am – 11 am

Plenary II: Clinical Supervision

Harborside C, 4th Floor

Conrad Johnson, Columbia University School of Law
Elliott S. Milstein, American University, Washington
College of Law

Ann C. Shalleck, American University, 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 Transforming the Education of Lawyers: The Theory and Practice of Clinical Pedagogy. 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 techniques in conducting supervisions and analyzing their own supervision experiences.

11 am – 11:45 am

CONCURRENT SESSIONS

Externships

Galena, 4th Floor

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 together 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

Heron, 4th Floor

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 navigate the responsibilities of writing with other clinical and law school obligations.

Faculty Governance

Iron, 4th Floor

Bradford Colbert, Mitchell | Hamline School of Law
Laura L. Rovner, University of Denver Sturm College of Law

David Anthony Santacrose, The University of Michigan Law School

One of the many challenges facing a new clinician is navigating the somewhat Byzantine maze of law school administration. This session will provide new clinicians with a framework for better understanding and negotiating the decision-making structures at law schools. We will have an interactive discussion regarding academic governance and the unique role that clinicians can play. Topics to be considered include the nature of academic governance, the opaque structure of hierarchy and how to navigate it, participation in law school and university committees, and the role status and tenure (or the lack thereof) play.

Case Rounds

James, 4th Floor

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 (repeated)

39th Annual Conference on Clinical Legal Education

1:45 pm - 2 pm

Welcome and Introduction

Harborside C, 4th Floor

Welcome

Judith Areen, AALS Executive Director

Introduction

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

2 pm - 4 pm

Opening Keynote

Harborside C, 4th Floor

Gerald López, University of California, Los Angeles
School of Law

Plenary Session: Rebellious Lawyering and Clinical Legal Education

Harborside C, 4th Floor

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

Following Gerald López's keynote address, the panel will begin – if the technology gods are willing – by using a real-time polling app to get a sense of the audience's familiarity with and reaction to Rebellious Lawyering and will distill some of its key themes. We will then explore the possible benefits and challenges of applying rebellious lawyering in (1) a transactional clinic in which many students aspire to practice in corporate law firms; (2) a global justice clinic that aims to lawyer rebelliously from afar; and (3) a clinic that represents prisoners at Guantanamo and Muslim and South Asian communities in New York bearing the brunt of national security and counter-terrorism policies and practices.

4 pm - 4:15 pm

Refreshment Break

Harborside Foyer, 4th Floor

4:15 pm - 5:45 pm

Working Group Discussions

(see handout for your Working Group assignment and its location)

6 pm - 7:30 pm

AALS Reception with Posters

Harborside C, 4th Floor

(see page 47 for Poster Descriptions)

Ohio's Statewide CQE Project: Crossing Law School Boundaries to Address a Pressing Community Need

Joann M. Sahl, University of Akron School of Law

Establishing a Substantive Law Center for Student and Community Engagement: Suffolk's Housing Discrimination Testing Program

Nadiyah Humber, Suffolk University Law School

James Matthews, 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

Working Together to Help Immigrant Entrepreneurs: Increasing Client Impact and Student Learning 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

Anne M. Choike, The University of Michigan Law
School

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

Tulay Koru-Sengul, PhD, MHS, Department of Public Health Sciences, University of Miami Miller School of Medicine
Melissa Swain, University of Miami School of Law

Location, Location, Location: Lessons in Engagement Learned from Thirty-Five Years of Being Located in Our Client Community

Julie McCormack, Harvard Law School
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 Add-On Project

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

Clinical Engagement in Communities and the Year of Mercy

Daniel Gandert, Northwestern University Pritzker School of Law

The Clinician's Helping Hand Project: Mentoring Program

Kathryn Ramsey, The George Washington University Law School

7:30 – 8:30 pm

AALS Clinical Section Town Hall

Harborside E, 4th Floor

Sunday, May 1, 2016

7:30 am – 9 am

AALS Section on Clinical Legal Education Committees

(see program booklet for committee meetings and room locations)

Meditation Session

Raven, Lobby Level

Join Valena Beety in a series of guided contemplative practices, including seated, lying down, and walking time, followed by shared conversation about the experience.

9 am – 12:15 pm

CLINICAL LAW REVIEW SYMPOSIUM: REBELLIOUS LAWYERING AT 25

Harborside E, 4th Floor

Since its publication almost 25 years ago, Gerald López's "Rebellious Lawyering" (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.

In 2016-17, the invited 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.

Welcome

Phyllis Goldfarb, The George Washington University Law School

Reflections on “Rebellious Lawyering” at Twenty-Five
Gerald López, University of California, Los Angeles
School of Law

On Lawyering

Moderator: Carolyn B. Grose, Mitchell | Hamline
School of Law

Rebellious Lawyering: A Critique of Pedagogy and Practice

Anthony Alfieri, University of Miami School of Law

It’s About Power, Not Policy: Rebellious Lawyering for Large-Scale Social Change

Alexi Freeman, University of Denver Sturm College of Law

The Culture of Non-Profit Impact Litigation

Martha Gómez, Staff Attorney, Mexican American Legal Defense and Educational Fund (MALDEF), Washington, DC

Rebellious Lawyering as Movement Lawyering: Advocating with Love, Humility, and Courage

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

On Legal Education

Moderator: Wendy A. Bach, University of Tennessee School of Law

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

The Case for Reparations

Brian G. Gilmore, Michigan State University College of Law

Channeling Rebellious Lawyering in Constitutional Rights and International Human Rights Clinics

Jeena Shah, Rutgers School of Law – Newark

Narrative Understanding in Working with Clients: Revisiting the Work We Know So Little About and Lay Lawyering

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

Issue Area – Community Defense

Moderator: Kimberly A. Thomas, The University of Michigan School of Law

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

Moderator: Jeffrey Selbin, University of California, Berkeley School of Law

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

Moderator: Jennifer L. Koh, Western State University College of Law

Rebellious Lawyering in the “National Security”

Context

Ramzi Kassem, City University of New York School of Law

Diala Shamas, Stanford Law School

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

Galena, 4th Floor

Jillian Bernstein, Former Student Clinician, Vermont Law School ENRLC and Environmental Consultant, Enhesa, Washington, DC

Deborah M. Chizewer, Northwestern University Pritzker School of Law

Nancy C. Loeb, Northwestern University Pritzker School of Law

Laura B. Murphy, Vermont Law School

The caseload of environmental law clinics often extends beyond traditional notions of litigation. We will use three case studies to explore advocacy strategies that our clinics use in working with coalitions and communities: (1) working with a coalition of statewide organizations advocating for labeling of genetically engineered foods in Vermont;

(2) working with and in communities to correct an environmental injustice resulting from the storage of petroleum coke in Chicago; and (3) representing the Village of DePue, a largely immigrant town in Illinois, in pushing the responsible parties to conduct a hazardous waste cleanup. Through advocacy, law students learn how to build and work with coalitions, participate effectively in legal and regulatory processes, engage in political processes at multiple levels of government, and work with various forms of media to bring attention to environmental injustices. Our students also develop the ability to adapt as case/campaign goals are achieved or evolve. We will also engage the audience in a dialogue about advocacy beyond litigation, unique challenges that arise in working with coalitions, the types of activities best suited for students, and more.

Teaching Reflective Practice

Harborside D, 4th Floor

Timothy M. Casey, California Western School of Law

Reflection is a core component of learning through experience, and remains a central tenet of clinical pedagogy. But teaching reflection is neither obvious nor easy. As teachers, we typically confront two problems when introducing a reflective component into our courses. The first problem concerns resistance from students, who see reflection as too “touchy-feely,” and too far removed from the substantive knowledge, which they believe to be central to legal education. The second problem concerns teachers, who usually have high expectations for their students and who may feel disappointed in what they perceive to be a fairly low level of performance with respect to reflection. This interactive session will explore a model for reflection that can be applied not only to our students learning but also to our own teaching.

Community Engagement: Decolonization, Clinics, and Community as Client

Heron, 4th Floor

Sarah Buhler, University of Saskatchewan College of Law, Community Legal Assistance Services for Saskatoon Inner City (CLASSIC)

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

Seánna Howard, University of Arizona James E. Rogers College of Law

This session will introduce and demonstrate a dialogue circle and protocols for its use. In circle, the presenters will share experiences, lessons, and techniques gained by representing and engaging with indigenous communities. The circle will focus on three topics: decolonization, clinics, and community as client.

Decolonization theory will be used to explore the historical backdrop and present day relationships against which legal problems and solutions must be considered in indigenous and settler communities. Decolonizing the spaces associated with the law, including courtrooms, classrooms, law offices, and public discourse will be explored. Decolonization strategies useful in working with Indigenous Peoples can also be useful in working with other communities to understand a community, to heal, to ensure better representation, to transform the courtroom, to assist the understanding of the bench and bar of individual clients, and to work with the larger community to address racism and insensitivity in the community. In decolonizing legal spaces, the transformation of space makes understanding, peace, and justice more accessible.

The presenters, in circle, will share examples of teaching topics and tools, as well as examine the challenges of community representation. Additionally, the session will explore tensions, which sometimes arise, between responding to community needs and achieving clinical education goals or when charged with representing a specific community, how clinics respond when a community's needs warrant a course of action which does not squarely fit into today's objective of creating "practice-ready" graduates. Conference participants will be included in the debriefing at the conclusion of the circle and invited to ask questions.

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

Essex C, 4th Floor

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

A primary tool for provoking students toward community engagement, especially young millennials who may have little connection to the community in which they are attending law school, is narrative:

stories and examples that open students' eyes to injustices endured by both the community as a whole and the specific clients they will be representing. Professors Coyne and Moran will introduce the topic of goading millennials into community engagement from their two unique perspectives: Dan, a Chicago native who has been practicing law in the Chicago community for 30 years, and Rachel, a former student of Dan's in the Chicago-Kent clinic. Dan will talk generally about his pedagogy of using narrative to provoke community engagement, and Rachel will talk specifically about the particular narrative practices used during her time in the clinic and how they inspired her to become more engaged with her clients specifically and the community generally. In addition to sharing our own stories, we will ask session participants to break into small groups and spend time identifying and discussing justice-based narratives that they find inspirational and that may resonate with the particular student bodies they teach today. Participants will have an opportunity to explore and share each other's narratives in an effort to convert those stories into specific teaching strategies.

Carpetbaggers or Collaborative Colleagues?

Harborside C, 4th Floor

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
Christopher Roberts, The University of Texas School of Law
Jenny M. Roberts, American University Washington College of Law
Robin Walker Sterling, University of Denver Sturm College of Law
Kate Weisburd, University of California, Berkeley School of Law

At their best, clinics not only help individuals obtain justice but also raise the standard of legal practice in the communities they serve. Clinical legal educators and students alike are drawn to the field not only out of a desire to help individuals but also to strengthen communities and build productive alliances. Clinics can have an uneasy relationship, however, with the local legal communities in which they practice. This tension can be particularly acute in the context of criminal clinics, in which faculty and students must forge relationships with local practitioners, judges,

and advocacy organizations. This tension offers a pedagogical opportunity – a chance to explore with our students the consequences of conflicting goals and competing alliances within legal communities. In this session, we will use our varied experience in criminal clinics in different parts of the country to explore these issues in a way that will be relevant to clinicians working in any substantive area.

It can be disorienting for both faculty and students when clinics experience resistance from the legal communities with which they interact. A new criminal defense clinic might expect skeptical inquiries from local prosecutors, for example, but an unenthusiastic reception from the local defense bar can be far more challenging. It may also provide a teaching opportunity about systemic injustice, professional role, and community advocacy.

How do we prepare our students to work for social justice in legal communities that may be hostile to their goals as well as their means of achieving those goals? How do we decide when to accommodate local practice and legal culture and when to challenge it? How can law students with minimal experience play a role in improving the culture of advocacy in a particular jurisdiction?

Preparing Lawyers for Community Engagement: Using Externships to Teach Students How to Collaborate, Communicate, and Be Catalysts for Change
Iron, 4th Floor

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

Students participating in externships are necessarily involved in one or more communities external to the law school. It is important for externship pedagogy to recognize this community engagement and to teach students how to identify those communities and work effectively with them. This session will explore how externships engage students in communities and how externship clinicians can use the externship seminar to make students more aware of different communities and become effective community partners. This session will include a discussion of how to define these communities and examine theoretical critiques of how lawyers engage with communities and how students can measure their own experiences

against these critiques. We will also focus on how to integrate community perspectives into the externship classroom. Presenters will discuss ways to do this, including using class rounds and presentations. The final part of the session will focus on how to use the externship class to teach relational skills that are essential for effective community engagement. After attending the session, participants will be able to understand and apply principles of community engagement in externship teaching; help students identify and understand the communities with whom they engage; and use specific classroom exercises to teach communication, collaboration, and cultural awareness that are necessary for effective community engagement.

Community Is All of Us: “Meeting People Where They Are” Through Holistic and Interprofessional Collaboration

James, 4th Floor

Anne Bautista, California Western School of Law

Emily Benfer, Loyola University Chicago School of Law

Courtney Cross, University of Denver Sturm College of Law

Danielle Pelfrey Duryea, SUNY Buffalo Law School

Michael J. Gregory, Harvard Law School

Margo Lindauer, Northeastern University School of Law

Linda H. Morton, California Western School of Law

This concurrent session on the special value of interprofessional collaborations for students, faculty, institutions, and communities is designed for clinicians already working in interprofessional collaborations as well as for those contemplating new ones. We will not only share best practices and offer a wealth of sample teaching, training, and organizational materials, but also help participants formulate plans for moving forward with their own interprofessional teaching and clinical practice efforts. The “presenters,” who are clinicians working in health-, domestic violence-, and farmworker-focused clinics with a wide variety of structures and service models, will facilitate small group discussions that leverage all the knowledge in the room to address participants’ live needs and questions. Each of us teaches in a clinic in which students and faculty work closely with social workers, medical professionals, community organizers, public health professionals, media, and/or members of other professions and disciplines; some of us also hold joint appointments in other schools within our universities and/or teach classes cross-listed at other graduate schools. This

work has brought us—and our interprofessional colleagues—out of our disciplinary “silos” and into disciplinary dialogue as well as into collaborative, coordinated client service that truly meets people where they are. Thus, we have found, interprofessional collaboration enhances our connectedness in several senses of the word—not only to our client communities, but also to our wider geographic, professional, law school, university, and academic communities, all in the service of more meaningful engagement for students, better service to individual clients, and long-term, sustainable change.

Conflict and Community: A Pedagogical Approach

Essex A, 4th Floor

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

In-house law clinicians have long struggled with conflict that quickly arises when our lawyering strategies aim (1) to be client-centered; (2) to engage communities, defined broadly, affected by our cases; and (3) to foster systemic change in the systems impacting our clients. The goal of this concurrent session is to engage participants in questions related to this conflict, including: How does the conflict between client-centeredness, community, and change surface in various live-client experiences? What would a pedagogical approach to teaching conflict, community, and change look like if intentionally incorporated into our course curriculum? And how can we develop strategies for engaging this conflict with communities?

The presenters will draw upon their diverse experiences in legal education to develop a concurrent session that is relevant to participants teaching different types of experiential, live-client courses. We represent a broad spectrum. Our different courses reveal similarities and differences with how conflict with clients and community arises in different settings (from big cities like NYC to smaller cities like Champaign) and through different types of advocacy forums (from administrative immigration hearings to criminal courtrooms).

The primary goal of this concurrent on Conflict and Community is to allow participants to thoughtfully address conflicts arising from client-centeredness and

community engagement. The learning objectives of the session include: (1) identification of a range of ways that client-centered lawyering comes in conflict with community and/or systemic-change; (2) naming the communities we intend to engage within this tension; (3) considering how we might intentionally surface this conflict for our students through supervision, seminar classes and readings, and case rounds; and (4) developing concrete strategies for engaging the conflict in our lawyering.

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

Essex B, 4th Floor

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

As clinicians we ask students to explore the biases and assumptions they have about their client communities as well as the biases and assumptions their client communities may have about them, and the impact these processes have on their work as lawyers. We spend less time considering group level dynamics, the identities and roles that arise from such dynamics, and the way these dynamics can draw us and our students unwittingly to participate in larger systemic dynamics. In this session, participants engage in an exercise revealing psychosocial processes arising among groups in real time. The goal is to cultivate greater awareness of the multiple group identities and roles we carry on behalf of ourselves and on behalf of others, whether we consciously choose these identities and roles or not, and the influence these processes have on how we show up and take up professional roles within communities. The exercise is playful, and yet it can also reveal deep group processes. It is designed to allow exploration of what is usually hidden: the processes by which groups begin mutually to project onto one another and the impact of these processes on all the groups and individuals in the room.

Participants will be able to: (a) learn experientially how projective processes between groups can give rise to systemic dynamics; (b) link their experience to work with groups in the classroom, as well as within communities and courts; and (c) explore classroom management aimed at creating a safe and strong container for in-class exercises that lead to greater personal awareness yet may be unsettling for students.

10:30 am – 10:45 am

Refreshment Break

Harborside Foyer, 4th Floor

10:45 am – 12:15 pm

CONCURRENT SESSIONS

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

Galena, 4th Floor

Christopher Lasch, University of Denver Sturm College of Law

Robin Walker Sterling, 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

This session centers on our belief that clinicians can produce high-quality “academic” scholarship without forfeiting our commitment to social justice activism and our commitment to serve the needs of the communities from which we draw our clients. In this session, we will consider the many roles clinicians are often expected to, or want to, assume, as practitioners, scholars, and social justice advocates. We will offer conceptual frameworks for balancing these roles within a piece of writing.

We hope to galvanize participants to translate scholarship into activism and activism into scholarship. With that goal in mind, we intend for each participant to leave this session with a concrete idea for a piece of scholarship informed by social activism or a clinical litigation/advocacy project informed by scholarship. In the context of discussing participants’ own ideas, we will examine the relationship between scholarly writing and our desire to produce scholarship that supports and advances community goals. Our hope is that participants will come away from the session with concrete tools for facilitating the synergies between their lawyering, community activism, and scholarship.

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

Heron, 4th Floor

Bernadette Gargano, University at Buffalo School of Law, The State University of New York

Rachel López, Drexel University Thomas R. Kline School of Law

Brittany Stringfellow-Otey, Pepperdine University School of Law

Monica Piga Wallace, University at Buffalo School of Law, The State University of New York

Community-based approaches to lawyering often facilitate a deeper understanding of the daily and ongoing struggles facing the members of particular neighborhoods and cities. Such approaches provide the context necessary for students to more fully appreciate the challenges that chronic poverty and disenfranchisement raise for their clients. At the same time, questions arise about boundaries in the attorney/client relationship and other ethical dilemmas. Additionally, clinicians may more acutely feel the tension between student expectations and community demand. Using the presenters’ neighborhood, court, and community partnerships as a backdrop, this session will address the benefits of embedding clinics within the community, outside of the four walls of the traditional law school, as well as the challenges presented.

Our session will address the following questions: How might location allow clinics to be more nimble and responsive to client and community needs? How might our grounding in communities better inform our role as lawyers and advocates? Does proximity to the community alter how clinics prioritize cases and projects or develop their goals and objectives? Are there additional skills and competencies that students need in this context? Does a clinic’s sustained presence in a neighborhood allow our students to have a fuller understanding of their clients’ lives, thereby increasing their empathy toward them? What challenges arise in partnering with outside organizations to provide legal services? To what extent might the university’s strategic goals be in tension with the interests of the community?

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

Harborside C, 4th Floor

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

The goal of this panel is to reconsider many of the rules and norms that govern law students’ access to and acceptance in the profession. This program will provide brief introductions to, then involve the participants in exploring, three topics.

First, we will chart the litigation-centric nature of student practice rules, which fail to address many of the forms of lawyering that clinics are doing. Session participants will discuss the best features of their own state rules, debate whether expanding rules to encompass a wider range of lawyering tasks would support clinical education, and identify areas of lawyering that could be included in such an expansion.

The second discussion will problematize the semesters-of-study limitations contained in most state student practice rules, limitations that typically restrict student practice to the last year of law school. In contrast to these limitations, administrative agencies typically provide more expansive opportunities for first- and second-year students to practice, better supporting the legal academy’s burgeoning interest in experiential education in the first year of law school. Session participants will discuss the opportunities for first-year student engagement in clinics that have an administrative or federal practice.

Finally, we will examine issues that arise when supervising students who do not conform to majority identity norms that still shape our professional environment, whether because they mis-read cues, lack resources, or make choices related to identity (e.g., race, gender, sexual orientation, gender identity, class structure). We will push the conversation past the notion that conformance advances clients’ goals, and address questions of how clinical faculty should – or should not – engage with students on these issues in teaching and in supervision, related both to clinic work and student career development.

10:45 am – 11:30 am

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

Iron, 4th Floor

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

As law school clinicians we sometimes we make educated guesses about the needs of people in the communities we serve. These are good instincts that can effectuate profound changes as we work for fairness, opportunity, and equality, but the risk is that we will impose a kind of top-down menu of assistance, without a real understanding of the communities. It is worth considering whether we could we be more effective if we asked our communities what their needs are and how they believe those needs might best be addressed.

The District of Columbia Consortium of Legal Service Providers recently sought to explore that possibility by sponsoring a project that asked nearly 600 low-income people in DC about the challenges they face and the barriers that prevent them from overcoming poverty by asking them, directly, about their most pressing problems. The project sought information from community members through focus groups and through a lengthy survey. Consortium member organizations convened 20 focus groups, in which 130 community members. Legal services providers and law students facilitated the groups.

The survey built on the focus group results. The project trained community members and law students to administer the survey. This turned out to be a great opportunity for law students to connect with low-income people, to hear their problems, and to gain a better understanding of the role of law in solving problems. Ultimately, surveyors collected information from 590 people.

This session will report findings from the project, highlight some of the challenges in carving out a meaningful role for law students, and help participants think through how they could use this project as a springboard for their own efforts to enter a conversation with their client communities.

11:30 am – 12:15 pm

Using Your Case Management System for More than Malpractice Prevention

Iron, 4th Floor

Marjorie A. McDiarmid, West Virginia University
College of Law

Virtually every clinic these days is using a commercial law office system to keep track of their clients, court appearances and other practice management issues. Because of the nature of these systems, they provide a lot of data which can be used for teaching purposes: time tracking as a measure of effort and efficiency, case planning, and ethics to name but a few.

This session will draw on the experience of attendees to formulate “best practices” guidance on how to use these systems for their maximum pedagogical value. Come with stories about how you use these data and what questions you would like to mine from them.

Citizen Lawyers: Teaching Students to Lobby for Community Change

James, 4th Floor

Stephanie Boys, Indiana University School of Social
Work Susan McGraugh, Saint Louis University
School of Law

Lobbying activities by special interest groups have become the source of public debate as well-financed lobbyists exert influence over the legislative agenda. Our students, as members of the community, are in an advantageous position to help balance the effects of money in the political process by providing their skills and their voices to the debate. This presentation will discuss ways that our students and our legal clinics can work with communities to enhance their capacity to achieve social change through legislative efforts. We will also discuss how we use the drafting and passage of community-friendly legislation to enhance our pedagogical goals. Does involvement in the political process threaten the neutrality of a law school?

Presenters will discuss their efforts to partner with community agencies and public interest groups to lobby for the passage of community-oriented legislation. Using examples from past lobbying forays, the presenters will discuss the process of teaching students to flex their political muscle by engaging their lawmakers in advocacy efforts. The second half of the presentation will be a brainstorming session to assist participants in creating lobbying efforts at their home institutions.

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

Harborside D, 4th Floor

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

The University of Baltimore School of Law Sayra and Neil Meyerhoff Center for Families, Children and the Courts (CFCC) has operated its Truancy Court Program (TCP) for eleven years. The TCP is a school-based program for Baltimore City Public Schools located in neighborhoods where poverty, poor health, and illiteracy are rampant. These schools are also characterized by a punitive approach to negative behaviors like truancy. The TCP capitalizes on the stature and credibility of Maryland judges and magistrates, who volunteer to serve as TCP Judges. The TCP team also includes a law student enrolled in the CFCC Student Fellows Program (a 3-credit experiential course), a TCP Mentor, a TCP Attorney, a TCP Social Worker, a TCP Coordinator, school administrators, and teachers. The team meets weekly with participating middle and high school students for 14 weeks and works to identify and address the complex reasons why students are missing school. A direct result of this re-engagement is the interruption of the school-to-prison pipeline, as TCP students begin to take an active interest in their education, future, and community. Panelists will explain the program’s genesis and will highlight the impact of participation in the TCP on law students. Presenters also will discuss how the law school has partnered with Baltimore City Public Schools and the community to develop and implement a unique program in the most under-served and unserved areas of Baltimore. Participants will learn about the challenges of operating a law school community-based program and how to overcome them. The session will conclude with an interactive exercise that demonstrates an actual TCP session.

Movement Lawyering in a Clinical Setting

Essex A, 4th Floor

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

This session will explore how clinics can effectively partner with community organizers advocating for political, economic, and/or social change in the communities in which clients live and work.

First, we will discuss the “sword and shield” model developed in Boston during the foreclosure crisis. This model involved clinicians and law students at Harvard Law School teaming up with community organizers at City Life Vida Urbana, a tenants’ rights organization, to combat displacement by foreclosing banks. The “sword” was the community organizing which involved weekly meetings, actions such as eviction blockades, protests, and other public demonstrations. The “shield” involved canvassing by students to explain people’s legal rights, legal consultations at the weekly community meetings, and legal representation of any member of the community group facing eviction. This project prevented or significantly delayed the displacement of hundreds of families, achieved meaningful law reform, and gave voice to the thousands of residents adversely affected by the foreclosure crisis. Currently, the model remains in place while the movement has shifted from post-foreclosure evictions to fighting mass displacement caused by gentrification. We will discuss how that shift has impacted the work done by both the “sword” and the “shield.”

Second, we will pursue with the group how this model could work in your clinics addressing your community’s needs. Specifically, we will work together: (1) to identify the community organizations/organizers that you could potentially partner and what types of issues they are working on; (2) to identify what legal services your clinic can provide that simultaneously educate students on how to become effective advocates, help individual members of the community organization with their immediate

legal needs, and further the advocacy goals of the community organization; and (3) to understand how community organizers can help you serve individual clients, advance broader policy objectives, and teach students how to practice outside the scope of traditional individual client representation.

Clinic-Community Partnerships: Practical Tips, Pitfalls, and Pedagogy

Essex B, 4th Floor

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

Sometimes, individual client representation can feel like a game of whack-a-mole: we assist one client in solving a legal problem, only to move on to assist other clients with similar or identical issues. Meaningful partnerships with community organizations can allow law clinics to affect broader changes while also serving many pedagogical and practical purposes—they can be a reliable source of interesting clients, they are a great way for students to network with community decision makers, and they can help facilitate an organized approach to developing your clinic.

This panel will explore diverse goals and models of clinic-community collaboration, with a focus on reflecting on these experiences (many of which feel like fits and starts) and devising plans and principles for maximizing learning and community impact. The panelists work in a wide variety of settings—criminal, civil, transactional, urban, rural, historically Black, majority White etc.—and will discuss the practicalities of partnering with community groups in each of these environments. From pedagogy to the particulars, participants will leave this information-sharing session with a sense of how to identify potential community partners, involve students in the planning process, set the partnership in motion, and reflect on the collaboration.

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

Essex C, 4th Floor

Derrick Howard, Valparaiso University School of Law
Becky Rosenfeld, Benjamin N. Cardozo School of Law,
Yeshiva University

Susan B. Schechter, University of California, Berkeley
School of Law

Field placement clinicians serve many different roles. Some clinicians work exclusively within externship programs; many handle additional responsibilities in skills instruction, writing and research, professional responsibility, pro bono, career services, and other areas. Given the ongoing explosion of growth in experiential learning offerings, many in our community feel overwhelmed with all we want and need to do for our schools, our students, and ourselves. This session will offer the opportunity for conversation about what we are aiming for and accomplishing on our campuses; how we are building allies and garnering support; how we can build programs that are integrated into our clinical, experiential, and school communities; and how we can maintain professional identities that sustain us and our various communities. In this interactive session, we will explore how we fit into our institutions, the roles we play, and how we keep ourselves going. In a structured exercise, we will first “kvetch” about then positively reframe challenging aspects of our jobs. Working in small groups, we will ponder specific examples of conflicts within an institution that call our values and ability to do great work into question. One example is the rise of private-sector externships and how we grapple with those for programs that see their primary mission as promoting social justice work. Another is how we deal with field placement reorganization when a law school brings in a new experiential learning director. We will explore connections to conference themes of community engagement and social justice in our community through inquiry into the varied communities externship clinicians interact with in the educational ecosystem: students, institutions, disempowered communities, and colleagues. Our goal is for each attendee to walk away with 2-3 concrete tips and tools to do their jobs and live their lives more productively and meaningfully.

10:45 am – 12:15 pm

WORKSHOPS

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

(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 map onto the law school's? 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.

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 participants, and participants 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, screen-casting, multimedia, etc.), and various educational uses of videos, including

for student feedback. By the end of the workshop, participants will have the information they need to make informed choices about using online educational videos.

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: in session one, we consider the advantages clinicians have as scholars, and we brainstorm about ways to overcome writing barriers; in session two, we discuss the nuts and bolts of the presentation and publication processes; 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.

12:15 pm – 2 pm

AALS Luncheon

Grand Ballroom Salon V, 3rd Floor

AALS Section on Clinical Legal Education Shanara Gilbert Award Presentation

Slideshow of New Clinicians

2:15 pm – 3:45 pm

Plenary Session: #BlackLivesMatter and Clinical Legal Education

Harborside C, 4th Floor

Kimberlé 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 this signal 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 engaging students inside and outside the classroom as allies of community-led movements.

3:45 pm – 4 pm

Refreshment Break

Harborside Foyer, 4th Floor

4 pm – 5:15 pm

Working Group Discussions

(see handout for your Working Group assignment and its location)

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 – a historic district in which UB is located – and Station North – a revitalized cultural and entertainment hub in Baltimore with a range of coffee houses, restaurants, theaters, and art galleries.

Bus transportation provided from the SE Bus Entrance of the hotel to the reception at the law school, located at 1401 N. Charles Street, between 5:30 and 6 pm, with returning service between 7:40 and 7:50 pm from the law school's Gordon Plaza. Guests are encouraged to fill each bus to capacity (sitting and standing) for the most efficient transfer schedule.

Monday, May 2, 2016

7:30 am – 8:45 am

Clinicians of Color and Diversity of Leadership Committees

Waterview A, Lobby Level

Meditation Session

Raven, Lobby Level

Liz Keyes will lead a half-hour guided meditation ideal for beginners and for those beginning again, followed by discussion of the experience. The rest of the time will be left for silent meditation, for those who wish.

9 – 10:30 am

Plenary Session: Innovative and Sustainable Clinical Engagement with Community Needs

Harborside C, 4th Floor

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 in 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

Harborside Foyer, 4th Floor

10:45 am – 12:15 pm

CONCURRENT SESSIONS

Restorative Approaches in Clinics and Communities

Galena, 4th Floor

Samantha Buckingham, Loyola Law School, Los Angeles

Annalise J. Buth, Northwestern University School of Law

Deborah Thompson Eisenberg, University of Maryland Francis King 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

This panel will explore the possibilities and challenges of incorporating restorative justice work in a clinical legal setting. Through our clinical work in schools, prisons, and courts, law students work with individuals from marginalized communities, individuals whose private lives have become regulated by state institutions, and individuals whose behavior has been over-criminalized. In all of these contexts, law students learn important lessons about how damage to relationships or individual autonomy may contribute to conflict, drive legal disputes, and escalate violence. All of our clinics involve bringing together all individuals impacted by an incident (both victims and offenders and any support people) through a conferencing or mediation model.

Presenters will briefly set out a framework for restorative clinical work, describing our work in prisons, schools, courts, and communities. We will demonstrate some of the teaching methods we use to help law students understand restorative theory and practice. We will explain the pedagogy of circles, conferencing, and victim-offender mediation, and how they can be used in our teaching and work with communities. Then, consistent with restorative theory, the session will actively engage in the audience in a restorative format so we may collectively explore the opportunities, challenges, and limitations presented by restorative work for clinical legal educators, lawyers, and communities.

Clinics and Courts: Opportunities for Collaboration, Innovation, and Change

Heron, 4th Floor

Paul Bennett, The University of Arizona James E.
Rogers College of Law
John C. Cratsley, Harvard Law School
Kathleen Devlin Joyce, Boston College Law School
Kristine A. Huskey, The University of Arizona James E.
Rogers College of Law

This concurrent session will explore the role that clinical and placement programs can play in the broader question of court innovation and change – independent of individual case representation. The presenters will first describe the very different ways in which each of their programs collaborates with courts and engages students in court innovation. The presenters will address how their programs involve students in important questions of how court processes can impact minority and low income or vulnerable populations. We will then open the session to brainstorm how clinical and placement programs can create richer collaborations with courts and judges. We will explore how law school programs can impact courts and how courts can affect clinical and placement design and pedagogy. We will also explore how our relationships with courts can shape the way we represent our clients and help our students understand the role of lawyers in impacting court policies and procedures.

Our learning goals are that participants:

1. Better understand some of the diverse ways in which law school programs interact with courts and judges. What are some of the benefits of close relationships? What are some of the danger areas?
2. Better understand how to use our relationships with courts and judges to provide a quality learning experience for our students and to improve outcomes for our clients.
3. Better understand how law school programs can help improve courts including specific proposals for court reform.

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

Iron, 4th Floor

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

This panel will build upon the work of Gerald López’s seminal book, “Rebellious Lawyering: One Chicano’s Vision of Progressive Law Practice.” The panel consists of former students of López whose collective goal is a rejection of the regnant lawyering model in order to practice and teach rebelliously. These clinicians and practicing attorney will discuss how this goal can present challenges—ideological, structural, and practical—and how they endeavor to overcome such challenges. They will present how their experiences as non-traditional law students in the Rebellious Lawyering Course served as a framework for their future legal careers in engagement with underserved communities and problem solving. Panelists will discuss how the framework of rebellious lawyering informs their work in the “legal trenches” with underserved communities to building the next generation of rebellious lawyers. Attendees will engage with the panel in questions of how pedagogy informs our work with students and the communities we serve. The panelists will also lead small working groups to discuss the reflections on attendees’ rebellious roots and goals as well strategies to implement the tenets of rebellious lawyering in our practice and teaching. Attendees will also be invited to participate in a rebellious clinician’s on-going working group to continue collaboration and sharing of materials, exercises, and problem solving strategies.

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

Harborside E, 4th Floor

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
Moderator: Sameer Ashar, University of California, Irvine School of Law

This session is designed to generate ideas for incorporating a variety of new teaching materials concerning social justice, community, and professional identity into the clinical curriculum. Both public interest lawyering and clinical legal education have evolved a great deal over the past generation, and this session will explore three new books—Alan K. Chen and Scott L. Cummings, “Public Interest Lawyering: A Contemporary Perspective;” Deborah Epstein, Jane H. Aiken, and Wallace J. Mlyniec, “The Clinic Seminar;” and Susan Bryant, Elliott S. Milstein, and Ann C. Shalleck, “Transforming the Education of Lawyers: The Theory and Practice of Clinical Pedagogy”—each of which examines in its own way the relationship between clinics and communities with special attention to thinking about the role of clinics in promoting social justice, empowering communities with whom they work and collaborate, and advancing one of the incipient goals of the clinical legal education movement, providing legal representation to underrepresented populations. Presentations about these materials followed by a structured group activity will allow participants to explore and develop ideas about integrating components of these varied teaching materials into the clinical curriculum. We also hope that the session will meaningfully advance the conversation about how the relationship between clinics and communities has changed since the publication of Professor López’s landmark work “Rebellious Lawyering,” and what public interest law looks like as we move deeper into the twenty-first century.

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

James, 4th Floor

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

Most of us would agree that experiencing and communicating empathic understanding to our clients is an essential lawyering skill. In contrast to skills like interviewing and direct examination, however, empathy is rarely a subject on a clinical classroom syllabus. More typically, clinicians assume that empathy is inherently ingrained or lacking, and doesn’t lend itself to adult learning, either in the seminar classroom or in the supervision context.

But many clinic students struggle with empathy, especially in clinics representing vulnerable and underserved populations. When focused on the client population in general, students tend to find it easy to feel a sense of connection. In the abstract, students can assume that clients will fit within sympathetic stock stories; they can focus on presumed client vulnerabilities, and identify their own role as a “savior,” all of which may well mesh easily with their hopes for an idealistic lawyering experience.

At the individual level, of course, many clients will disappoint these abstract expectations. Students may find an individual client difficult to work with, may not agree with a client’s choices, or may even outright dislike a particular client. When that happens, the empathy students felt in the abstract becomes far more difficult to maintain in the specific situation.

In this session, we will explore the following questions: What is empathy and how can it be lost or maintained? How can we help students hold on to empathy both at a general level and at a client-specific level? How does empathy translate between individual representation and representation of the broader community? What pedagogical goals might support including empathy explicitly in the clinic curriculum? Through discussion groups and exercises, we will work together to develop concrete strategies both in the classroom and through supervision to help students locate and maintain empathy.

Exploring Community Engagement Opportunities through an Interdisciplinary Partnership Lens

Essex A, 4th Floor

Tomar Brown, University of Pittsburgh School of Law
Janet H. Goode, University of Memphis, Cecil C.

Humphreys School of Law

Medha D. Makhlof, The Pennsylvania State University
– Dickinson Law

Laura McNally-Levine, Case Western Reserve
University School of Law

Jennifer N. Rosen Valverde, Rutgers School of Law –
Newark

To date, much of the community engagement work of law school clinics has responded to situations of crisis. Less frequent are examples of clinics engaging communities proactively, thereby using a preventive approach. The medical-legal partnership (MLP) is a model of inter-professional collaboration that has taken hold in varying forms in more than fifty law school clinics and more than 250 medical and health institutions. MLP practitioners use the term “preventive law” to describe legal advocacy focused on the root causes of health problems, and efforts to identify and address a client’s social determinants of health before they become legal problems. In so doing, the MLP has made great strides in shifting the thought processes of participating attorneys from a reactive/treatment-oriented focus to a proactive/preventive one. MLPs’ consideration of community issues from multiple disciplinary perspectives opens the door to fascinating questions about the way problems and solutions are defined and addressed. This enables MLPs to better engage, collaborate with, and serve their communities to advance human rights and social justice proactively.

Through a mix of presentations, discussion, and participatory problem-solving exercises, this session will explore community engagement opportunities that MLP clinics offer, and translate the lessons learned for use in any inter-professional clinic. Panelists will share examples of community engagement and collaboration in teaching, learning, service delivery, research, and scholarship at all stages of clinic development, from inception to formation and implementation. Panelists will offer answers to several questions related to partnerships with communities, including: Can we collaborate across programs to serve communities? What forms of community engagement and collaboration have we used at different stages of program development

and implementation? What are the [challenges and] tradeoffs in the areas of problem definition, curriculum development, inter-professional education, community service delivery, and research and scholarship?

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

Essex B, 4th Floor

Elizabeth Keyes, University of Baltimore School of Law
Jennifer L. Koh, Western State University College of

Law

Shoshana Krieger, Texas RioGrande Legal Aid, Austin,
TX

Stefan H. Krieger, Maurice A. Deane School of Law at
Hofstra University

Sarah Rogerson, Albany Law School

Much of the existing scholarship on community engagement by lawyers—including Gerald López’s classic book, “Rebellious Lawyering”—is quite disdainful of traditional clinical models. A focus on representation of individual clients, the argument goes, stifles disadvantaged communities from telling their actual stories by constricting their narratives to the limited framework of legal theories. And traditional class actions and impact litigation, these scholars assert, disempower disadvantaged groups by giving the role of storyteller to the attorneys, rather than members of the community. For these reasons, this scholarship contends, radically new and different models must be developed to give voice to the disadvantaged and truly engage with disempowered communities.

Our experience with litigating on behalf of disadvantaged individuals and community groups, however, calls into question this critique. In this session, we plan to demonstrate that traditional clinical models of representing clients in individual cases and impact litigation can be quite effective in engaging communities so long as that engagement is an explicit clinical goal.

The first part of the session will discuss clinics which place high pedagogical value on teaching students how to ethically, compassionately and zealously represent individual clients, at the same time engage with surrounding communities at multiple levels. In fact, in some cases, the likelihood of success in the individual client representation may be greatly enhanced by the students’ parallel efforts in community engagement.

The second part of the session will describe how traditional impact litigation of a federal housing discrimination case in the Hofstra Clinic on behalf of nine Latino plaintiffs helped develop a community of the subordinated plaintiffs rather than undermine it. When the clients first came to the Clinic, their community was inchoate. What the Clinic found was that the requirements of the traditional litigation process actually helped the subordinated clients develop a community. The case provided a catalyst for the development of a community and a collective voice.

Talking About Race in Case and Workplace Settings

Harborside C, 4th Floor

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

Jean K. Peters, Yale Law School

This concurrent session will review the principles, techniques and analytical frameworks that lawyers can use more effectively to raise issues of race. Using an interactive style, with case examples, role play and discussion, we will demonstrate new techniques for use in case and workplace and the classroom. We will elicit other successful strategies for talking about race from participants, especially in community advocacy settings. We will explore how advocates/students can respond to micro-aggressions and how we can teach students to respond. The session will also explore how implicit bias functions in practice to shape our work with clients, communities, and decision makers and how we help students develop these insights.

Client-Centeredness Applied to Community Group Representation

Harborside D, 4th Floor

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

This concurrent session will address head-on the ethical and logistical challenges involved in working with community groups while adhering to the commitment of client-centeredness. Each of us has written on the topic (although not always in agreement with one another), and each of us has experience, in clinics or elsewhere, in community group representation. We find these questions important and quite hard, and we hope to use this concurrent session to tease out some tentative answers.

Our goals for the session: The participants and panelists will engage in a discussion of, and therefore learn much about, the ethical and practice-based considerations emerging from a progressive lawyer's representation of a community group, especially an ill-structured group whose members do not speak with one voice (that is to say, every community group).

Our plan for the session: Using a story where lawyers and students grapple with these issues, the session will highlight the deep tensions that can arise in this kind of work.

This concurrent session will attempt to grapple with the following questions directly and in a spirited fashion: 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?

10:45 am – 12:15 pm

Workshops

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

(Re-)Designing a Clinic Using Backward Design (Continued)

Making Educational Videos (Continued)

Scholarship Support (Continued)

12:15 pm – 1:45 pm

AALS Luncheon

Grand Ballroom Salon V, 3rd Floor

Social Justice Speaker

John Nethercut, Executive Director, Public Justice Center, Baltimore, MD

CLEA Awards:

Per Diem Project Award Presentation

Excellence in Public Interest Case/Project

Outstanding Advocate for Clinical Teachers

2 pm – 5 pm

Service Projects/Community Engagement

(see program booklet for descriptions)

2 pm – 3:30 pm

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

Galena, 4th Floor

Sarah Buhler, University of Saskatchewan College of Law

Nancy L. Cook, University of Minnesota Law School
Gemma Smyth, University of Windsor Faculty of Law

In this interactive session, we will introduce a creative exercise that we use with students entering a community legal clinical placement. The purpose of the exercise, which is inspired by the work of Nancy Cook, Shin Imai, Gerald López, and others, is to interrogate through a creative tool some of the foundational assumptions and beliefs underlying community legal practice, to foster an ethic of critical self-reflection, and to challenge students' perceptions of the role of lawyering in and with community. The exercise also leads to critical discussion about the definition and meaning of "community" and illuminates the diversity of experiences and knowledge that students bring with them to their work. It seeks to help students "locate" themselves in relation to various communities (specifically: the "legal community", their own "local community," and the community in which the clinic is located) through the medium of drawing or reflective writing. The exercise helps generate rich discussions about place, identity, marginalization, power, and community, and the role of lawyers within pre-existing communities. In this workshop, we will demonstrate the exercise with participants and then reflect together as a group on the observations and questions evoked by the exercise. Participants will consider how these responses relate to the experiences of their students entering into new geographically, racially, and socioeconomically bounded communities, and apply this learning to how clinicians might better situate students to not only their clinical experiences, but also the communities in which they find themselves.

Engaging with Racial and Faith-Based Communities in an Era of "University Engagement"

Heron, 4th Floor

Anthony V. Alfieri, University of Miami School of Law
Catherine Kaiman, University of Miami School of Law
Paulette J. Williams, University of Tennessee College of Law

This presentation will address clinical faculty and student engagement with racial and faith-based communities through clinical inner-city black church clergy and congregations in low-income communities of color, a subject largely absent from Gerald López's path breaking book, "Rebellious Lawyering: One Chicano's Vision of Progressive Law Practice." The session will explore both program design and pedagogy. Materials will be drawn from current clinical programs and related nonprofit advocacy-and-organizing projects engaged in community-based, black church collaborations in the fields of civil rights, community development, environmental justice, and poverty law.

A goal of this session is to highlight the strategies being used at the university level to engage with the community, assess their effectiveness, and determine if any of those strategies can be applied to the law clinic context. The session will include brief presentations about work at the University of Tennessee in developing community partnerships, and the work of the University of Miami Center for Ethics and Public Service.

In this concurrent session the presenters will explore what is meant by engagement with the community from a number of perspectives: Are we talking about the same community when we talk about engagement by the university and by our clinics? How do members of the community or their needs shape our curricular offerings? What kind of scholarly work is being done that engages the community? How do research and scholarship reflect the level of outreach to the community? What outcomes are we seeking from our community engagement work? We will use small group discussions and discussions with the larger group about goals and effects of community engagement and of scholarship in this area.

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

Harborside C, 4th Floor

Priya Baskaran, Georgetown University Law Center
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 Plerhopes, 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

#BlackLivesMatter is not only a criminal law issue, but also an issue of economic justice and political empowerment within urban centers that face increasing income inequality and gentrification. This concurrent session will engage participants in the economic justice work of community economic development and transactional law clinics in Baltimore and Washington, D.C. Our clinic work with community-based organizations aims to capture and anchor capital that is essential to redressing community members' economic inequality, via new economic institutions, community-owned institutions, and social enterprises; and build capacity within community-based organizations to further their efforts to increase political and economic power within poor and low-income communities.

Participants will hear from clinical law professors from Baltimore and Washington, D.C. law schools. Our work includes legal representation of community land trusts, limited equity cooperatives, worker cooperatives, nonprofits, social enterprises, church-based credit unions, and entrepreneurs who are returning citizens.

Participants in this concurrent session will:

- Learn about the collaborations between clinics and community-based groups in Baltimore and Washington, D.C. to combat social and economic injustice;

- Learn methods to build capacity within community-based groups;

- Understand the learning objectives that students acquire from working with community-based groups, which include both lawyering skills and tools to combat income inequality and other economic injustices; and

- Understand the challenges of engaging in community-based work, and come away with concrete tools for positioning clinics to engage in movement work that is timely but often unpredictable and not neatly packaged for student involvement.

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

Essex C, 4th Floor

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

Last summer, the hashtag #DOYOURJOB erupted on Twitter in response to the refusal by a court clerk to issue marriage licenses to same sex couples. In the context of clinical legal education, #DOYOURJOB is an equally powerful mantra. It calls for us to explore the complex roles that lawyers have with clients and communities. #DOYOURJOB also encompasses the important role of lawyers in making sure that others—especially those public servants who come in contact with our clients—do their jobs properly. We will argue that any clinic (in-house or externship) could have as learning goals that students explore the values and value-choices encountered in their clinical work, engage in critique, including institutional critique, and begin to assume the lawyer's role “as a public citizen having special responsibility for the quality of justice.”

Four presenters who direct in-house Immigration Clinics will present ideas and materials for engaging clinical students in an examination of their professional roles in the community. Two presenters

whose students do clinical work in District Attorneys' offices will discuss how their students engage with the community and how their teaching addresses "institutional culture" in the DA's office. A clinician at an HBCU (historical black colleges and universities) will discuss their mission to incorporate and impart social justice tenets in practical legal education, ensure access to justice for underrepresented communities, and provide legal education opportunities to minority applicants. The final two presenters will discuss the range of ways in which externship experiences can offer a window into institutional critique and exploration of values and how materials in the newly-published "Learning from Practice" text can support clinical courses focusing on institutional critique and social justice.

This will be an interactive session and will include an opportunity for sharing ideas, questions, and feedback.

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

Iron, 4th Floor

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

In serving both our communities and students, as clinicians we often need to be creative about our methods of community engagement and litigation focus/case acceptance practices. Traditionally clinics revolve around a live-client model of individual client centered representation. But what happens when we as clinics need to make an impact for more than one individual at a time? Are there non-case related ways that we can create useful legal pathways for our current and future clients, and our community?

Part I of this session will discuss the pedagogical benefits and successful approaches when working with students on creating public education resources. Focusing on non-traditional resources including apps and video, we'll discuss how this work advances pedagogical goals of doctrinal learning and client

counseling. Specifically, panelists will explain how student work developing public education resources supports not only doctrinal learning by reinforcing concepts learned in the classroom, but also fundamental client counseling skills, such as being able to explain legal concepts to non-lawyers. Through open moderation and audience participation, panelists will discuss a variety of public education projects they have undertaken in their clinics, including the Fair Use Best Practices for Documentary Filmmakers and Online Video Creators, as well as the Fair Use App, and a variety of educational video series and written resources.

Part II of the session will introduce attendees to A2J, a software system with an authoring tool that creates graphical guided interviews, which walk self-represented litigants through a legal process. Presenters will discuss the pedagogical model as implemented within clinics; present specific clinic project guided interviews; direct attendees to various teaching materials created by clinics using this software; and expose attendees to new pedagogical perspectives and tools generated by the professors who have taught in the project. Syllabi and sample interviews will be made available.

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

James, 4th Floor

Bernice Grant, University of Pennsylvania Law School
Carrie L. Hempel, University of California, Irvine School of Law

Anika Singh Lemar, Yale Law School

Robert A. Solomon, University of California, Irvine School of Law

Community and Economic Development Clinics often represent groups of people seeking to make a positive change through the development of new or better housing, economic opportunities, sources of healthy food, or other initiatives aimed at creating a better life for the community's members.

Determining which communities a clinic should represent, and what problems to resolve, present opportunities and challenges. How does a clinic choose the communities it represents, without engaging in "cause" lawyering? Even if one starts from the position that people who live in a given community should make the decisions about how to improve their community, conflicting visions

as to what improvement looks like often occur in communities within communities. How does a clinic best choose which “community” to represent? Moreover, after a clinic has agreed to represent a community, CED professors often ask students to think critically about the question “who is the client?”—especially when representing an informally organized group. Other questions may include “what does the client want” and “what are the best means for getting what the client wants?” These questions become increasingly difficult when the individuals in a group do not speak with a unified voice.

This concurrent session will provide a space for constructing a blueprint to use in considering how to choose communities for representation, work responsibly within a “lawyers-as-problem-solvers” vision of representation, and discuss recurring questions about the identity of the CED client and how to achieve the client’s goals. The session will begin with a short discussion by panelists from three different clinics with different approaches. The session also will include breakout sessions to discuss, in smaller groups, how other clinics approach these issues, and to develop model blueprints to use in examining and re-examining whether a clinic is meeting its vision of service to the communities it desires to serve.

Evaluating New Forms of Experiential Education: Which Opportunities for Students to Work in the Community Should We Adopt?

Harborside E, 4th Floor

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

This concurrent session will continue the presenters’ collective efforts to develop methods and materials for clinicians and externship teachers involved in evaluating new experiential offerings that offer students opportunities to work in the community. This method is designed to confront the challenges we face as schools explore new experiential offerings and strive to fulfill the ABA’s new requirement that all students receive six credits of experiential education. It is also particularly targeted at helping clinical or

externship faculty analyze and discuss offerings being proposed by faculty who do not traditionally teach in clinics or externships or by members of the bar who seek to offer learning opportunities to students. We intend for the proposed methodology to help clinicians articulate the benefits and risks of new forms of experiential learning, navigate the challenges of deciding whether to endorse or oppose proposals, justify decisions to scale back proposals that do not effectively meet experiential learning goals, or strengthen new experiential offerings by injecting clinical pedagogy. During the session we will draw on participants’ institutional experiences with new forms of experiential learning and provide opportunities to consider and use the methodology in discussion of proposals at their own institutions. We will also seek feedback on whether the method used is helpful to the clinical community and how it might be strengthened.

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

Harborside D, 4th Floor

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

There are many street law clinics in U.S. law schools and increasingly in many clinical programs around the world. The primary focus of this session is on integrating aspects of street law and other community engagement pedagogies into our existing clinics. One aspect of some of the pedagogies is creating programs on demand from and in cooperation with the communities themselves. We will explore the evolving concepts of self-determination and autonomy in “non-traditional” lawyering partnerships including supportive, educational, and facilitation roles. Students learn how to work and communicate in a participatory environment, as well as explore broader roles of lawyering in which the community is empowered and identifies its needs. This session is a celebration and acknowledgment of some of the creative and innovative activities we engage in with our students and the communities we serve. The title of this session is a play on the concept of “Fringe Festival” and is intended to reflect the playful approach we will use throughout this session.

The session will feature a demonstration of street law methodology and a panel including community participants in a street law program in a rehabilitation center in Washington, D.C. Participants will discuss the methodology and benefits of this type of program both in small and large groups. Each colleague in the session will have the opportunity to share their experiences and insights. Participants will leave the room with a deeper understanding of the value of street law, know your rights and other community engagement pedagogies in the social justice education mission of clinical education. Together we will reflect on the lessons we have learned from these pedagogies. We will also suggest approaches to incorporate them into existing clinics and increase engagement with the community.

Supervising Movement Lawyering

Essex B, 4th Floor

Annie Lai, University of California, Irvine School of Law
Sunita Patel, American University Washington College of Law

Jeena Shah, Rutgers School of Law

Movement lawyering is the practice of lawyering to build power in communities engaged in collective efforts for social change. Lawyers may engage in a variety of activities: they may defend the right to protest, help establish new organizations, represent organizations or collectives in litigation, provide direct legal services to a membership base, or work in coalition on a policy or legislative campaign. However, organizers and activists have also recounted examples of where lawyers, despite their best intentions, worked at cross purposes with or ultimately did more harm than good to people's movements. As law school clinics begin to engage more directly with such movements, it is imperative that we reconfigure our teaching and supervision methods to better equip law students for the work they will be called upon to do. In this interactive workshop, participants will explore how clinical teachers can produce more thoughtful, strategic, and resourceful allies to social movements; help law students work more effectively with community organizers and other stakeholders; and prompt law students to think critically about the power and limits of their professional role. Through a participatory mock supervision session, we will illustrate how to operationalize the teaching goals for movement lawyering, surface common challenges, and brainstorm potential responses. Participants will also share concrete tools for teaching movement lawyering principles in other clinical settings, including seminar and case rounds.

Clinical Pedagogy and a Beginning Quest for Resilience and Dignity

Essex A, 4th Floor

2 pm – 2:30 pm

W. Warren Hill 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

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

This presentation will focus on the recent experience of six clinicians who have introduced resiliency concepts and exercises in their pedagogy. The clinicians come from a diverse background of disciplines. This will afford breadth and depth for attendees of similarly diverse backgrounds. In response to the community theme animating this conference, each clinician will present what impact these efforts have had in terms of three communities: the community connecting the clinic students to each other, the community connecting the student-lawyers with their clients and the community connecting the clinical professor with their clinic students. The presentations will delve into specific techniques used, scholarship and books relied upon, and activities incorporated by each clinician. The presentation will also focus on recent scholarship supporting the importance of resiliency as a factor in career satisfaction and growth. There will be a particular emphasis on reflection as a pillar that can be harnessed to access pedagogical gains around resiliency. Specifically, the clinicians will share how incorporating resiliency learning into their curricula advanced law students' emerging professional identities and how it clarified students' beliefs and values about what a legal career signifies for their futures. Examples of clinical topics taught through the lens of resiliency include: how demands, expectations,

and constraints on lawyers and law students affect their relationships with clients; how self-awareness can impact collaboration with peers and clients; why preserving and replenishing emotional, physical, and intellectual energy is essential to the creation of a sustainable career; and why discovering methods of identifying and clarifying strengths and weaknesses is necessary for personal and professional growth.

2 pm – 3:30 pm

Workshops

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

(Re-)Designing a Clinic Using Backward Design (Continued)

Scholarship Support (Continued)

Another Path to Justice: Training Students in Private Practice Skills

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

This workshop seeks to grapple with the fact that access to justice work must include small and solo practices. No more than 10% of law graduates will find work in the non-profit or government sectors, and the majority of lawyers in private practice are in small or solo firms. With this in mind, workshop participants will plan methods for readying students for the realities of the law services market as well as ways to improve the quality of access to justice in their communities, via the private sector. The group will explore how clinicians can include the skills and values that will enable students to support themselves in small justice-oriented law practices in their teaching and in their law schools.

The first session will examine our ideas of social justice work. Participants will generate an inventory of skills needed to succeed in fee-for-service practice settings that are not required in no-fee practice. In discussion, we will identify which of these skills are taught in clinics currently. Small groups will choose one skill that we would teach differently in preparing students for a fee-for-service context and plan how to do so.

In the second session, participants will identify barriers to incorporating these skills into their clinics and into the larger curriculum. We will design and vet a plan for overcoming these barriers and for including at least one of the identified skills of private practice in

participants' existing clinics and course of study. 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—including one of the workshop planners--who have never engaged in private law practice.

3:30 pm – 3:45 pm

Refreshment Break

Harborside Foyer, 4th Floor

3:45 pm – 5 pm

Working Group Discussions

(see handout for your Working Group assignment and its location)

6 pm – 7:30 pm

Reception at the University of Maryland Francis King Carey School of Law

The University of Maryland Francis King Carey School of Law thanks West Academic for sponsoring this reception. 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!

Bus transportation provided from the SE Bus Entrance of the hotel to the reception at the law school, located at 500 W. Baltimore Street, every ten minutes starting at 5:30 pm with last bus returning to the hotel at 7:35 pm.

Tuesday, May 3, 2016

7:30 am – 8:30 am

AALS Section on Clinical Legal Education Committees

(see program booklet for committee meetings and room locations)

Meditation Session

Raven, Lobby Level

Jean Peters will lead two half-hour meditations: the first from a CD by Rod Stryker, the Four Desires, chosen based on the consensus of the group; the second, a recording she prepared based on the “future self” visualization recommended by experts on vicarious traumatization.

8:30 am – 10 am

CONCURRENT SESSIONS

Examining Community and Mission in Gender Violence Clinics

Galena, 4th Floor

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

It is often challenging for lawyers practicing in the area of gender violence to identify the appropriate community to target and mission to pursue. Survivors of intimate partner and sexual violence often hesitate to self-identify and may not view themselves as connected to others via shared experiences of abuse. Community-based organizations (CBOs) working to combat gender violence may limit the populations they serve by, for example, declining to provide assistance to “imperfect” victims with “co-occurring issues” (e.g., those who struggle with addiction or have criminal records). With overwhelming demand for help securing remedies more traditionally associated with gender violence, such as orders of protection, custody, or divorce, CBOs may not offer a more holistic range of services. As a result, certain

individuals who experience gender violence may be excluded or overlooked by CBOs or may continue to struggle with interrelated issues that CBOs are not equipped to address.

The goal of this session is to develop attendees’ understanding of a domestic/family/gender violence clinic’s potential role in expanding the conception of community in gender violence work. Drawing on the presenters’ experiences working in legal areas as varied as civil rights, immigration, child abduction, criminal law, housing, employment, and public benefits, this session will explore the benefits of expanding the missions of domestic violence clinics. We will discuss how predicating assistance on client experience as opposed to legal matter advances client-centered lawyering and serves to recognize the intersectionality between domestic violence and other harms such as hyper-incarceration, human trafficking, and child welfare, as well as broader concepts of human rights and poverty. We will think critically about the community with which we partner and aim to better understand our role in bringing attention to the voices of survivors who are not typically heard and broadening the conception of what constitutes “gender violence work.”

Transactional Clinic Impact on the Community Ecosystem

Heron, 4th Floor

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

While clinics that focus on litigation have been around since the early 1950s, transactional clinics didn’t begin to surface until the late 1970s and early 1980s. In the mid-1990s, a small number of business clinics existed and today there are more than 140 transactional clinics. While it is readily apparent how community development transactional clinics engage and partner with communities, it is not as clear to the casual observer what role entrepreneurial, business, and intellectual property clinics play in effectively supporting communities. This panel will discuss how they view and define “communities” and “community engagement” from the perspective of their particular clinical focus and geographic area. Although from a pedagogical standpoint the principal purpose of these

clinics is to train students for leadership positions in law, intellectual property, and business, these clinics also provide a valuable service to the community by helping both for-profit and nonprofit organizations and individuals who could not otherwise afford legal assistance. Clients are often selected according to several criteria: businesses that can provide students with important and versatile transactional law experience, companies likely to create new jobs for the community, and individuals and organizations providing a unique product or service.

The panel will provide an overview on how each defines their “community” and how they view the impact they have on promoting the local, regional, or national ecosystem through their clinical work. The participants may share their syllabi, intake forms, and other materials that demonstrate how their clinics evaluate potential clients and how they perceive working with such clients benefit a larger community. The panel will entertain questions from and enter into discussions with the audience in order to explain programmatic goals and objectives, as well as exploring opportunities for improvement.

The panelists represent an experienced and geographically diverse group of clinicians who will engage the audience with their insights into transactional skills development and the value they view their programs add to their “communities.”

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

Iron, 4th Floor

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

This session will address course innovations that engage second- and third-year law students to build essential lawyering skills in a social-justice lawyering context. It will focus on hybrid clinical and doctrinal offerings at CUNY Law School and the University of Akron School of Law (UA). The hybrid clinic at CUNY attempts to bridge the gap between externships and in-house clinical programs by collaborating with Queens Legal Services in a community-based

housing practice. The doctrinal class at CUNY is a New York City-focused seminar, Land Use and Community Lawyering, that studies various contexts in which community-based stakeholders can participate meaningfully in decision making about affordable housing, environmental safety, and the effects of climate change. UA offers a Social Justice Lawyering doctrinal class and clinic that is co-taught by a clinician and a doctrinal professor. The UA model allows students to engage in law reform projects with national, state, and local actors, while studying the role of lawyers in community-based social justice reform work. The presenters will use the CUNY and UA models to discuss creative ways to incorporate social justice lawyering into the law school curriculum.

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

James, 4th Floor

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

Peggy Maisel, Boston University School of Law

Mohamed Y. Mattar, Qatar University College of Law

This session explores the role of law clinics in providing legal aid to vulnerable communities, through partnerships with these communities and by working with government agencies who are in charge of addressing their needs. It covers the clinical work of Qatar University and other law clinics in the Arab region that target the elderly, the disabled, foreign laborers, domestic workers, trafficking victims, and street children. It inquires into challenges in providing legal aid to the vulnerable communities and calls for the expansion of the concept to include not only legal representation but also legal information, legal education, and legal advocacy.

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

Harborside E, 4th Floor

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

As the country debates the role of universities in addressing gender-based violence and student rights on campus, some law school clinics find themselves uniquely positioned as a part of the university community engaging in the dual role of representing individual victims and participating in university policy development. This panel will examine law school clinics providing direct representation to victims of sexual assault, intimate partner violence, and stalking in the larger community, including students. We will discuss the political and ethical complications that may arise when representing a student against another student and when holistic civil representation includes campus disciplinary hearings and Title IX rights. We will address enhanced confidentiality considerations, university reporting guidelines, and potential conflicts of interest.

The panel will also discuss the complications that arise through participation in campus violence coordinating committees, compliance meetings, and the development of student conduct policies and procedures, as well as the potential conflicts clinical faculty consider before deciding whether or not to serve on student disciplinary hearing boards or in university investigatory roles. We will explore nuances that emerge when advocating broadly for a class of victims and assisting the university in improving the community response to victim complaints while decreasing its liability.

Reimagining Advocacy: Adapting Clinical Models to Meet Community Needs

Harborside C, 4th Floor

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

The goal of this session is to challenge ourselves to pursue clinical projects that may not easily fit within our clinic’s pre-existing legal work, yet respond to pressing community needs. Emerging social justice issues often require a creative, timely, and nuanced response that may fall outside the scope of the historic clinical paradigm of individual client representation. As clinicians, we are uniquely positioned to address new systemic issues in response to the communities we serve.

By way of example, this session will explore the response of various immigration, civil rights, and human rights clinics to the significant increase in the number of asylum-seekers from Central America since the summer of 2014. These clinics not only sought to address the overwhelming need for individual immigration counsel but also pushed back against the enforcement-focused response of the federal government. The government’s response includes expedited proceedings without due process for families and unaccompanied children, vastly increased detention of families, and reporting and electronic monitoring for released families pending resolution of removal proceedings.

Through discussion and small group work, the session will address some of the common questions and concerns clinicians have about taking on projects that do not neatly fit within our current clinical models. How does one create a successful new project? How can a project utilize multiple strategies such as community organizing, civil rights impact litigation, international human rights, and domestic

policy advocacy to bring about change? How does one get outside of the comfort zone to take on such a project, yet maintain the control needed to teach and supervise students? What pedagogical value do such projects have for our students?

While our examples may draw from our experience in the immigration context, we invite racial justice, human rights, civil rights, criminal justice, and other clinicians to enrich the discussion.

Empirical Scholarship and Community Engagement

Harborside D, 4th Floor

Emily Benfer, Loyola University Chicago School of Law
Anna E. Carpenter, The University of Tulsa College of Law

Russell Engler, New England Law | Boston

Allyson Gold, Loyola University Chicago School of Law

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

There are a growing number of clinicians who recognize the power of empirical research as part of advocacy and activism on behalf of a community. This session will provide inspiration, lessons learned, and frameworks for combining advocacy and empirical research in clinicians' engagement with communities. The presenters are clinicians who are conducting empirical research in communities where they are also advocates and activists on issues such as access to justice, legal services, health justice, domestic violence, housing, and immigration.

The first part of the session will use the presenters' experiences to explore the intersection of empirical research and activism on behalf of communities and will address questions including:

- Should (and can) empirical research be designed as a means to advance advocacy and activism ends for a particular community?
- What happens when empirical research goals (or results) conflict with a community's advocacy goals or personal activism goals?
- Can one design empirical research that is independent of but nonetheless consistent with community advocacy or activism goals?

- How are clinicians particularly well suited to be empirical scholars?

The second part of the session will gather information about attendees' motivations and then divide into small groups led by each presenter designed to brainstorm, plan, reflect on, and troubleshoot potential empirical research projects that grow from attendees' own community engagement.

Towards Holistic Representation: Creating Successful Law and Social Work Collaborations

Essex A, 4th Floor

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

Would an interdisciplinary social work-legal collaboration enhance the education you provide your students, the representation you provide your clients, and your clinic's community engagement? This panel will explore the many benefits of interdisciplinary clinical education with a focus on social work-legal partnerships and ways to overcome-- and indeed use as pedagogical tools—the perceived obstacles to an interdisciplinary approach. Through discussion, role play, and presentation, we will examine a number of social work-legal partnership models and tackle a variety of issues that arise when law students collaborate with social work students or students from other disciplines. Such issues include: client confidentiality and other ethical considerations; constructing and deconstructing role boundaries; supervising students from outside disciplines; teaching interdisciplinary collaboration skills; goal setting; learning interviewing, counseling, and problem solving skills from the teachings of other disciplines; and providing clients access to services and community resources. This session aims to demonstrate the nexus between interdisciplinary education and holistic representation and to address pedagogical and logistical questions when creating and implementing a model that is right for your clinic.

Connecting Clinics, Clients, and Communities in Rural America

Essex B, 4th Floor

Lauren E. Bartlett, Ohio Northern University, Pettit College of Law
Allison Korn, University of Baltimore School of Law
Jessica Long, University of Idaho College of Law

Clinics that serve rural populations contend with a number of unique challenges. At the same time, clinicians in remote areas have the opportunity to foster students' appreciation for the meaning of their work in the local landscape and the complexities of practice in the rural context. The goals of this session are to facilitate a dialogue among rural clinicians and explore exercises that illustrate about the distinctive aspects of rural clinical legal education and the ways in which it is shaped by communities.

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)

Another Path to Justice: Training Students in Private Practice Skills (Continued)

10 am – 10:15 am

Refreshment Break

Harborside Foyer, 4th Floor

10:15 am – 11:45 am

AALS Section on Clinical Legal Education Works in Progress

(see program booklet for descriptions and locations)

Bellow Scholars Program Report on Projects

James, 4th Floor

(see program booklet for descriptions)

11:45 am – 12:30 pm

Working Group Discussions

(see handout for your Working Group assignment and its location)

12:30 pm – 1:45 pm

AALS Luncheon

Grand Ballroom Salon V, 3rd Floor

Honoring Gary Palm – Opportunities to speak in memory of Gary and his work

2 pm – 3 pm

Plenary Session: Reflections and Lessons

Harborside C, 4th Floor

Facilitators:

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

In our final plenary, we will invite audience members to reflect on questions raised by the conference. In the interest of making this reflection helpful and relevant, we invite conference-goers to email or tweet us questions they might like to consider during that last plenary. You can do this one of two ways: #AALSreflections for people who use Twitter; or aalsreflection@gmail.com for people who prefer email.