40th AALS Conference on Clinical Legal Education

Serving the Client in Tumultuous Times: Fostering Responsibility to Individuals, Communities, and Society in Clinical Legal Education

Request for Proposals for:
Concurrent Sessions
Poster Session
Workshops
Working Group Facilitators

DEADLINE: Monday, September 26, 2016
SUBMIT TO: online form

The 2017 AALS Conference on Clinical Legal Education will be held Saturday, May 6, through Tuesday, May 9, 2017, at the Sheraton Denver Downtown, in Denver, Colorado. The bi-annual Law Clinic Directors Workshop will take place before the start of the main conference with a reception on Friday, May 5, and programs on Saturday, May 6.

The conference planning committee seeks proposals for concurrent sessions, posters, and workshop sessions. We also seek volunteers to serve as facilitators for working groups.

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

Proposals are due by the close of business on Monday, September 26, 2016. Selections will be made and participants notified by October 30, 2016. All proposals should be submitted through our online form by the September 26 deadline.

I. Conference Theme

As we approach the fortieth clinical conference, we find ourselves teaching in an environment of uncertainty for law schools, students, clients, local communities, and global society. Some programs focus on traditional clinic issues at the intersection of race, poverty, disability, and inequality. Some clinics teach students through representation of clients such as Black Lives Matter protestors, immigrants, veterans, community groups, individuals who lose their jobs or housing due to unstable economic conditions, or families facing homelessness as a result of

---

1 Faculty members including adjunct faculty and fellows at AALS member and fee-paid schools are eligible to submit proposals or serve as presenters. International faculty, visiting faculty (who do not retain a permanent affiliation at another law school), graduate students, and non-law school faculty may serve as presenters. Concurrent session presenters, poster presenters, working group facilitators, and workshop leaders must pay the registration fee and are responsible for their own expenses related to attendance at the Conference.
weather-related natural disasters. Others teach students in the context of appellate, transactional, ADR, or interdisciplinary work, or address law reform, national security, or global insecurity issues.

Clinical law teachers face challenges in law teaching, striving to do more with fewer resources, to expand experiential learning across the curriculum, and to address changing standards in legal education. While navigating these competing demands, clinical legal education continues to pursue its mission to promote social justice as a core value of the legal profession.

Educators also understand that most students will be challenged by preparing to enter an environment of decreased job prospects and changing responsibilities in this service profession.

Clinical legal education plays a critical role in defining and developing the skills, judgment, and values that future lawyers will need to fulfill their responsibilities to their clients and society. The 2017 Conference on Clinical Legal Education will provide a forum to focus on a fundamental responsibility of legal education, to ensure that students learn to be competent in the exercise of proper professional and ethical responsibilities to clients.2

The conference’s two plenary sessions will address different facets of the conference theme. Confronting this climate of crisis as an opportunity for social justice and for teaching students the ethical contours of their responsibilities to clients, the opening plenary speakers will challenge and inspire conference participants to develop or strengthen their clinical programs to prepare students for the turbulent world through the vehicle of client representation. Using examples from various clinical teaching modalities, the presenters in the second plenary will engage participants in a discussion of the mastery of teaching transferable client relationship skills.

The planning committee invites proposals for concurrent sessions, posters, and workshops that expand on the conference theme. Below are some examples of questions that might be discussed in a concurrent session, poster, or workshop:

◦ How can we teach students professional responsibility for an individual, community group, organization, institution, or entity in a clinic or an externship that will transfer to other situations?
◦ How do we teach our students skills that are transferrable to multiple professional working environments?
◦ In this difficult job market where students need skills training for better job prospects, what is the importance of clinical legal education’s traditional focus on social justice?
◦ How can simulation or other courses best train students to learn transferable skills about the complexity that attends every client relationship?
◦ How do we use this environment of crisis to teach our students the value of reflection in law practice?
◦ How can cross-disciplinary clinical programs improve student learning of professional and ethical responsibilities?

2 See ABA Standard 302(c).
How does critical theory contribute to experiential learning in these tumultuous times?
How do we teach our students the skills necessary for successful practice in increasingly multicultural communities?
How can law and organizing practice help us to better understand clients in collectives, mobilization, and as social movements?
How might allowing law students to receive both course credit and pay for an externship affect student learning of core values of the profession?
How do the lessons learned from the last forty years inform the development of clinical legal education for the next forty years?
What opportunities exist to teach students when unsettling national or regional events occur?

II. How to Make a Proposal

The Clinic Directors Workshop starts with a speaker review meeting and evening reception on Friday, May 5, 2017, with programs on Saturday, May 6, until 3:15 p.m. The main conference begins in the afternoon on Saturday, May 6, with speakers, presenters, facilitators, and leaders review meetings, and then the AALS opening reception with poster presentations at 6:45 p.m. The conference continues with sessions on Sunday, Monday, and Tuesday, ending at 11:45 a.m. on Tuesday, May 9. It will include two plenaries, a poster session, concurrent sessions, working group sessions, multi-session workshops, and works-in-progress, and Bellows Scholars project presentations.

A. Concurrent Sessions

The conference will feature multiple time slots for concurrent sessions on Sunday, May 7, at 2:00 to 3:30 p.m., and 3:45 to 5:15 p.m.; and Monday, May 8, at 2:00 to 3:30 p.m., and 3:45 to 5:15 p.m. The Committee seeks proposals for concurrent sessions that develop the conference theme. Submission of a concurrent session proposal includes a willingness to have that proposal scheduled in any of the concurrent session time slots.

Submission guidelines for concurrent sessions

To propose a concurrent session, submit the online form, selecting “Concurrent Session” from the dropdown menu labeled “Submission for” and attaching one document which contains the following:

1. Description: A one-page description that includes: 1) topic, goals, and learning objectives for the session, 2) a plan for how the session will be conducted, and 3) an articulated connection to theme of the conference. Include your ideas about the structure of the session; the ways in which it will be engaging and interactive, which can include time for self-reflection and processing through quick writes or thinking time; and whether you plan to use other teaching methodologies or aids. Whatever teaching methodology you employ, we ask that you do it in furtherance of your goals and learning objectives for the session. The planning committee encourages presenters to be creative in their approaches to these sessions. Ideally, these sessions will deepen attendees’ engagement with the conference theme while maximizing individual or group
participation and utilizing technology, and/or techniques such as demonstrations, role plays, and audience exercises.

2. Materials: Where you have in-hand documents (such as rubrics, surveys, evaluation forms, or schematics) or materials (such as a syllabus, bibliography, or teaching exercise instructions) that you intend to provide to participants at your session, please include a description of the materials. There will also be an opportunity to download the actual materials that you have.

3. Presenters: Identify all individuals whom you expect to participate in the session, including their institutions, whether they come from another discipline or from outside the academy, whether they have presented at the AALS Clinical Conference in the past two years (and, if so, the title and nature of the session), and any other information about presenters that you think relevant. Name one of them as the contact person for the group. We encourage presenters to collaborate with clinicians from institutions outside their own.

B. Poster Sessions

The opening reception on Saturday, May 6, 2017, provides an opportunity for presenters to display posters and discuss their materials as conference participants circulate. The posters will remain on display in the registration foyer where registrants can view them during the rest of the conference. Poster sessions are an integral feature of professional conferences for many disciplines, and allow for greater participation and dissemination of information beyond a single concurrent session. Posters are particularly useful for presenting descriptive information or other material not well suited for the more interactive format of a concurrent session.

Submission guidelines for poster sessions

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

Bear in mind that many universities offer assistance in poster design and printing. You can find good tips on creating posters at http://www.cis.udel.edu/~pollock/fse04/posterauthorinst.html.

C. Workshops

We plan to offer workshops again during the 2017 Conference. Workshops provide an opportunity for small groups of pre-registrants to explore a topic in-depth over the course of three sessions, rather than in a single concurrent session. In addition to their conference registration, attendees can request pre-registration in a workshop.
Workshops will meet Sunday, May 7, at 10:45 a.m. to 12:15 p.m.; Monday, May 8, at 9:30 to 10:45 a.m., and Tuesday, May 9, at 10:30 to 11:45 a.m. Workshops will take place during the working group session time slots and will be limited to pre-registrants. Workshop participants will not have the opportunity to attend working groups.

Leading these workshops will require more time and preparation than a typical concurrent session. Workshop leaders will play a major role in designing workshop content and in preparing for the workshops before the conference. As participants for workshops will be registered in advance, we encourage workshop leaders to assign materials to participants and to convene them remotely before the conference begins. We encourage proposals from groups of workshop planners and presenters.

Submission guidelines for workshop leaders

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

1. Description: A one-to-two-page description that includes: 1) topic, goals and learning objectives for the workshop, 2) a structured plan for how the sessions will be conducted, and 3) the methodologies you will use. In your statement, please address why you think your topic has a broad appeal and why it is particularly suited to the multi-session workshop format.

2. Materials: Where you have in-hand documents (such as worksheets, rubrics, surveys, evaluation forms, or schematics) or materials (such as a syllabus, bibliography, or teaching exercise instructions) that you intend to provide to participants at your session, please include a description of the materials. There will also be an opportunity to download the actual materials you have.

3. Presenters: Identify all individuals who will be planning and presenting the workshop, identify their institutions, and name one of them as the contact person for the group. Please state the qualifications of the presenters to lead a workshop on the proposed topic. This may include demonstrated experience in the subject of the workshop, past presentations on the topic, and related publications.

D. Working Group Facilitators

Working groups will be moderated by facilitators and organized around clinic subject matter or affinity groups to provide an informal small group setting for processing the content of the conference and for sharing ideas. Working groups will meet Sunday, May 7, at 10:45 a.m. to 12:15 p.m.; Monday, May 8, at 9:30 to 10:45 a.m., and Tuesday, May 9, at 10:30 to 11:45 a.m. The number of subject area groups that the conference can accommodate is limited by the number of small meeting rooms available at the hotel.

We solicit volunteers to serve as facilitators of these working group sessions. We expect to assign two facilitators per working group and will endeavor to match facilitators with groups according to subject matter expertise. Working group facilitators may not participate in
workshops, as workshops will meet at the same times during the conference. We ask facilitators to talk before the conference to discuss their ideas and to prepare for their facilitation of the group.

Submission guidelines for working group facilitators

To volunteer to serve as a working group facilitator, submit the online form selecting “Working Group Facilitator” from the dropdown menu labeled “Submission for” and stating whether you have served as a working group facilitator before, how many times, and in which subject areas. You should also indicate the subject areas that you would feel comfortable facilitating for the 2017 Conference. We attach a list of proposed working group subject areas at the end of this RFP.

E. AALS Section on Clinical Education Committee Meetings:

We will reserve the 7:30 to 9:00 a.m. time slot on Monday, May 8, for a meeting of Clinicians of Color. We will reserve the first morning time slots on Sunday, May 7, and Tuesday, May 9, for meetings of other AALS Clinical Section Committees. We hope to offer space for morning contemplative sessions as well.

III. Conclusion

To submit a proposal for a concurrent session or a poster session, and to express an interest in serving as a workshop leader or as a working group facilitator, please submit the online form no later than the close of business on Monday, September 26, 2016.

If you have questions, please feel free to contact any member of the planning committee. Thank you for your interest in the conference. We look forward to seeing you in Denver in May 2017.

2017 AALS Conference on Clinical Legal Education
Planning Committee

Luz Herrera  herrera@law.ucla.edu
Margaret Jackson  margaret.jackson@und.edu
Lydia Johnson  lydjohnson@tmslaw.tsu.edu
Paul Radvany  radvany@fordham.edu
Alex Scherr  scherr@uga.edu
Robin Walker Sterling  rsterling@law.du.edu
Carol Suzuki, Chair  suzuki@law.unm.edu

2017 AALS Conference on Clinical Legal Education
Preliminary List of Topic Areas for Working Groups

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