

40TH ANNUAL CONFERENCE ON CLINICAL LEGAL EDUCATION

Denver, CO | May 6 – May 9, 2017

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



Association of American
Law Schools



aals.org/clinical2017

Exhibitors

Be sure to visit these exhibitors in Plaza Exhibit, Concourse Level



40th Annual Conference on Clinical Legal Education

SERVING THE CLIENT IN TUMULTUOUS TIMES: FOSTERING RESPONSIBILITY TO INDIVIDUALS, COMMUNITIES, AND SOCIETY IN CLINICAL LEGAL EDUCATION

May 6 - 9, 2017
Denver, Colorado

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IMPORTANT

The Evaluation Form is not included in this booklet.
It will be emailed to you soon after the conclusion of the Conference.
Your comments will assist us in planning future conferences.

Introduction

We are undeniably in an era of rapid changes in law and policy on the national and local levels. Many clinical legal educators are facing increased demands to respond to emerging problems in the communities we already serve, as well as requests from new client communities that seek clinic assistance. There is no doubt that recent events are directly and adversely affecting our clients, as well as a number of our students, our colleagues, and ourselves.

As law school clinical programs continue to be called upon to address longstanding community and global challenges, we remain charged with teaching transferable skills and professional judgment and values to students who face pressures of an uncertain job market and lower bar passage rates. We continue to face the pressures of expanding opportunities for experiential learning throughout the curriculum while maintaining or increasing law clinic and externship capacity.

Let's use this meeting as an opportunity for us to regroup and reflect on where each of us is in the world, society, community, and institution. This smaller conference provides opportunities for more personal contact and networking with colleagues. We start with a reception where we can refresh and reconnect with friends, forge new friendships, and speak with colleagues about the projects and concepts they display on their posters.

This year's conference features two plenaries that are certain to spark energetic conversation and generate strategies to teach our students transferable skills, to improve methods for addressing collective struggles, and to develop insight for scholarship. The opening plenary presenters will share how clinicians and clinic students are playing a role in resolving crises in the communities they serve. We will be inspired and challenged to reinvigorate our clinical teaching to meet community needs and student demands to learn how to confront societal challenges.

In our second plenary, the speakers will encourage us to consider ways we can redesign our clinics to be more adaptable as new problems arise in the communities we serve in this changing legal and political climate, and to enhance our teaching of students to be flexible and responsive in a changing job market.

Working groups arranged by clinic subject matter or affinity group will meet three times, as will pre-reserved workshops to concentrate on particular matters. We have scheduled four sets of concurrent sessions that will allow us to deepen engagement in areas that expand on the conference theme. On Tuesday, participate in Bellow Scholars presentations or works in progress discussions. There will be morning meetings of committees of the Section on Clinical Legal Education and contemplative sessions.

Join with friends and celebrate during our two conference luncheons, the first to honor the M. Shanara Gilbert "Emerging Clinician" Award recipient and to welcome new clinicians, and the second to applaud recipients of Clinical Legal Education Association awards. Sunday evening, enjoy a reception jointly hosted by the University of Denver Sturm College of Law and the University of Colorado Law School.

We do not all share the same perspective on this administration and world events, but we must recognize that these tumultuous times affect our students, our clients, the communities we serve, and ourselves. As we all reflect on the efforts that have made clinical legal education an essential part of the Academy and experience this 40th annual clinical conference as a time to share and learn, let's be intentional about creating a safe environment for challenging discussions that respect diverse voices and viewpoints.

We are meeting in the Mile-High City—please drink plenty of water to keep hydrated at this altitude as we enjoy the conference and explore beautiful Denver.

Planning Committee for 2017 AALS Conference on Clinical Legal Education

Luz E. Herrera, Texas A&M University School of Law
Margaret M. Jackson, University of North Dakota School of Law
Lydia Johnson, Texas Southern University Thurgood Marshall School of Law
Paul Radvany, Fordham University School of Law
Alexander Scherr, University of Georgia School of Law
Robin Walker Sterling, University of Denver Sturm College of Law
Carol Suzuki, University of New Mexico School of Law, **Chair**

AALS Executive Committee

Paul Marcus, William & Mary Law School, **President**
Wendy C. Perdue, The University of Richmond School of Law, **President-Elect**
Kellye Y. Testy, University of Washington School of Law, **Immediate Past President**

Alicia Alvarez, University of Michigan Law School
Erwin Chemerinsky, University of California, Irvine School of Law
Darby Dickerson, Texas Tech University School of Law
Camille Nelson, American University, Washington College of Law
Vincent D. Rougeau, Boston College Law School
Avi Soifer, University of Hawai'i, William S. Richardson School of Law

Schedule At a Glance

SATURDAY, MAY 6

3 – 7:30 pm	AALS Registration
6:45 – 8 pm	AALS Reception with Posters

SUNDAY, MAY 7

7 – 8:30 am	AALS Section on Clinical Legal Education Committees
8:45 – 9 am	Welcome and Introduction
9 – 10:30 am	Opening Plenary
10:45 am – 12:15 pm	Working Group Discussions, Workshops
12:30 – 2 pm	AALS Luncheon with Section on Clinical Legal Education M. Shanara Gilbert Award Presentation
2 – 3:30 pm	Concurrent Sessions
3:45 – 5:15 pm	Concurrent Sessions
5:30 – 8 pm	Reception Sponsored by University of Colorado Law School and University of Denver Sturm College of Law

MONDAY, MAY 8, 2017

7:30 – 9 am	AALS Section on Clinical Legal Education Clinicians of Color Committee
7:30 – 9 am	Contemplative Session
9:30 – 10:45 am	Working Group Discussions, Workshops
11 am – 12:30 pm	Plenary Session
12:30 – 2 pm	AALS Luncheon CLEA Awards: Per Diem Project Award Presentation; Excellence in a Public Interest Case/Project; Outstanding Advocate for Clinical Teachers
2 – 3:30 pm	Concurrent Sessions
3:45 – 5:15 pm	Concurrent Sessions
5:30 – 7:30 pm	Clinic Community Town Hall

TUESDAY, MAY 9, 2017

7:30 – 8:45 am	AALS Section on Clinical Legal Education Committees
7:30 – 8:45 am	Contemplative Session
9 – 10:15 am	AALS Section on Clinical Legal Education Works in Progress and Bellow Scholars Project Presentations
10:30 – 11:45 am	Working Group Discussions, Workshops

Conference Schedule

Saturday, May 6

3 – 7:30 pm

AALS Registration

Plaza Exhibit, Plaza Building, Concourse Level

6:45 – 8 pm

AALS Reception Featuring Clinical Legal Education Posters

Plaza A, B, & C, Plaza Building, Concourse Level

(see page 37 of this program for poster presentation descriptions)

Creating Web Content with Students for Client Consumption to Enhance Social Justice

Spencer Rand, Temple University, James E. Beasley School of Law

A Hybrid Social Enterprise Experience for Law Students

Sarah M. Shalf, Emory University School of Law

Advice and Advocacy in a Civil Practice Clinic: Experiential Learning Via a Two-Tiered Client Representational Model

Carrie Hagan, Indiana University Robert H. McKinney School of Law

Clinic Ready to Practice Ready: Using Backward Design for Effective Transfer of Learning

April Land, University of New Mexico School of Law

Aliza Organick, University of New Mexico School of Law

John Whitlow, University of New Mexico School of Law

Grand Rounds

Erin McBride, University of Wisconsin Law School

Dispute Resolution Practices and Techniques that Help Students Survive Tumultuous Times

Daniel Gandert, Northwestern University Pritzker School of Law

Identifying Health Harming Legal Needs of At-Risk Youth: Legal Health Check Up Tools

Yael Cannon, University of New Mexico School of Law

Sarah Steadman, University of New Mexico School of Law

Producing Practice-Ready Law Graduates for an Increasingly Globalized Market: Time-Tested Trends in Curriculum Integration for Common Law Jurisdictions

Anthony C. Ikwueme, Liberty University School of Law
C.A. Ogbuabor, University of Nigeria Faculty of Law, Nigeria

Viva Alamar: Teaching Revolutionary Lawyering during an Intersession in Havana

Adrian Gottshall, University of District of Columbia David A. Clarke School of Law

Norrinda Brown Hayat, University of District of Columbia David A. Clarke School of Law

Jasmin Mize, University of District of Columbia David A. Clarke School of Law

Bridging the Gap: A Joint Negotiation Project Crossing the Clinical-Podium Teaching Divide

Lauren Bartlett, Ohio Northern University Claude W. Pettit College of Law

Karen Powell, University of Denver Sturm College of Law

Teaching Ethics Explicitly

Timothy Casey, California Western School of Law

How California Law School Clinics Took the Lead in Juvenile Resentencing and Parole: Lessons Learned and Pitfalls (Mostly) Avoided

Christopher Hawthorne, Loyola Law School, Los Angeles

The 1L Clinic

Hemanth C. Gundavaram, Northeastern University School of Law

Going Beyond Observation; Advocacy Exercises for Judicial Internship Clinics

Honorable John Cratsley, Harvard Law School (Retired)
Kate Devlin Joyce, Boston College Law School

What's In My Bag? A Client Interviewing Game

Carolyn Frazier, Northwestern University Pritzker School of Law

Uzoamaka Nzelibe, Northwestern University Pritzker School of Law

**From Practice to Clinical Pedagogy in this
Unprecedented Time**

Lisa E. Brown, Suffolk University Law School
Vanessa Hernandez, Suffolk University Law School

**Under Pressure: The Art of Positivity and
Reinvention in Turbulent Times**

Helena Montes, Loyola Law School, Los Angeles
Irene Scharf, University of Massachusetts School of Law
– Dartmouth
Michael Scott Vastine, St. Thomas University
School of Law

Sunday, May 7

7:30 am – 5 pm

AALS Registration

Plaza Exhibit, Plaza Building, Concourse Level

7 – 8:30 am

**AALS Section on Clinical Legal Education
Committees**

(see page 55 for committee meetings and room
locations)

8:45 – 9 am

Welcome and Introduction

Plaza A, B, & C, Plaza Building, Concourse Level

Welcome

Judith Areen, Executive Director, Association of
American Law Schools

Introduction

Carol Suzuki, Chair, Planning Committee for 2017
AALS Conference on Clinical Legal Education and
University of New Mexico School of Law

9 – 10:30 am

**Plenary Session: Pushing On and Pushing
Through in Tumultuous Times**

Plaza A, B, & C, Plaza Building, Concourse Level

Craig B. Futterman, The University of Chicago, The
Law School

Bill O. Hing, University of San Francisco School of Law
Susan R. Jones, The George Washington University
Law School

Moderator: Michael Pinard, University of Maryland
Francis King Carey School of Law

We are teaching students, representing clients, and practicing law in challenging times. Many of us, our clients, our students, and our communities are burdened, if not frightened, by the times in which we live. This opening plenary will brainstorm steps clinicians can take to meet these challenges. In doing so, this plenary will address three questions. The first is how we can remain inspired and resolute in the face of the situations in which we find ourselves, which might involve working with clients and communities in peril, working with students who are in distress, fighting recurring legal battles while taking on new battles, and finding new and sustaining ways to be clinicians in uncertain times. The second question is how we can continue to inspire and motivate our students. For some students, recent events nationally and locally have caused them to interrogate the concept of justice. They have expressed doubt and disbelief that justice can be realized. The third question is what role clinicians can play in helping to strengthen our clients and our communities in these times. Many of our clients and communities have long been scared, frustrated, angry, and tired. These feelings have been magnified in significant ways. This plenary will offer ideas to summon strength and sustain hope. The panelists will draw from their own narratives, as well as from some of the concrete steps clinical legal educators from across the country have taken to push on and push forward as teachers, lawyers, scholars, and citizens. Participants will be encouraged to leave the session with several new ideas for teaching, service, and practice in tumultuous times.

10:30 – 10:45 am

Refreshment Break

Plaza Exhibit, Plaza Building, Concourse Level

10:45 am – 12:15 pm

WORKING GROUP SESSIONS

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

WORKSHOPS

Advanced sign up was required. Attendance is limited. Meeting room locations were provided in advance to those who signed up.

Making Educational Videos

Michael W. Martin, Fordham University School of Law
Michele Pistone, Villanova University Charles Widger School of Law

Navigating the Complexities of the Clinical Teaching Market

Natalie Nanasi, Southern Methodist University
Dedman School of Law
Daniel M. Schaffzin, The University of Memphis, Cecil C. Humphreys School of Law

(Re-)Designing a Clinic Using Backward Design

Danielle Cover, University of Wyoming College of Law

Scholarship Support Workshop

Michele Estrin Gilman, University of Baltimore School of Law
Erika Wilson, University of North Carolina School of Law

12:30 – 2 pm

AALS Luncheon

Plaza D, E, & F, Plaza Building, Concourse Level

AALS Section on Clinical Legal Education M. Shanara
Gilbert Award Presentation

2 – 3:30 pm

CONCURRENT SESSIONS

Advocacy on Behalf of Communities in Light of Post-Election Needs

Governor's Square 10, Plaza Building, Concourse Level

Caitlin Barry, Villanova University Charles Widger School of Law
Jennifer J. Lee, Temple University Beasley School of Law
Rachel E. López, Drexel University Thomas R. Kline School of Law
Sarah H. Paoletti, University of Pennsylvania Law School
Emily Robinson, Loyola Law School, Los Angeles

In light of the election, communities disadvantaged by poverty and discrimination are on the defensive. They are organizing their members and demanding attention to the injustices ravaging their communities. Given their commitment to social justice, clinics are in the perfect position to wield resources to respond to the new political climate. Many clinics are already working outside of the paradigm of individual client cases to engage students in work on behalf of communities. This approach, for example, might involve working directly with impacted communities to empower community leadership to move towards a more meaningful understanding of social change. It might also involve working with a coalition of grassroots groups, advocacy organizations, and lawyers on a campaign seeking to achieve specific policy reform or to ensure that communities know their rights. While these approaches comport with clinical legal education's mission to promote social justice as a core value of the legal profession, they also present a number of challenges. In an environment of uncertainty for law schools and students, some may question the value of these approaches rather than equipping students with "traditional" lawyering skills. With clinical resources already stretched thin, advocacy on behalf of communities is time consuming and often extends beyond boundaries of the clinic. Further, clinicians face challenges in supporting students given the inherently messy and uncomfortable nature of advocacy work on behalf of communities. The goal of this session is to leave participants with a set of concrete tools that can be used in their clinics to engage in advocacy on behalf of communities to maximize student learning and

social justice impact. We will use this session to discuss how we can best teach students about the importance of professional and ethical responsibilities to communities while connecting the work back to teaching about social justice in our clinics.

Fueling Academic Writing with Social Justice Advocacy

Governor's Square 11, Plaza Building,
Concourse Level

Christopher Lasch, University of Denver Sturm
College of Law
Alison Siegler, University of Chicago Law School
Eda (Katie) Katharine Tinto, University of California,
Irvine School of Law
Erica Zunkel, University of Chicago Law School

This concurrent session centers on our belief that clinicians can make important contributions to our clients, their communities, and the legal academy by engaging in social justice scholarship that is informed by our social justice impact work. We will facilitate a discussion of the various roles clinicians often assume, as practitioners, scholars, and social justice advocates. Using examples from our own work, we will also discuss the relationship between scholarly writing and our desire to produce scholarship that supports and advances community goals.

We hope participants will come away with concrete tools for facilitating the synergies between their lawyering, activism, and 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 an impact/advocacy project informed by scholarship and have the opportunity to discuss the idea in a small group setting.

Giving Voice to Values: Helping Students Identify and Clarify Their Values and Fulfill Current and Future Responsibilities to Clients, Society, and Themselves

Director's Row E, Plaza Building, Lobby Level

Lisa R. Bliss, Georgia State University College of Law
Paula Galowitz, New York University School of Law
Kendall Kerew, Georgia State University College of Law
Catherine F. Klein, The Catholic University of America
Columbus School of Law
Leah Wortham, The Catholic University of America
Columbus School of Law

This concurrent session draws on one of the main conference themes: to focus on the fundamental responsibility of legal education to ensure that students learn to be competent in the exercise of proper professional and ethical responsibilities to clients. The focus of this session is on "Giving Voice to Values" (GVV), which refers to a system that is well-developed in business ethics but only beginning to be applied to legal education. GVV helps students identify their values, consider what holds them back from acting on them, identify alternative strategies to consider acting consistent with values, and practice "exercising value muscles" such that graduates will be more willing to act and be effective in acting on values in situations that arise in practice as well as while still law students. After a quick overview of GVV, participants will perform the opening exercise suggested for students in courses employing GVV: thinking back to situations where one did or did not act consistent with one's values and reflecting about that experience. After group discussions of what affects one's decision to "speak up" and acting consistent with one's values, the participants will consider one or more hypotheticals that could arise in different types of clinics or externships and apply the GVV method as one would with students. The hypotheticals will relate to some of the conference themes, such as teaching professional responsibility in various clinical modalities that are transferable to other situations; clarifying and reflecting upon values (such as courage) important for future lawyers; and discussing and identifying the values of the profession. Each participant in the session will understand GVV and take away ideas for how to implement the GVV approach in their clinic and work with students. A bibliography of relevant materials will be distributed.

Promoting Successful Conversations About Race to Promote Racial Justice

Governor's Square 14, Plaza Building,
Concourse Level

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

Jean Koh Peters, Yale Law School

This session focuses on conversation dynamics that occur in planned and unplanned conversations about race. Our goals for the session include improving our skills as teachers to have successful conversations on these topics in the classroom and building teachers and students' skills for these conversations with colleagues and peers. In this session, we plan to talk about how to engage our students in conversations in the classrooms. We will focus on planned and unplanned conversations about race and other topics that raise issues of bias, stereotype, and micro-aggressions. We also plan to explore how to discuss these issues in polarized environments. We think helping students to have productive conversations in the classroom with each other builds essential skills necessary for successful practice in increasingly multicultural communities.

We will identify and explore how to help students build skills and strategies for successful conversations by focusing on these topics: anticipating and interrupting micro-aggression, structuring conversation and ground rules, employing slow thinking to reduce bias, and removing barriers to unsuccessful conversations. The session will explore these topics through the use of critical incidents and role play.

Assessing Student Competencies: Externships Deliver on the Course and Institutional Levels

Governor's Square 15, Plaza Building,
Concourse Level

Jodi S. Balsam, Brooklyn Law School

Christine Cerniglia Brown, Loyola University New
Orleans College of Law

Margaret E. Reuter, University of Missouri-Kansas City
School of Law

Kelly S. Terry, University of Arkansas at Little Rock
William H. Bowen School of Law

The ABA Standards on learning outcomes require law schools to define and assess student attainment of the knowledge, skills, and values that are necessary for competent and ethical participation in the legal

profession. Externship programs comprise a rich resource for fulfilling this fundamental responsibility, especially given the ABA recommendation that schools use multiple methods of assessment and canvass multiple sources of evidence, including faculty, students, alumni, attorneys, and judges.

This concurrent session will explore and demonstrate methodologies for using externship data to assess both course-level and institutional learning outcomes. Sound externship programs require: (a) students to self-assess their individual progress toward identified educational goals, (b) faculty to guide and evaluate student educational achievement, and (c) field supervisors, including attorneys and judges, to evaluate the performance of the students they supervise. These efforts generate rich deposits of data that the panelists have mined for assessment purposes through:

- Externship course components that measure development of foundational lawyering skills, such as self-reflection, collaboration, and cultural awareness, and values such as formation of professional identity.
- Qualitative data analysis of field supervisor evaluations of student externs to describe the work students are doing in the field, understand its value to the educational mission, and measure student achievement of course learning outcomes.
- Assessment instruments that require students and field supervisors to specifically measure externship performance against institutional learning outcomes.

The session will engage the audience through problem-solving exercises that help them identify existing valuable data sources in their externship programs, and that illustrate how proactive course design and externship assignments can organically generate assessment data. The panelists will model the corresponding analytical methods available to mine that data, as well as address some of the possible limitations of using externships data to measure institutional outcomes. Take-aways include assessment instruments, training materials, and data analysis protocols.

Arm Bending Versus Arm Breaking in Counseling Adults and Juveniles Facing Difficult Decisions and Harsh Criminal Punishment

Plaza A, B, & C, Plaza Building, Concourse Level

Kim McLaurin, Suffolk University School of Law
Abbe Smith, Georgetown University Law Center
Steven Zeidman, City University of New York
School of Law

This session will bring together criminal and juvenile defense clinicians to talk about one of the most difficult teaching and practice issues: where exactly the line is between client autonomy and lawyer responsibility in high-stakes client decision-making. The presenters are all experienced lawyers who believe in leaning hard on clients to prevent them from making unwise or self-destructive decisions. We believe that lawyers have a professional obligation to give advice—and engage in strong persuasion when necessary. However, as teachers, we want to instill in young professionals respect for client choices and values and lawyerly humility. We do not want our students to be overbearing or “lawyer-centered;” we want to send them out into the world as models of client-centeredness. How do we teach both things at once—that respectful, client-centered lawyers sometimes have to be hard on clients, but this is not because lawyers are the “boss”? How can we help mold effective counselors without emboldening lawyer bullies or contributing to the “meet ‘em and plead ‘em” culture of high volume indigent defense? Line drawing in client autonomy and lawyer responsibility comes up regularly in supervision—in deciding between plea and trial and making a variety of choices in pretrial and trial strategy. This subject is often part of the clinic curriculum, in class discussion and exercises, but experienced clinicians haven’t discussed this this issue at the clinical conference in a long time. This concurrent session will address how best to serve indigent clients facing criminal charges in a tumultuous time and best foster lawyerly responsibility in clinical legal education. The subject of this session is critical to developing the skills, judgment, and values of criminal and juvenile defenders. The ability to counsel criminal and juvenile clients well is especially important in a time of persistent over-criminalization and mass incarceration.

“All Roads Lead to Rome”: Paths to Advancing and Teaching “Social Justice”

Governor’s Square 12, Plaza Building,
Concourse Level

Mary B. Culbert, Loyola Law School, Los Angeles
Deborah Thompson Eisenberg, University of Maryland
Francis King Carey School of Law
Art Hinshaw, Arizona State University Sandra Day
O’Connor College of Law
Carol L. Izumi, University of California Hastings
College of the Law
Lydia Nussbaum, University of Nevada, Las Vegas,
William S. Boyd School of Law
Jonathan Scharrer, University of Wisconsin Law School

We are all familiar with the proverb, “All roads lead to Rome.” For most clinical legal educators, advancing “social justice,” or traveling to Rome, is an essential component of their educational and service mission. Yet a rich diversity of clinics abounds, resulting in a wide variety of models and approaches—from litigation to ADR, from individual client representation to broad policy reform, from local neighborhoods to communities across the globe. So, what is “Rome” and how do we reach it?

This highly interactive session will explore how we all pursue, and teach about, social justice through our clinical work. Using hands-on activities, session organizers will lead participants in a collective construction of “Rome,” or the social justice goals we pursue in our clinics. Then, participants will map out the many paths they take to reach Rome by identifying the processes and strategies they use to advance social justice. Through these exercises and facilitated discussion, participants will explore: 1) how do we conceptualize social justice in our clinics; 2) in our pursuit of social justice, what are the paths we take, roadblocks we encounter, and intersections we share; and 3) how do we teach social justice to our students in ways that will translate to their future legal careers? The objective of this session is to provide participants with new tools for teaching social justice that can be used in their clinical law programs and classes. Building materials are provided for this session; togas encouraged but optional.

Teaching Empathy to Millennials for These Tumultuous Times

Governor's Square 16, Plaza Building,
Concourse Level

Melissa C. Brown, University of the Pacific, McGeorge
School of Law
Helen Kao, M.D., Associate Professor of Medicine,
University of California, San Francisco
Medical Center
Yvonne Troya, University of California Hastings
College of the Law
Anna Welch, University of Maine School of Law

Are we operating in an era of declining empathy? Some social scientists think so, particularly in this age of social media and polarized media reporting, where it is easy to be inordinately self-focused and craft our own version of judgmental reality. Our students are at the center of this cultural shift. Empathy is considered by many to be an essential lawyering competency. In these troubled times, it is more important than ever for law students to learn this skill to skillfully navigate complex interpersonal and intra-community tensions and situations. Our country is on the verge of a "silver tsunami." The number of older Americans is expected to double to 72 million over the next 15 years and people over 65 will outnumber children under the age of five for the first time in history. Likewise, as the foreign-born population of the United States continues to increase, how should we respond to the wave of Central American women and children seeking refuge at our borders or the 11 million undocumented individuals living in the shadows? Our graduates will need to be ready for the sea-change in demographics, and empathy will be a critical skill. This interactive session, including a hands-on simulation, explores practical methods to teach and build empathy. Although universally applicable to all clinics, the subject will be presented through the lenses of elder and immigration law, as both are areas in which establishing empathy among students is particularly pressing. The session will: discuss specific and replicable methods to teach and foster empathy, while exploring how to balance empathy-building with professionalism and boundaries; provide hands-on personal experience through an aging simulation; identify existing tools being used in participants' clinics and brainstorm ways to better incorporate empathy training into their curriculum.

Transparency Litigation and Advocacy in Clinics: Supporting Activism, Journalism, and Organizing in Tumultuous Times

Governor's Square 17, Plaza Building,
Concourse Level

Catherine Crump, University of California, Berkeley
School of Law
Jack I. Lerner, University of California, Irvine
School of Law
Jonathan M. Manes, University at Buffalo School of
Law, State University of New York
David Schulz, Yale Law School
Michael Wishnie, Yale Law School

This session will explore transparency and open government advocacy as a rich and valuable area of clinical practice. At clinics across the nation, students have been undertaking pathbreaking freedom of information, open records, court-access, and other transparency work on behalf of clients that include activists, grassroots organizations, non-profits, and journalists. Through this work, clinics are addressing urgent and emerging social justice and civil rights issues including—to mention only a few—canvassing juvenile probation policies, prying loose video footage of police misconduct, investigating prison conditions, documenting military sexual assault, securing fair treatment for military veterans with PTSD, unearthing the rules governing mass surveillance, pressing for open access to scientific data, and monitoring immigration enforcement practices. This work has only become more salient in light of sustained attacks on independent media and others engaged in factual, policy-relevant research. This session will accomplish four objectives: First, we will illustrate the diverse kinds of transparency work happening at clinics across the country. Second, we will encourage clinicians to think about how they might advance the mission of their clinics by engaging in transparency work—or how they might develop new clinics that include open government and investigative work as a core mission. Third, the session will describe how transparency work can create rich pedagogical opportunities for students to learn lawyering skills, to directly support activism and advocacy at the local and national level, and to work in cross-disciplinary settings. Finally, we will provide clinicians with nuts-and-bolts tools to undertake this kind of work, including sharing (and collecting) practical resources, guides, and sample work product. Our goal is that those who attend will leave energized with new ideas about how they can expand and enrich the work and impact of their clinics.

3:30 – 3:45 pm

Refreshment Break

Plaza Exhibit, Plaza Building, Concourse Level

3:45 – 5:15 pm

CONCURRENT SESSIONS

Memory and Trauma-Informed Lawyering: The Classroom, Interview Room, and Courtroom

Governor's Square 14, Plaza Building,
Concourse Level

A. Rachel Camp, Georgetown University Law Center
Courtney Cross, University of Denver, Sturm
College of Law
Laurie S. Kohn, George Washington Law School

Clinic students in many different practice contexts are likely to find themselves representing clients who are survivors of trauma. Over the past few decades, we have obtained a far more sophisticated understanding of the profound and complex effects of trauma, including its impact on memory and linear thinking. Despite the fundamental importance of both of these effects on legal storytelling, the traditional law school curriculum does little to prepare students to understand the psychological and neurological effects of trauma, to obtain the skills necessary to connect with a client across this high-impact experience, or to consider the ways in which that trauma informs lawyering and the attorney-client relationship. In non-legal professions, practitioners have adopted principles of “trauma-informed practice” as a touchstone for client interactions. A central premise of this approach is the active avoidance of anything that might trigger re-traumatization, including asking for a detailed account of the traumatic event. But this concept is a poor fit for the legal context. Clients may not be able to achieve their legal system goals if they do not tell their traumatic stories in detail. In fact, succeeding in court often requires that clients relive these traumatic events during in-depth interviews as well as on the witness stand. In this interactive session, participants will explore some of the important questions raised by this tension. Specifically, how can we teach students to understand the physiological effects of trauma on their clients, balance zealous advocacy with the need to protect clients from additional psychological harm, and learn to “translate” a traumatized client’s story so that it can be better understood by legal audiences.

Helping Ourselves, Helping Our Students: The Challenges and Benefits of Infusing a Social Justice Perspective into Everyday Clinical Teaching

Governor's Square 15, Plaza Building,
Concourse Level

Priya Baskaran, West Virginia University
College of Law
Rosa Bay, University of California, Berkeley
School of Law
Susan L. Brooks, Drexel University Thomas R. Kline
School of Law
Patience A. Crowder, University of Denver Sturm
College of Law
Jassmin Poyaoan, University of California, Berkeley
School of Law
Linda Tam, University of California, Berkeley
School of Law
Ron Tyler, Stanford Law School
Kate Weisburd, University of California, Berkeley
School of Law

The dilemma is familiar to most of us: When, how, and if, to infuse a vision of racial, gender, economic, and social justice into our clinical supervision. As we teach critical lawyering skills, do we miss opportunities to examine systemic and institutional forces that shape our work? During these turbulent times, clinicians are uniquely positioned to engage students—and ourselves—in difficult questions about equity and privilege. In this session, we will explore tensions clinicians confront in trying to create open exchanges of ideas while also not shying away from hard truths about injustices in the work we do. We will discuss strategies for creating safe and thoughtful spaces for students to engage with and deepen their understanding of bias, privilege, and disenfranchisement. We will discuss questions such as, how do we supervise and engage the “I only want to learn skills” student? The first-generation student? The conservative student? The privileged student? Is there a line we shouldn’t cross in terms of expressing our values? And how do our own personal biases about race, economic justice, and gender impact what, and how much, we share with students? This session will be highly participatory and encourage conversation around strategies for creating thoughtful spaces for reflection, challenging students to question assumptions, encouraging students to critically examine power structures, obtaining student “buy-in” for justice-based education, and diffusing power dynamics that may contribute to stilted conversations. We will explore these topics through a series of short

skits followed by a “world-café” model of discussion where participants engage in small-group dialogue at tables, organized in a series of “courses” with each course representing a new topic.

Clinics Promoting Police Accountability

Governor’s Square 17, Plaza Building,
Concourse Level

Daniel T. Coyne, Chicago-Kent College of Law, Illinois
Institute of Technology
Rachel Moran, University of Denver Sturm
College of Law
Maria Ponomarenko, New York University
School of Law

This session will consist primarily of a panel discussion by four presenters, who have taken a variety of creative approaches to involving their clinics and students in different methods of promoting police accountability. The University of Chicago’s Civil Rights and Police Accountability Project, founded by Professor Futterman, is devoted specifically to police accountability issues, and litigates civil rights cases against police departments and officers at both the trial and appellate level. The NYU Policing Project, co-directed by Professor Ponomarenko, focuses on non-litigation policy issues, including drafting model rules and policies for police departments, promoting community engagement in policing issues, and developing metrics by which cities can measure their police departments’ successes and failures. At Chicago-Kent, Professor Coyne responded to decades of torture black men endured at the hands of Chicago police officers by founding the Reparations Clinic, in which students analyzed claims brought by victims of police torture and made recommendations to Chicago officials regarding which claims merited compensation from the city. At the University of Denver, Professor Moran’s advanced Criminal Defense Clinic students are currently partnering with a community organization to research and report on the methods by which Denver assesses civilian complaints of police misconduct: who reviews complaints of misconduct, what percentage of officers are actually disciplined, what types of discipline are imposed, what types of discipline are routinely overturned on appeal, and how much the city pays out in settlements for police misconduct claims.

Rural Veterans: Access to Justice Challenges and Initiatives

Director’s Row E, Plaza Building, Lobby Level

Brian Clauss, The John Marshall Law School
John F. Erbes, Southern Illinois University
School of Law
Kristine A. Huskey, University of Arizona James E.
Rogers College of Law
Jennifer D. Oliva, West Virginia University
College of Law
Stacey-Rae Simcox, Stetson University College of Law

This panel aims to raise visibility concerning access to justice issues faced by rural veterans and their communities as well as propose clinical legal education initiatives and projects designed to address those issues. In our view, the rural veteran—who lives in isolated areas, is cut-off from legal and social services, and often suffers service-connected mental health conditions and physical injuries—symbolizes the client in need of comprehensive legal and social services. We believe that law clinics can and should help fill the gap by providing cross-clinical, interdisciplinary services and teaching law students the importance of holistic lawyering and the need to broaden the scope of social justice beyond our urban centers.

Clinicians and Empirical Research: Exploring Connections with Client Representation and Student Assistance

Director’s Row I, Plaza Building, Lobby Level

Anna E. Carpenter, The University of Tulsa
College 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

When clinical faculty engage in empirical research, we are often inspired by our experiences as supervisors in clinic cases and projects, and we may ask our students to assist with data collection and analysis. This session will explore the connections between client representation and student assistance in clinicians’ empirical research projects, including benefits and challenges. For example, should clinical faculty continue to practice in a court where they are also researchers? Should empirical research be part of students’ formal clinic work, and if so,

how does it connect to professional skills? This session will respond to these and other questions by offering inspiration, lessons learned, and tools for clinical faculty engaged in empirical research. The session features panelists whose empirical research is related to their client representation work, and who have used student assistance in their research. The presenters have studied immigration cases in the U.S. Courts of Appeal, an experimental housing court, and unemployment compensations appeals in an administrative court. Their research methods have included observation, qualitative interviews, and quantitative analysis. Some presenters have used students as paid research assistants. Others have incorporated empirical research into students' clinic experiences.

The session will raise questions including: How can empirical research help us meet our responsibility to clients, students, and the community? Are clinicians are well-positioned to be empirical scholars? How does client representation lead to empirical projects? How does becoming researchers change or challenge our relationships with clients, courts, and community partners? What happens when our duties as researchers conflict with our duties as advocates? Or with our duties as teachers? How can clinicians incorporate student assistance in empirical research? What are the benefits and challenges of student involvement in research inside and outside of the clinic setting? How do empirical research experiences connect to students' professional and ethical development?

Thinking Outside the Box: Externship Seminars as Avenues for Training Students to Advance Social Change

Governor's Square 10, Plaza Building,
Concourse Level

Carmia N. Caesar, Howard University School of Law
Alexi Freeman, University of Denver Sturm
College of Law
Sara K. Jackson, University of California, Davis,
School of Law

In light of the current political climate, law schools are positioned to play a critical role in grooming the next generation of social change lawyers. Externship seminars, now a clearly defined component of clinical education, offer an ideal avenue for engaging themes of social justice, coalition-building, conscientious lawyering, and social change. In-class components of externships can be fertile training grounds for exposing law students to critical pedagogical frameworks and the types of skills that are needed to be effective social change lawyers. Whether working on behalf of clients, communities, or causes, taking the time to understand and appreciate a range of critical perspectives around race, class, gender, immigration status, sexual orientation, and more is imperative to effective social change work. While some law school courses teach critical theory from a doctrinal perspective, opportunities for students to connect these perspectives to practice are harder to come by. Externship seminars allow faculty to expose students to critical theory, and then concretize it with current issues and student experiences. In addition, students aspiring to be social change lawyers need exposure to unique set of lawyering skills: messaging and public education, coalition-building, power-mapping, data analysis, stamina, balance—the list of skills to be effective in practice is endless, yet few of these tactics are regularly taught. Externship seminars can introduce these and other skills, creating awareness and prompting further study, examination, or practice by students (including engaging with field supervisors on such topics). This session will explain how the new ABA standards provide even more support for engaging in such topics and provide tangible ways in which externship professors can incorporate both of these elements—critical frameworks and corresponding skills—into seminar courses. We will share sample lessons and describe how such lessons can be replicated for different types of field placements. We will also solicit ideas from participants, and “try out” components of the teaching strategies we propose in groups.

Workplace Justice in Tumultuous Times: Advancing Student Learning and the Commitment to Social Justice Through Employment Law Casework

Governor's Square 11, Plaza Building,
Concourse Level

Llezie Green Coleman, American University,
Washington College of Law
Nicole Hallett, University at Buffalo School of Law, The
State University of New York
Luz M. Molina, Loyola University New Orleans
College of Law

Low-wage workers are a largely hidden population toiling at the margins of society, in workplaces often characterized by informality and exploitation. Many employers incorporate wage theft and workplace safety violations into their economic models. Meanwhile the law of the workplace is in a constant state of flux, much like the fissured and contingent economy within which it exists. All of this makes workplace law a paradigmatic practice area in clinical legal education, and a mainstay of many general civil litigation clinics across the country. Workplace cases provide complex and layered opportunities for students to develop lawyering and critical problem solving skills within a social justice framework, in tasks like interviewing, fact investigation, case theory development, negotiation, demand letter and complaint drafting, discovery, and trial advocacy.

This concurrent session will explore the pedagogical challenges of handling workplace justice cases, such as the difficulties of doing so within the constraints of a single semester, and consider how case selection and docket development can both shape student learning and help uphold the dignity of all workers. The panelists will provide models for a three-pronged approach to this work, by: providing worker rights education workshops to the community; litigating claims, including through limited-scope or “unbundled” legal services to wage claimants; and advocating for changes in law and society for the protection and enforcement of workers’ rights. Through these models, participants will gain an understanding of how different types of workplace justice cases can help clinicians meet particular learning goals objectives and outcomes in their pedagogy.

Tacking into the Wind: Incorporating Social Upheaval into Clinics and Podium Teaching as the Country Becomes Increasingly Polarized

Governor's Square 12, Plaza Building,
Concourse Level

Amna Akbar, The Ohio State University, Michael E.
Moritz College of Law
Brian G. Gilmore, Michigan State University
College of Law
Fareed Hayat, Howard University School of Law
Josephine Ross, Howard University School of Law
Brenda V. Smith, American University Washington
College of Law

The world intrudes in different ways in our clinics and doctrinal courses. We teach courses against a backdrop that this year included publicized shootings by and of police; demonstrations against police violence, the passage of gun-carrying laws for universities, calls for safe spaces, heightened racial animosity spurred by election rhetoric, and polarizing court decisions, to name a few. Is this a distraction or should we use it in our teaching? Traditionalists see a dichotomy between teaching the law and striving for transformational change, but clinicians generally welcome the gusts and swells of the real world as a way to inspire our students and help them become successful lawyers.

In particular this session will discuss the following questions:

- 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?
- What opportunities exist to teach students when unsettling national or regional events occur?

Come with questions and thoughts from your clinic. There will be an opportunity for a full discussion about our role as teachers, ideas for harnessing the students’ anger, fear, their assertion of “trigger warnings” and such, and how to address students’ response to current events.

Grow-Your-Own Solutions: Developing and Teaching Alternative Paths to Justice Despite Weak Law/Bad Law/No Law

Governor's Square 16, Plaza Building,
Concourse Level

Sarah R. Boonin, Suffolk University Law School
T. Keith Fogg, Villanova University Charles Widger
School of Law

Nicole B. Friederichs, Suffolk University Law School
Emily M. Broad Leib, Harvard Law School
Julie McCormack, Harvard Law School
Toby Merrill, Harvard Law School

How do you identify next steps when it appears that there are no good options? How do you model and teach the mental agility and strategic judgment needed to think around legislatively constructed obstacles? How do you leverage resources and engage students with communities to develop creative solutions in the face of significant legal barriers?

Drawing from our experiences across a wide range of innovative direct representation, law reform, community justice, and policy projects in the areas of Social Security law, tax reform, consumer and student loan debt relief, health and food policy, and Indigenous Peoples' land rights, panelists will share a framework that describes how we and our students represent a diverse range of clients for whom the law does not work. The session will be interactive and participants will have the opportunity to apply new tools and strategies to their work to develop alternative action plans for protecting and advancing the rights of their clients while teaching students to think outside the box.

Utilizing Supervision Pedagogy to Teach for Transfer: Theory, Planning, and Practice

Plaza A, B, & C, Plaza Building, Concourse Level

Elliott S. Milstein, American University, Washington
College of Law
Ann C. Shalleck, American University, Washington
College of Law

This session will explore how, in student supervision, a clinician can ensure that the skills we teach are transferrable to other practice settings. We will engage participants in a rounds exercise directed towards understanding and implementing the framework and practices involved in supervision as presented in Bryant, Milstein and Shalleck, *Transforming the Education of Lawyers: The Theory and Practice of*

Clinical Pedagogy. Teaching for transfer is a major theme throughout that book, but we will focus particularly on the supervision model it envisions. Its distinctive set of concepts for understanding, approaching, and doing supervision are intended to ensure that students learn not only how competently to represent their particular clients, but also that they see the connections between their work on the cases and broader lessons about lawyering.

The key idea we want to communicate is that supervision involves two concurrent developmental processes, which we call the arc of client representation and the arc of student learning. Through supervision, students progress in their handling of a case or project and they progress in their learning about being a lawyer and doing the work that lawyers do. Neither process is linear and the two processes proceed in a dynamic relationship with each other.

We will conduct rounds about supervision, a technique for deploying the principles developed in the book for the purpose of helping a clinical teacher analyze aspects of an experience in supervision. Using this rounds format, participants will use these supervision concepts in discussing a supervision problem a participant presents to the group. Our goal is to extract the general lessons learned from the discussion and to identify specific practices to enhance transfer that participants can use when they return to their own clinics.

5:30 – 8 pm

Reception sponsored by University of Denver Sturm College of Law with the University of Colorado Law School

Laundry on Lawrence

The University of Denver Sturm College of Law, along with the University of Colorado Law School, are pleased to host a reception at Laundry on Lawrence, located 2701 Lawrence Street. Advanced sign up for this event was required; attendance is limited to 300 guests.

Continuous roundtrip transportation will be provided starting at 5:30 p.m. Buses will be located on Court Street, outside the main hotel lobby across the street in front of Katie Mullen's Irish Restaurant and Pub.

Continuous roundtrip transportation will be provided starting at 5:30 p.m. Buses will be located outside of the hotel; please follow the signage for further instructions.

Monday, May 8

7:30 am – 5 pm

AALS Registration

Plaza Exhibit, Plaza Building, Concourse Level

7:30 – 9 am

AALS Section on Clinical Legal Education Clinicians of Color Committee

Director's Row F, Plaza Building, Lobby Level

Contemplative Session

Director's Row E, Plaza Building, Lobby Level

Jean Peters, Yale, 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.

9:30 – 10:45 am

WORKING GROUP SESSIONS

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

WORKSHOPS

Advanced sign up was required. Attendance is limited. Meeting room locations were provided in advance to those who signed up.

Making Educational Videos (*continued*)

Navigating the Complexities of the Clinical Teaching Market (*continued*)

(Re-)Designing a Clinic Using Backward Design (*continued*)

Scholarship Support Workshop (*continued*)

10:45 – 11 am

Refreshment Break

Plaza Exhibit, Plaza Building, Concourse Level

11 am – 12:30 pm

Plenary Session: Client Relationships in Periods of Significant Legal and Political Change: Flexible Pedagogy to Maximize Skills Transfer

Plaza A, B, & C, Plaza Building, Concourse Level

Alicia Alvarez, The University of Michigan Law School
Sameer M. Ashar, University of California, Irvine
School of Law

Christine N. Cimini, University of Washington
School of Law

Jenny Roberts, American University, Washington
College of Law

Stephen Wizner, Yale Law School

The second plenary will focus on how clinics can remain flexible in order to adapt to changes in the legal and political environment, with particular emphasis on working with populations made more vulnerable by the 2016 general election. The panelists will discuss innovative approaches to clinical pedagogy designed to create the necessary flexibility to anticipate and respond to emerging legal needs in the communities in which we work. They will explore methods for client selection, clinic design, and strategies for optimizing student engagement. Learning new substantive areas of law and engaging in different forms of advocacy, and forming effective community collaborations, are challenges for both students and faculty that will be addressed by the panel. The plenary will also highlight the effective teaching of transferable client relationship skills that will prepare graduates for practice in a legal and social setting that is increasingly dynamic and complicated. Participants will leave the session with an understanding of approaches taken by their colleagues in response to changes in the legal and political environment and with new ideas for future adaptations.

We will approach these issues through a discussion of the following topics, using a variety of interactive methods:

Evolving Clinics: The panelists will explore ways to design a clinic that can respond to evolving community needs and discuss the challenges and rewards that come with an adaptive model. Specifically, we will examine how to maximize student engagement in the clinic design and case and project selection; how to leverage community participation and teach collaboration with other disciplines; how to manage student and community expectations as the

clinic evolves; how to effectively supervise students when working in new areas of law; and how to define transferable lawyering skills in this context.

Emergency Response: The panel will discuss the pedagogy of responding to an emergency as a clinical experience. What are the challenges? How much flexibility do you need? What skills are needed and how should they be taught? What relationships will students have with their clients? Will the representation be limited in scope? Participants will receive a checklist of how to respond in an emergency.

Nonconventional Advocacy: Through this topic, we will consider forms of advocacy that depart from the “core” advocacy a particular clinic handles. That departure raises internal tensions, such as the difficulty of adding a new area in a one-semester clinic and how to manage student expectations around challenges that arise from the added layers of learning. It also raises external tensions, such as colleagues who may not fully appreciate the pedagogical, social justice, and other advantages in moving beyond the confines of the “core” coverage.

Clients and Cause Lawyering: There is a significant literature on the topic of cause lawyering. We seek to draw and build on that foundation by exploring specific examples of clinic work that expose the alleged tension between client goals and counseling and broader cause goals. In the process, we will question that tension and discuss how we surface these complex issues with students.

12:30 – 2 pm

AALS Luncheon

Plaza D, E, & F, Plaza Building, Concourse Level

Speaker: Monique Lovato, Chief Executive Officer and Executive Director, Mi Casa Resource Center

CLEA Awards (Outstanding Advocate and Outstanding Project Awards)

Per Diem Award Presentation

2 – 3:30 pm

CONCURRENT SESSIONS

Here and There: Creating a Core “Cultural Competency” Curriculum for Global Lawyering in Clinics and Externships

Governor’s Square 16, Plaza Building, Concourse Level

Laurie A. Barron, Roger Williams University
School of Law

Gillian Dutton, Seattle University School of Law

Tracye Edwards, Drexel University Thomas R. Kline
School of Law

Thelma L. Harmon, Texas Southern University
Thurgood Marshall School of Law

Reena Elizabeth Parambath, Drexel University Thomas
R. Kline School of Law

This session will describe how both international placements and local placements that build on skills of students from diverse backgrounds at Historically Black Colleges and Universities (HBCU’s) can develop skills and values in cross cultural competence for use in lawyering in the United States and across the globe. These are trying times for our law students: racially, culturally, and economically. It has always been important for our clinic and externship students to understand the clients with whom they work in order to provide competent, diligent, and zealous advocacy. Questions such as “How do we teach our students the skills necessary for successful practice in increasingly multicultural communities?” and “How do we teach our students skills that are transferrable to multiple professional working environments?” will be explored and answered.

Using Cross-Clinic Collaboration to Benefit Students, Clients, and Communities

Governor’s Square 17, Plaza Building, Concourse Level

Michael W. Martin, Fordham University School of Law
Christopher Northrop, University of Maine
School of Law

Laura L. Rovner, University of Denver Sturm
College of Law

Clinicians, as both teachers and lawyers, have the benefit of multiple communities with whom they work: the local communities in which their clinics practice, the community of lawyers with whom they share a practice area, the community of other

professionals with skill sets necessary for effective representation of our clients, and, of course, the community of clinical teachers. While conferences like this one provide us opportunities to learn from our colleagues, many of us teach alone in our day-to-day work, and within that vacuum, lose the benefit of peer modeling and critique. When we do collaborate across clinics and professions, we, the students, and the clients stand to benefit from the additional perspective, expertise, and resources that others may bring, allowing for more innovative and impactful teaching and advocacy.

We live and teach in an era of diminishing resources and increasingly urgent social justice issues. As our work becomes more critical and more challenging, we intend this interactive session to give everyone an opportunity to reflect on our experiences with collaborations. We hope to engage participants in a discussion of issues to consider in deciding whether to collaborate with other clinics and ways to do so intentionally to best achieve not only our clients' and our students' goals, but also our own goal of becoming better clinicians. Finally, we want to determine when cross-clinic collaborations are a more effective way to transfer and promote social justice.

Defining the Work? Teaching Boundaries Across Clinic Contexts

Governor's Square 10, Plaza Building,
Concourse Level

Davida Finger, Loyola University New Orleans
College of Law
Emily Suski, University of South Carolina
School of Law

Regardless of clinic design or focus, all clinics must grapple with defining the boundaries of our work in a way that is responsive to both client and student needs, as well as the ethical obligations at play. In a world of many competing demands, these boundary questions are numerous and varied. They include how to define who the client is (individual, organization, community)? How to define advocacy work—where does it begin and end? In the context of movement lawyering and current calls for lawyers and law students to support protest actions and community groups that are on the front lines in the national struggle for justice, what boundary questions have surfaced? How do you teach students how to use their time and take care of themselves while serving their clients? How do you teach social justice? What does

social justice mean in the context of varied clinic models? The goal of this concurrent session is to explore all of these problems related to boundaries and time, and to offer ways to teach students how to consider these boundary questions in a responsible, thoughtful, transferrable way. It will offer a teaching exercise that can be adapted for use in exploring these issues across clinic contexts and helping students to consider these questions and their own answers to them. Finally, this session will discuss how to assess student learning on this issue.

Tumultuous Ten Years and Beyond: Experiences and Prospects of Clinical Legal Education in Japan

Governor's Square 15, Plaza Building,
Concourse Level

Sayaka Matsui, University of California, Berkeley
School of Law and Former Attorney at the Waseda
Legal Commons Law Office
Shigeo Miyagawa, Waseda University Law School and
former President of JCLEA
Satoru Shinomiya, Kokugakuin University School of
Law and current President of JCLEA

Moderators:

Peter Joy, Washington University in St. Louis
School of Law
Hiroko Kusuda, Loyola New Orleans College of Law

This session focuses on three aspects of clinical legal education in Japan. First, the session will address the current state of Japanese legal education, which was dramatically changed in 2004. In addition to discussing the changes and development of Japan's new system of graduate professional law schools, this portion of the session will focus on what the Japan Clinical Legal Education Association (JCLEA) has endeavored to accomplish in the past ten years. Second, the session will address the development of externship programs in Japan. The externship model is the most prevalent form of clinical legal education in Japan, as opposed to law clinics, which are facing a decline in the number of student participants. The reasons for declining interest in law clinics will be discussed, as well as an analysis of the particular traits of externship programs and how to make them more effective in Japan. The third and final part of the session will focus on the incubation of novice lawyers in law-school-affiliated law firms by the first generation of the law school graduates. Presenters will engage those attending to consider the challenges

the Japanese law school system faces and to generate ideas concerning possible ways to overcome those challenges. By comparing and contrasting the Japanese and U.S. law school systems, attendees will gain a better understanding of the challenges they face in their own law schools. The session will be very interactive and it will be designed to generate discussion.

Responding to the Needs of Evening Students: The Night Owl Clinician

Governor's Square 11, Plaza Building,
Concourse Level

Geneva Brown, Valparaiso University Law School
Stacy Caplow, Brooklyn Law School
Daria Fisher Page, Georgetown University Law Center
Lindsay Harris, University of the District of Columbia,
David A. Clarke School of Law
Nicole G. Iannarone, Georgia State University
College of Law
Michelle D. Mason, Florida International University
College of Law

To ensure equity in the experiences of evening and day students as required by the ABA, we will offer a frank discussion on the challenges of, and best practices for, building and teaching evening clinics and the untapped potential of evening clinics to better serve clients. Historically, part-time programs were created to provide access to legal education for women, immigrants, and the working poor—communities that didn't traditionally enter the elite legal profession. Today, evening programs continue to attract non-traditional students. While we have opened the door, we still struggle to provide them a full-spectrum legal education. Even more than full-time students, part-time students often need the bridge that clinic provides from non-legal professional to practicing attorney because they can't take advantage of externships, internships, and other experiences. The struggles of day clinics are magnified in the evening. How do we teach everything we need to teach with limited resources and understandably tired students? How do evening students make time for reflection when time is in short supply? How do we balance client and pedagogical needs, and instill a commitment to social justice, when students have so many competing ("real") obligations? This panel will share experiences from the perspective of teachers and administrators and address: The challenges of teaching evening clinics (and including evening students in day clinics) and potential solutions; facilitating evening

student clinics and sharing best practices to encourage law schools to offer, and clinicians to teach, evening clinic; better enabling evening students and their institutions to meet the ABA experiential learning requirement; creating a community of clinicians teaching in the evening to foster collaboration and share best practices; and overcoming stigma surrounding evening students in general and normalize evening clinic.

Lawyers, Clients, & Narrative: A Framework for Law Students and Practitioners

Plaza A, B, & C, Plaza Building, Concourse Level

Carolyn Grose, Mitchell | Hamline School of Law
Margaret E. Johnson, University of Baltimore
School of Law
Binny Miller, American University, Washington
College of Law

This is a concurrent session for folks who are interested in learning more about how to use narrative and story in their clinical teaching, whether it be a clinical course focused on litigation, transactional, or project-based practice. Margaret Johnson and Carolyn Grose have written a clinical textbook focused on teaching lawyering and client representation through narrative. They will use their insights and exercises from this book during the session, while Binny Miller will contribute her critical eye and thoughts about the material. The session will be highly interactive, and our goal will be, in part, to give participants some concrete ideas and activities to take back to their own classrooms and clinical law offices. We believe this session will contribute to the conference's goal of enhancing our effort, as legal educators, to help students learn to be competent, ethical, and socially responsible members of the legal profession. Here is a brief overview of the session:

- Introductions: What experiences have you had with narrative in your teaching or practice? What excites you or scares you about using narrative in your clinical course and supervision of student attorneys' lawyering?
- Discussion: Why does narrative help teach lawyering and why is narrative integral to lawyering? What is narrative and how do we construct narratives?
- Exercises
- Reflection

Combatting Wage Theft Collaboratively: It's a Win, Win, Win When the AGO, U.S. DOL, Law Schools, Advocates, and Worker Centers Unite

Governor's Square 14, Plaza Building,
Concourse Level

Nathan Goldstein, Senior Trial Attorney, U.S.
Department of Labor
Cynthia Mark, Division Chief, Fair Labor Division,
Massachusetts Attorney General
James Matthews, Suffolk University Law School
Sherley Rodriguez, Suffolk University Law School
Patricio S. Rossi, Harvard Law School

Low-wage and immigrant workers in Massachusetts, like many other states throughout the country, are increasingly victims of workplace exploitation and wage theft. To increase resources to help combat wage theft, the Massachusetts Attorney General's Office (AGO) Fair Labor Division (FLD) developed a "pilot" Wage Theft Project to provide workers who have received a Private Right of Action letter from the AGO with assistance in pursuing their wage claims.

The project is a collaboration between FLD, private and public interest attorneys, worker centers, and Suffolk and Harvard Law School Clinics. Additionally, U.S. Department of Labor (US DOL) detailed a trial attorney to FLD to help design and implement the clinic. The intent of the project is to develop an innovative solution to an "age old" problem of stretching government resources to increase access to justice to low-wage workers. The project consists of a monthly walk-in clinic in which workers receive assistance ranging from full legal representation to advice and education about workers' rights. This project provides law students with an opportunity to engage with the community, network with legal professionals, practice interviewing, problem solving, and other legal skills, and be part of a forum that could provide a steady stream of fee-generating casework post-graduation.

This session will provide a brief presentation of how the project was developed, the roles of law schools, and identify challenges and successes of the first six months. Additionally, panelists will share copies of memorandums of understanding that outlined the roles of partners, client statements that defined the scope of assistance provided to workers, sample flyers used to advertise the program to the community and recruit private attorneys, as well as sample planning committee meeting agendas. Participants

will work in small groups to identify potential areas for collaboration, potential partners, and factors to consider throughout the planning process.

The Role of Clinical Education in Transitioning Students to Law Practice in Tumultuous Times: A Data-Driven Assessment

Director's Row E, Plaza Building, Lobby Level

Alli Gerkman, Director, Educating Tomorrow's Lawyers
Robert R. Kuehn, Washington University in St. Louis
School of Law

This session will focus on the important role law clinics and externships play in preparing students for practice in a time that isn't just tumultuous for our clients, but also for our students. It will focus on the skills and traits students should be working to acquire while in school and the role of clinics and externships in helping students attain those skills and traits.

This data-driven session will present studies on the foundational skills and characteristics new lawyers need to succeed. It will begin with the results of ongoing research on the value of clinical experiences in learning important skills and values and gaining the first legal job. The session will then discuss the results of Educating Tomorrow's Lawyers' recent survey of over 24,000 lawyers on the foundational legal skills, competencies, and characteristics necessary to successfully transition from law student to competent, ethical lawyer. Afterwards, the audience will break into groups to brainstorm how we as clinical teachers can help students attain or improve the skills and characteristics deemed in the survey as "necessary immediately for the new lawyer's success in the short term."

The session will conclude with study results on the experiences or practices of law school graduates deemed by potential employers as most useful in determining if a candidate should be hired or possesses the necessary foundations to be a successful lawyer.

From the session, audience members will learn, through empirical data, the role their clinics and externships can play in the important job of helping students transition to practice. By knowing what is deemed most important by lawyers, and sharing ideas on how to teach those skills and characteristics, clinical educators can more successfully prepare our students for practice in these tumultuous times.

The Role of Clinics in Pursuing Systemic Change in the Criminal Justice System

Governor's Square 12, Plaza Building,
Concourse Level

Neelum Arya, University of California, Los Angeles
School of Law
Sharon Beckman, Boston College Law School
Valena Beety, West Virginia University College of Law
Samantha Buckingham, Loyola Law School,
Los Angeles
Joy Radice, University of Tennessee College of Law
Eda (Katie) Katharine Tinto, University of California,
Irvine School of Law
Laura Zarowsky, University of Washington

This panel acknowledges the importance of serving individuals, communities, and society through addressing the underpinning issues that lead to individual involvement with the criminal justice system. Panel clinicians will discuss how we can work for broader change in our communities and the importance of integrating systemic concerns into our casework. This approach includes teaching our students both how to advocate for individuals and how to identify systemic problems and possible resolutions through the executive and legislative branches. Each presenter will briefly give examples of systemic reform work in her clinic; how the work is integrated into the student casework including classes, speakers, presentations, trainings, and fieldtrips; and distribute successful documents to discuss possible use in other states. Our goal is to brainstorm, strategize, and share our experiences with impact litigation, white papers, proposed bills, court-watching initiatives, clemency collaborations, amicus briefs, judicial committee work, and other forms of systemic and policy work we attempt to integrate into our clinics. We will also discuss the pedagogical and clinic management-related challenges to doing such work.

3:30 – 3:45 pm

Refreshment Break

Plaza Exhibit, Plaza Building, Concourse Level

3:45 – 5:15 pm

CONCURRENT SESSIONS

A Pedagogy of Intervention: Student Autonomy and Zealous Advocacy

Governor's Square 10, Plaza Building,
Concourse Level

Ty Alper, University of California, Berkeley
School of Law
Elizabeth B. Cooper, Fordham University School of Law
Vida Johnson, Georgetown University Law Center
John D. King, Washington and Lee University
School of Law
Kathryn A. Sabbeth, University of North Carolina
School of Law

When to intervene? It's the age-old clinician's dilemma, most traditionally presented in a courtroom setting, when the student attorney begins to flounder and the clinical supervisor agonizes about when to jump in, and how directive to be. In this session, we will explore the considerations that go into the decision of when and how to intervene, particularly in light of students' developing professional identities and our own social justice commitments. Using interactive role-plays and vignettes, we will explore the issue in a variety of settings beyond the traditional courtroom scenario. For example, we will discuss how to respond when a student's level of zeal is diminished by the behaviors of other parties who find aggressive advocacy for poor people to be surprising and inappropriate—as well as the reverse situation, where the student is appropriately aggressive (and perhaps outraged) but other actors in the system are offended because the student's behavior appears out of proportion in the forum. We will also explore how our students “read” cues about appearances of professionalism and how to respond when conformity appears to challenge their self-identity (e.g., the gender queer student encouraged to adopt a gender-typical presentation), their capacities to read social cues, and even their wallets. The presenters will draw on their experiences in a wide variety of clinical settings (civil rights and economic justice, criminal defense, special education, and legislative and policy advocacy) in addressing these issues of conformity, intervention, and autonomy.

Privilege, Implicit Bias, and Microaggressions: Tools for Discussing and Facilitating Contextual Conversations with Students

Governor's Square 14, Plaza Building,
Concourse Level

Nermeen Arastu, City University of New York
School of Law
Deborah N. Archer, New York Law School
Wendy Bach, University of Tennessee College of Law
Babe Howell, City University of New York
School of Law
Nadiyah Humber, Suffolk University Law School
Jamie Langowski, Suffolk University Law School
Donna H. Lee, City University of New York
School of Law
Caryn Mitchell-Munevar, New England School of Law
Nicole Smith Futrell, City University of New York
School of Law

Effective conversations about race and privilege are a foundational element of legal education, but are difficult to prepare for and even more difficult to address. Appropriately addressing such issues helps foster community within and beyond our clinics. Having critical conversations about the many manifestations of race and privilege may lead to a richer perspective for clinic students. The presenters in this session have been engaging, at their own institutions, in efforts to create racially just and inclusive clinical programs and law school communities, and to prepare their students to continue that work in their own careers. This session is designed to explore how we can encourage, create, lead, and respond to conversations about justice, inclusion, and privilege in a variety of law school contexts. The goals will be to share the model and benefits of cross-clinical collaboration to address race and privilege, implicit biases, and macro- and microaggressions in the context of legal practice; to build on this model at the conference through small group brainstorming and exercises; to discuss tangible tools for teaching students how to talk productively about issues of racial inequality at both an individual and structural level; and strategies for teachers to effectively respond in the moment to culturally insensitive or offensive comments in the classroom.

Teaching Social Justice Lawyering: Pedagogical Tools to Sharpen Student Engagement with Marginalized Communities

Governor's Square 11, Plaza Building,
Concourse Level

Naz Ahmad, City University of New York School of Law
Scott L. Cummings, University of California, Los Angeles School of Law
Nicole Godfrey, University of Denver Sturm College of Law
Tarek Z. Ismail, City University of New York School of Law
Danielle Jefferis, University of Denver Sturm College of Law
Annie Lai, University of California, Irvine School of Law
Sunita Patel, American University, Washington College of Law
Kathryn Ramsey, The George Washington University Law School
Erin Scheick, The George Washington University Law School
Jeena Shah, Rutgers Law School
Etienne Toussaint, The George Washington University Law School

The purpose of this concurrent session is to explore the ways in which serving marginalized clients intersects with movement lawyering and how to use clinical education to encourage self-reflection and engagement with social justice initiatives. The session will begin with a case study focused on the representation of a Muslim-American, and the ways by which implicit, institutional, and societal biases may impact legal representation. Next, the session will contextualize the individual case study within a broader social justice movement, and delve into how we, as clinical instructors, can deepen student understanding of the principles and purposes of movement lawyering. The session will conclude with a series of interactive activities that build upon traditional clinical pedagogy to encourage students to explore their personal reactions, biases, and performance with respect to their client work, and to challenge students to broaden their practice by considering the societal implications of their legal work. The aim is to provide a starting point for clinicians to develop pedagogical tools and exercises that will consistently foster self-reflection, empathy, and critical thinking in law students that will transform their legal practice as professionals in the field.

Using Technology in Teaching and Practice to Enrich the Student Experience

Governor's Square 15, Plaza Building,
Concourse Level

PART I: RESTRUCTURING THE CLINICAL SEMINAR COURSE TO PROVIDE STUDENTS WITH THE LEGAL AND SKILL-BASED FOUNDATION TO ENTER LIVE CLIENT REPRESENTATION AND SERVE THE GREATER COMMUNITY

Dionne Gonder-Stanley, North Carolina Central
University School of Law
Tameka E. Lester, Georgia State University
College of Law

The clinical seminar grounds students' clinical experiences, affording them a space to learn the substantive law/skills necessary for their clinic. The most significant challenge faced within the clinical seminar is balancing content delivery, student content mastery, and the representation of real people. Unfortunately, we cannot always time our clinical seminars to provide the content each student needs exactly when they need it and ensure they have sufficient time to master the substance or skills prior to working with clients. During this presentation, we will explain how we approached re-visioning our respective clinical seminars by flipping the entire clinical seminar outside the clinic to make it a standalone prerequisite. We will also discuss using technology to flip the curriculum by substantive legal issue/skill to present the content before class meetings so class time can be spent on exercises designed to advance through the learning continuum beyond remembering and understanding to application.

PART II: LAW PRACTICE TECHNOLOGY, CLINICS, AND 21ST CENTURY LAW SCHOOL CURRICULUM

Conrad Johnson, Columbia Law School
Joseph A. Rosenberg, City University of New York
School of Law

This part of the session will provide participants with a practical blueprint on how to incorporate an understanding of technology to impart transferable skills to students from the first year through graduation, expand services in clinics, appreciate the professional responsibility dimensions presented by technology, and improve students' skills-based training and job readiness. We propose to give participants an understanding of where practice technology intersects with prevailing law school

curricula generally and clinical goals in particular. We will describe the motivations of CUNY's efforts to incorporate law practice technology into the curriculum and the steps taken to achieve those goals. In particular, we will review the building blocks to a more purposeful approach to integrating an understanding of technology within a well-developed experiential learning environment. By approaching lawyering with technology in a systematic manner we will explore the building blocks that establish a firm foundation of technological understanding.

We Have to Get Out More: Expanding Experiential Learning and Conceptions of "Client" and Leveraging Student Interests: Extra- and Non-Traditional Clinical and Interdisciplinary Learning Opportunities

Governor's Square 16, Plaza Building,
Concourse Level

William Berman, Suffolk University Law School
Allison K. Bethel, The John Marshall Law School
Deirdre Bowen, Seattle University School of Law
Joy Radice, University of Tennessee College of Law
Valerie Schneider, Howard University School of Law

This session is designed to explore ways to promote experiential learning in the curriculum beyond traditional clinical programs. While ABA Standard 303(a)(3) has compelled law faculties to assess their curricular offerings, many also have taken the opportunity to design innovative social justice-oriented programming that satisfies student interest. This session's learning objective is to provide practical advice about the structure and development of experiential learning opportunities for students who may not want to enroll in traditional, litigation-focused "advocacy" clinics. Presenters will describe the type of ventures each has undertaken (i.e., a housing discrimination testing program, a fair housing legal support center, extra-clinical amicus brief writing, a "mini" expungement clinic, a law school-wide *pro bono* certificate program, interdisciplinary programming, an empirical literacy course) and they will discuss the advantages and challenges of each. These opportunities allow students to provide valuable services to individuals, community groups, governmental units, etc. in ways that might challenge their conceptions of traditional law practice and allow them to develop essential skills that are transferrable to multiple professional environments. Presenters will conduct the session interactively, engaging attendees in small group work to brainstorm

ideas, using backward design approaches, and offering materials that complement the presentation.

Clinics as Change Agents in Challenging Times: Expanding Clinical Models for Teaching and Organizing

Director's Row E, Plaza Building, Lobby Level

Lisa E. Brodoff, Seattle University School of Law
Elizabeth Ford, Seattle University School of Law
Elizabeth L. MacDowell, University of Nevada, Las Vegas, William S. Boyd School of Law
Fatma Marouf, Texas A&M University School of Law

Moderator: Sabrineh Ardan, Harvard Law School

This session will explore the role of law school clinics as change agents, reflecting on projects to transgender rights and workers' rights as substantive examples. Panelists will discuss different ways for clinics to partner with community organizations, the transferrable skills required to represent clients involved in social mobilization efforts, and how lessons from successful community collaborations can be applied to new situations. The session will unpack how to develop a successful partnership between a law school clinical program and a community coalition, how such partnerships may enhance the social justice impact of a project, and the potential benefits and drawbacks of this type of collaboration for the communities involved, law students, and clinical programs. In addition, the session will examine some of the challenges that may emerge when clinics represent a community organization, become allied with a community organization, or are perceived as being allied with such an organization, as well as various strategies that clinicians have used to handle these challenges. Finally, the session will explore how the changing landscape for law schools, including concerns about budget, student recruitment, and student employment prospects, may affect these collaborative projects.

Client as Subject: Individuals, Organizations, Communities, and Social Movements in the Trump Era

Plaza A, B, & C, Plaza Building, Concourse Level

Christina A. Brown, The Law Office of Christina Brown
Eduardo R. Capulong, University of Montana
Alexander Blewett III School of Law
Lucy Jewel, University of Tennessee College of Law
Carwina Weng, Indiana University Maurer School of Law

Real clients are notoriously absent in legal education. Representing clients is the lawyer's paramount professional calling. Yet in no law school is there a program specifically devoted to their study. Clinics and externships are the primary correctives to this pedagogical shortcoming. But even in our client-centered pedagogy, we undertake, at best, an eclectic integration of our clients' race, class, sex, gender, sexual orientation, religion, community, culture, politics—and the myriad other characteristics and circumstances that define the human condition. This concurrent session seeks to examine the clinic client in these multiple dimensions. From the biological and individual to the legal, political, religious, and social, we will explore human beings as legal subject and object, focusing in particular on subordinated clients. Who are our clients? What do the fields of psychology and neuroscience tell us about the human organism, critical theory about diverse identity, sociology and anthropology about the nature of human disputing? How does law and organizing practice and scholarship help us understand clients as collectives, political mobilizations, and social movements—particularly in an era of heightened activism? What other human characteristics and circumstances must we consider to help us better serve our clients? Our goal is to harness theory and practice in these areas to create a systematic curricular framework for the study of subordinated clients. After panelists survey the current state of client studies, we will engage in group discussion. Thereafter, we will break into small groups to delve further into each area, then reconvene as a whole to create a model curriculum.

Building Excellence with *Building on Best Practices*: A Resource and Advocacy Tool to Inform Your Teaching, Your Law School, and Broader Legal Education Reform

Governor's Square 17, Plaza Building,
Concourse Level

Cynthia Batt, Stetson University College of Law
Melanie DeRousse, University of Kansas School of Law
Jill C. Engle, The Pennsylvania State University –
Penn State Law
Laila L. Hlass, Tulane University Law School
Carolyn Kaas, Quinnipiac University School of Law

At this time of tumult in our communities and law schools, we strive to do it all: teach students to integrate knowledge, skills and values; serve both clients and the common good; and ensure that our schools are attuned to changing ABA requirements. The Clinical Legal Education Association published *Building on Best Practices: Transforming Legal Education in a Changing World* ["BBP"] to keep our eyes on excellence, and not simply on compliance or survival. Given the cross-currents and pressures for change, BBP articulates best practices in legal education, with much focus on experiential legal education, relying on a wide array of goals and utilizing a variety of methods. In this session, we will use BBP as a tool to delve into some challenging experiential teaching and broader legal education reform subjects, including: experiential education and emerging pedagogies; teaching social justice, intercultural effectiveness, and *pro bono*; professionalism, professional identity, and teaching relational skills and values; and improving legal education: learning outcomes, curricular mapping, and assessment. We will also ask participants to examine the problems they face in their teaching or at their schools, in areas that BBP examines, using the following four-step approach: what teaching and/or curriculum challenges are you facing? What relevant resources does BBP provide? What obstacles do you face in implementing the suggested best practices? What strategies may help overcome these obstacles?

For Love Nor Money: Are We Teaching Transferable Skills by Representing Clients for Free?

Governor's Square 12, Plaza Building,
Concourse Level

Bradford Colbert, Mitchell | Hamline School of Law
Russell Gabriel, University of Georgia School of Law
David A. Santacrose, University of Michigan Law School
Joanna Woolman, Mitchell | Hamline School of Law

Developing "practice ready" law graduates has become the mantra for law schools. Law schools use their clinical programs to demonstrate how they are making their students "practice ready." But are clinics really preparing students for practice? Clinics are designed to do many things, not all of which lead to students being practice ready.

This panel will focus on one specific, and significant, difference between clinical representation and "real world" representation: money. The vast majority of students in clinics represent clients who cannot, and are not, paying for their representation. In contrast, the vast majority of lawyers—a.k.a. our former students—represent clients who are paying for their representation. (It should be noted that some entrepreneurial clinics have tried to bridge the divide by charging a nominal or sliding fee.)

For better or for worse, there is a significant difference between paying and non-paying clients. Are we doing our students a disservice by preparing them for a world in which they are unlikely to practice?

This panel will explore the differences between the fee-paying and the non-fee-paying practice of law. Goals for this concurrent session include improving our ability to analyze the differences between representing non-paying clients and paying clients; identify the implications these differences present for clinical pedagogy; and identify techniques for developing healthy attorney-client relationships, while recognizing how the presence, or absence, of a financial transaction may affect the relationship.

This session will be highly interactive. It will begin with an introduction and acknowledgement of the range of different perspectives. We will then role-play teachable moments with students and interactions between students and non-paying and paying clients. Participants will then do a small group exercise and report back to the meeting of the whole.

5:30 – 6:30 pm

Clinic Community Town Hall: Building Our Collective Response and Vision of Social Justice in Tumultuous Times

Plaza A, B, & C, Plaza Building, Concourse Level

The new administration has presented an important challenge to legal educators in general, and legal clinician in particular, as students across the country question how they can and should use their law degrees in pursuit of social justice issues that many perceive to be under attack—issues like the civil rights of members of the LGBT community, of women, of Muslim-Americans and other people of color, and of disabled Americans. Many law students are perceiving this period in our history as representing a grave threat to our democracy and human rights. How do we respond in this moment of crisis? How do we teach our students to work toward the inclusive vision of democracy and social justice that many of them envision? This session will explore these and other critical questions, with the goal of surfacing innovative strategies, necessary skills, and teaching methods that will properly equip our community, clients, and students during these tumultuous times. The session will begin with a structured discussion on these topics, followed by breakout sessions whose focus will be determined through a survey of our clinical community.

6:30 – 7:30 pm

Breakout Sessions for Town Hall

See program addendum for further information.

Tuesday, May 9

7:30 am – 12 pm

AALS Registration

Plaza Exhibit, Plaza Building, Concourse Level

7:30 – 8:45 am

AALS Section on Clinical Legal Education Committees

See page 55 for information.

Contemplative Session

Director's Row E, Plaza Building, Lobby Level

Liz Keyes, University of Baltimore, 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 – 10:15 am

AALS Section on Clinical Legal Education Works in Progress

See page 41 for information.

Bellow Scholars Program Report on Projects

Plaza Ballroom D, Plaza Building, Concourse Level

See page 53 for information.

10:15 – 10:30 am

Refreshment Break

10:30 – 11:45 am

WORKING GROUP SESSIONS

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

WORKSHOPS**Making Educational Videos** (*continued*)**Navigating the Complexities of the Clinical Teaching Market** (*continued*)**(Re-)Designing a Clinic Using Backward Design** (*continued*)**Scholarship Support Workshop** (*continued*)

Biographies of Planning Committee Members, Plenary and Luncheon Speakers

ALVAREZ, ALICIA Clin. Prof. of Law, Michigan. JD, 1985, Boston Coll. *Admitted:* MI, 2006; IL, 1985. Clin. Prof. & Director, Community & Econ. Dev. Clinic, The Univ. of Michigan Law School, since 2008; Clin. Prof., Michigan, 2006-2008; Clin. Assoc. Prof., DePaul Univ. Coll. of Law, 1993-2006; Ass't Prof., De Paul Univ. Coll. of Law, 1989-1993; Staff Att'y, Bus. & Prof'l People for the Public Interest Chgo., 1988-1989; Staff Att'y, Legal Assist. Fdn. Chgo., 1985-1988. *Subjects:* Clin. Teaching; Int'l Law; Welfare Law. *Books:* Introduction to Transactional Lawyering Practice, 2013. *Consultantships:* Fulbright Scholar, Univ. of El Salvador, 2000-2001.

AREEN, JUDITH Paul Regis Dean Prof. of Law, Georgetown. JD, 1969, Yale; AB, 1966, Cornell University. Mem. of Bd. of Editors, Yale L.J. *Admitted:* DC, 1972; MA, 1971. Exec. Director, AALS, since 2014; Dean Emer., since 2010; Prof., Georgetown Law Center, since 1976; Interim Dean, Georgetown Univ. Law Center, 2010; Exec. V.P. & Dean, Georgetown, 1989-2004; Fellow, Woodrow Wilson Int'l Cntr. for Scholars DC, 1988-1989; Prof., Community & Fam. Med. Georgetown Med. Cntr., 1982-1989; Assoc. Dean, Georgetown, 1984-1987; Gen. Counsel & Domestic Reorg. Coord'r, 1979-1980; Dir., Fed. Leg. Rep. Proj. Pres's Reorg. Proj. Off. Mgt. & Budget DC, 1977-1979; Vis. Assoc. Prof., Michigan, 1975-1976; Assoc. Prof., Georgetown, 1972-1976; Fel. & Dir., Educ. Voucher Study Cntr. for the Study of Public Policy Cambridge MA, 1970-1972; Prog. Planner for Higher Educ., Budget Bur. Off. of the Mayor NYC, 1969-1970. *Subjects:* Family Law; Jurisprudence; Educ. Law. *Books:* Higher Educ. and the Law (with Lake), 2d ed., 2014; Cases and Materials on Family Law (with Spindelman and Tsoukala), 6th ed., 2012; Cases and Materials on Law, Sci. and Med. (with King, Goldberg, Gostin & Jacobson), 3d ed., 2005; Educ. Vouchers: A Report on Financing Educ. By Grants To Parents (with Jencks et al.), 1970. *Member:* ALI; ABF (Fellow). *Consultantships:* Gov'r, DC Bar, 1979-1982; Bd. Member, Pro Bono Institute, since 2004; Exec. Com., AALS, 1998-00, 2005-07, Pres., 2006.

ASHAR, SAMEER M. Clin. Prof. of Law, Cal., Irvine. Lead Art. Ed., Harv. C.R.-C.L. L. Rev. *Admitted:* NY, 2000; CA, 1997. Assoc. Dean for Clin. Programs and Assoc. Prof., City Univ. of New York Sch. of Law, 2003-2011; Ass't Prof., Univ. of Maryland, 2002-2003; Fellow/Adj. Prof., New York Univ., 2000-2002; Clerk, Hon. Deborah A. Batts U.S.D.C., S.D.N.Y., 1999-2000; Associate, Paul, Weiss, Rifkind, Wharton & Garrison, 1998-1999; Skadden Fellow/

Staff Attorney, Lawyers' Cmte for Civil Rights, 1996-1998. *Subjects:* Immigrant and Refugee Rts. Clinic (S); Immigrant and Refugee Rts. Clinic (S). *Member:* AALS Sect. on Poverty Law (Chair); Law and Soc. Ass'n (Board of Trustees).

CIMINI, CHRISTINE N. Prof. of Law, Assoc. Dean for Experiential Educ., Wash., Seattle. JD, 1992, Connecticut; BA, 1989, Clark Univ. Notes and Comments Editor, Connecticut Jour. of Intl' Law. *Admitted:* VT, 2015; CO, 1998; OR, 1996; CT, 1992. Professor, Wash., Seattle, since 2016; Professor, Vermont, 2011-2016; Assoc. Professor, Denver, 1999-2011; Staff Att'y, ACLU of CO Denver, 1998-1999; Staff Att'y, Legal Aid Servs. of OR Portland, 1996-1998; Clin. Tchg. Fellow, Yale, 1993-1996; Staff Att'y, Neighborhood Legal Servs. Hartford CT, 1992-1993. *Subjects:* Civil Litig. Clinic; Immigrant Workers' Rts. Clinic; Med. Clinic. *Awards:* Clin. Legal Educ. Award for Excellence in Public Interest Case or Project, 2002. *Member:* Co-Chair 2016, AALS Clin. Sect. ; Exec. Com. 2013-16, AALS Clin. Section; Bd. of Directors 2004-09, CLEA; Co-Chair 2002-03, AALS Litig. Sect. ; Exec. Com. 2000-05, AALS Litig. Section. *Consultantships:* Steering Com. Member, Alliance for Experiential Educ. , since 2014.

FUTTERMAN, CRAIG B. Clin. Professor, Univ. of Chicago. BA, 1988, Northwestern Univ. *Admitted:* IL, 1991. Clin. Prof., since 2006; Assoc. Clin. Prof., 2004-2007; Ass't Clin. Prof., Univ. of Chicago, 2000-2004; Lect. & Dir., Public Interest Progs. Stanford, 1999-2000; Assoc., Futterman & Howard Chtd. Chgo., 1994-1999; Trial Att'y, Off. of the Cook Cty. Public Defender Chgo., 1991-1994. *Subjects:* Sect. 1983 Civil Rts. Litig. (S); Trial Advocacy; Pretrial Practice; Civil Rights/Police Accountability. *Awards:* CLEA Award for Excellence in Public Interest Project, 2004. *Consultantships:* Adv'y Bd., Positive Anti-Crime Thrust, since 2001; Consult., First Defense Legal Aid, since 2001; Consult., Neighborhood Conservation Corps./Stateway Civil Rts. Proj., since 2001.

HERRERA, LUZ E. Assoc. Dean for Experiential Education, Texas A&M., Harvard Civil Rts. Civil Liberties Law Review. *Admitted:* CA, 2000. Ass't Professor, Thomas Jefferson Sch. of Law, since 2008; Vis. Professor, Chapman Univ. Sch. of Law, 2007-2008; Clin. Fellow, Harvard Law School, 2006-2007. *Subjects:* Access to Just. Seminar (S); Wills & Trusts; Community Economic Dev. (S); Corporations; Prof'l Responsibility. *Member:* Clin. Legal Educ. Association; Soc. of American Law Teachers. *Consultantships:* Consultant, Legal Aid Soc. of Orange County, 2010.

HING, BILL O. Prof. and Director, Immig. and Deportation Defense Clinic, San Francisco. BA, 1971, Cal., Berkeley. *Admitted:* CA, 1974. Professor, U.C. Davis Sch. of Law, 1998-2010; Assoc. Prof., Stanford, 1985-1997; Assoc. Prof., Golden Gate, 1979-1985; Staff Att'y, San Fran. Neighborhood Legal Assist. San Fran., 1974-1979. *Subjects:* Clin. Tchg. (S); Legis. (S); Legal Hist. (S); Evidence; Negotiation-Alternative Dispute Resolu. (S); Immig. Law; Rebellious Lawyering (S). *Books:* Ethical Borders: NAFTA, Globalization and Mexican Migration, 2010; Deporting Our Souls-Values, Morality, and Immig. Policy, 2006; Defining America Through Immig. Policy, 2004; Immig. and the Law - A Dictionary, 2000; Handling Immig. Cases, 2000; To Be An American - Cultural Pluralism and the Rhetoric of Assimilation, 1997; Making and Remaking Asian America Through Immig. Policy, 1993. *Consultantships:* Exec. Dir., Immigrant Legal Resource Cntr., 1979-2000.

JACKSON, MARGARET M. Assoc. Prof., North Dakota. JD, 1992, San Francisco; BA, 1988, Univ. of No. Car. U.S.F.L. Rev. *Admitted:* MN, 2001; ND, 1999; CA, 1992. Ass't Prof., since 2004; Interim Dir., Clin. Educ. Prog., 2004-2005; Vis. Ass't Prof., North Dakota, 2003-2004; Att'y, Pearson Christensen PLLP Grand Forks ND, 1998-2003; Att'y, Erickson Beasley Hewitt & Wilson LLP Oakland CA, 1997-1998; Att'y, Law Offs. of Elizabeth Reifler San Rafael CA, 1994-1996; Att'y, Self San Fran., 1992-1994. *Subjects:* Clin. Teaching. *Consultantships:* Bd. Mem., CLEA, since 2006; Bd. Mem., Legal Aid Ass'n, 2000-2003.

JOHNSON, LYDIA Ass't Professor, Texas Southern. *Admitted:* TX, 1988. Instr., Texas Southern, since 2006; Assoc. Municipal Ct. Judge, City of Houston, since 1997; Ass't D.A., Harris Cty. D.A. Houston, 1990-1997. *Subjects:* Crim. Law; Texas Practice; Consumer Rights.

JONES, SUSAN R. Clin. Prof., Geo. Wash. BA, 1978, Brandeis Univ. Clin. Prof., since 1995; Vis. Professor, Vanderbilt Law School, 2008; Dist. Vis. Professor, Univ. of Maryland Sch. of Law, 2006; Haywood Burns Vis. Chair in Civil Rts., CUNY at Queens, 2003-2004; Clin. Instr., Geo. Wash., 1988-1995; Adj. Instr., American, 1987-1988; Ass't Prof., CUNY at Queens, 1985-1986; Clin. Fellow, Antioch, 1982-1985. *Subjects:* Legal Method (S); Legal Res. & Writing (S); Small Bus. & Comm. Econ. Dev. Clinic (S). *Books:* Bldg. Healthy Communities: A Guide to Community Economic Dev. for Advocates, Lawyers and Policymakers, ABA, 2009; Legal Guide to Microenterprise Development, ABA, 2004; A Legal Guide to Microenterprise Development: Battling Poverty Through Self-Employment, ABA Comm. on Homelessness and Poverty, 1998. *Member:* AALS (Past-Chair, Sect. on Clin. Law, Sect. on Africa, Poverty Law Sect., Chair, Clin. Tchrs. Conf. Plng. Com., Exec. Com. & Chair-Elect, Clin. Tchrs. Sect.) *Consultantships:* Past Co-Chair, Legal Educ'rs

Prac. Div. (1997-99) ABA Forum on Affordable Housing & Community Dev. Law; ABA J. Aff. Hous. and Comm. Dev. Law, Sr. Ed. (2003-04); Ed.-in-Ch. (2001-03); Assoc. Ed. (1999-2001) J. Affordable Hous. and Comm. Dev. Law, Gov'g Com. ABA Forum Aff. Hous. & Comm. Dev. Law (2003-09), Co-Chair, Comm. Econ. Dev. Com., ABA Bus. Law Sect. (2001-05); Vice-Chair, DC Bar Comm. & Econ. Dev. Adv'y Comm. Mem. (1998-08); Vice Chair (2002-08), since 2001; Past Co-Chair, ABA, since 2001; V.P., Washington Area Lawyers for the Arts, since 1998; Ed. Jour., ABA, 1999-02, Ed.-in-Ch., 2001-03, Sr. Ed., Jour. Affordable Housing & Comm. Dev. Law, 2003-2004.

LOVATO, MONIQUE Exec. Dir. and CEO, Mi Casa Resource Center. Mi Casa works to advance the economic success of Latino and working families by expanding opportunities for educational, professional and entrepreneurial advancement. Mi Casa provides training for families beginning with programs for youth that inspire academic success, leadership, and career exploration. For adults, career and business training helps families prosper through career advancement or business ownership.

PINARD, MICHAEL Prof. & Director, Clin. Law Program, Maryland. JD, 1994, New York Univ; BA, 1990, Long Island Univ. Staff Ed., J. of Int'l L. & Pol. *Admitted:* MD, 2003; NY, 1995. Prof., since 2007; Vis. Professor, New York Univ. Sch. of Law, 2008-2009; Ass't Prof., Maryland, 2002-2007; Vis. Assoc. Prof., Wash. St. Louis, 2001-2002; Ass't Prof., Clin. Educ. St. John's, 2000-2001; Robert M. Cover Fel. in Clin. Tchg., Yale, 1998-2000; Staff Att'y, Off. of the Appellate Defender NYC, 1996-1998; Staff Att'y, The Neighborhood Defender Serv. of Harlem NYC, 1994-1996. *Subjects:* Comp. Crim. Process; Re-Entry of Ex-Offenders; Re-Entry of Ex-Offenders Clinic; Legal Profession; Crim. Procedure. *Member:* AALS (CLE Sect., Co-Chair, Sect. on Litig., 2003-04); CLEA (Bd. Mem.).

RADVANY, PAUL Clin. Assoc. Prof., Fordham. *Admitted:* NY, 1993. Lecturer-in-Law, Columbia Law School, 1999-2010; Dep. Chief, Crim. Division, United States Attorney's Office, Fed. Government, 2005-2007; Ass't United States Attorney, United States Attorney's Office, Fed. Government, 1997-2007; Associate, Debevoise & Plimpton, 1993-1997; Law Clerk, Hon. Michael H. Dolinger, 1992-1993. *Subjects:* Crim. Just. Seminary (S); Securities Litig. and Arb. Clinic; Crim. Prosecution Seminary (S); Securities Litig. and Arb. Clinic Seminar (S); Trial Advocacy (S).

ROBERTS, JENNY Professor, Assoc. Dean for Scholarship, American. JD, 1995, New York Univ. N.Y.U. L. Rev. *Admitted:* DC, 2013; MD, 2011; NY, 1996. Professor, American Univ. Washington Coll. of Law, since 2012; Assoc. Professor, American University, since 2010; Assoc. Professor, Syracuse Univ. Coll. of Law, 2009-2010; Ass't Prof., Syracuse, 2005-

2009; Sr. Res. Fellow, Cntr. for Res. in Crime & Just., 2004-2005; Acting Ass't Prof., Lawyering Prog. New York Univ., 2001-2004; Staff Att'y, Crim. Defense Div. Legal Aid Soc. NYC, 1996-2001; Trial Trainer, 1999-2000; Clerk, Judge John S. Martin S.D.NY NYC, 1995-1996. *Subjects*: Crim. Law Clinic; Crim. Law; Advanced Crim. Procedure: Plea Barg. (S). *Books*: Collateral Consequences of Crim. Convictions: Law, Policy, & Practice, 2013. *Awards*: Outstanding Scholarship, Research, Creative Activity, and Other Prof'l Contributions (American University), 2014; Pauline Ruyle Moore Scholar Award, American Univ. Washington Coll. of Law, 2012; Tchr. of the Yr. (American Univ.), AALS, 2012. *Member*: Order of the Coif. *Consultantships*: President, Immediate Past-President, Exec. Comm. Member, Clin. Legal Educ. Association, 2013-2015; Bd. of Directors, Member, Mid-Atlantic Innocence Project, 2012-2015; Bd. Member, National Adv'y Board, Misdemeanor Just. Project, John Jay Coll. of Crim. Justice, since 2015.

SCHERR, ALEXANDER Dir., Civil Clinic Progs. & Assoc. Prof., Georgia. JD, 1982, Michigan; BA, 1975, Yale. *Admitted*: GA, 1996; VT, 1982. Assoc. Prof., since 2004; Dir., Civil Clinic Progs. Georgia, since 1996; Ass't Prof., 1996-2004; Vis. Prof., Quinnipiac, 1995-1996; Proj. Dir., 1991-1996; Staff Att'y, VT Legal Aid, 1984-1991; Assoc., Downs Rachlin & Martin VT, 1982-1984. *Subjects*: Public Interest Practicum (S); Products Liability; Torts; Evidence; Interviewing Counseling and Negotiation (S); Dispute Resolution; Clin. Teaching. *Books*: Georgia Law of Evid. (with Green), 2008. *Member*: CLEA (Pres., 2005). *Consultantships*: Consultant, Performance Test, National Conf. of Bar Examiners, since 2007; President, Clin. Legal Educ. Association, 2005; Mem., VT Comm. on Dispute Resolu., 1992-1995; Mem., Adv'y Comm. on Mobile Housing, 1990-1993; Pres., VT Mediator's Ass'n, 1990-1992.

STERLING, ROBIN WALKER Assoc. Professor, Denver. *Admitted*: CO, 2010; DC, 2000. Ass't Professor, Univ. of Denver Sturm Coll. of Law, since 2010; Spec. Counsel, National Juv. Defender Center, 2006-2010; Supervising Attorney, Children's Law Center, 2005-2006; Staff Attorney, Public Defender Serv. for the Dist. of Columbia, 2002-2005; Fellow, Georgetown Univ. Law Center, 2000-2002; Law Clerk, Hon. Emmet Sullivan, U.S. Dist. Ct. for the Dist. of Columbia, 1999-2000. *Subjects*: Crim. Defense Clinic (S).

SUZUKI, CAROL Prof., New Mexico. Ed., Colum. J. Gender & L.; Mng. Ed., Colum. Hum. Rts. L. Rev. Professor, Univ. of New Mexico Sch. of Law, since 2009; Assoc. Prof., 2006-2009; Ass't Prof., 2003-2006; Robert M. Cover Fellow, Yale, 2001-2003; Vis. Assoc. Prof., Dist. of Columbia, 1999-2001; Dep. Dir., 1998-1999; Sr. Staff Att'y, HIV Law Proj. NYC, 1995-1998. *Subjects*: Community Lawyering Clinic; AIDS and the Law (S); Refugee and Asylum Law; Bioethics (S); Torts. *Member*: CLEA.

WIZNER, STEPHEN William O. Douglas Clin. Prof. Emer. of Law & Prof'l Lect. in Law, Yale. BA, 1959, Dartmouth. *Admitted*: CT, 1971; NY, 1967; DC, 1964. William O. Douglas Clin. Prof. Emer. & Prof'l Lecturer, Yale Law School, since 1970; clinical professor, yale law school, 1970-2009; Clin. Prof., 1989-1991; Dir., Clin. Studies, 1982-1991; Adj. Prof., 1978-1989; Supv'g Att'y, Yale, 1970-1982; Lect., 1970-1978; Mng. Att'y, Mobilization for Youth Legal Servs. NYC, 1967-1970; Staff Att'y, Cntr. on Social Welfare Policy & Law Columbia, 1966-1967; Trial Att'y, Crim. Div. U.S. Dep't of Just. DC, 1963-1966. *Subjects*: Trial Practice; Legal Services; Clin. Teaching; Law & Poverty (S); Immig. (S); Evidence; Legal Ethics (S); Landlord/Tenant (S); Law & Psy. (S). *Books*: Connecticut Mental Health Law Prac. Manual (with Keller), 1978. *Awards*: Great Tchr. Award, Soc. of American Law Teachers, 2009; William Pincus Clin. Tchg. Award, AALS, 1998; Richard S. Jacobson Trial Advocacy Tchg. Award, Roscoe Pound Foundation, 1985. *Member*: Soc. of American Law Teachers; National Bd. of Legal Specialty Certification. *Consultantships*: Bd. of Dirs., Nat'l Bd. of Legal Specialty Certification, since 1987; Sackler Prof. of Law (Special Appointment), Tel Aviv University, 2001-2013.

Poster Descriptions

*Posters are presented at the Reception
Saturday, May 6, 6:45 – 8 pm
Plaza A, B, & C, Plaza Building, Concourse Level*

Creating Web Content with Students for Client Consumption to Enhance Social Justice

Spencer Rand, Temple University, James E. Beasley School of Law

This poster describes a current clinic project where students created web content for low-income clients. Students met with clients at community sites to determine with them helpful content to create, investigated how much clients have access to this medium, created content, and reviewed it with clients or caseworkers to determine its efficacy. The learning goals driving the project included teaching students to translate law in layman's terms for clients in a medium they will need to use, promoting social justice by developing the resource, and teaching students to connect with client bases to determine needs and ways to address them.

A Hybrid Social Enterprise Experience for Law Students

Sarah M. Shalf, Emory University School of Law

This poster describes a live-client, one-semester, project-based social enterprise course offered jointly between Emory Law School and Emory's Goizueta School of Business. It will describe the challenges and questions we struggled with initially in incorporating law students into the cross-listed course, and how we solved those issues over the span of two semesters, as well as lingering issues that we continue to work on refining. This is an ideal structure for clinicians who want to introduce law students to consulting in the social entrepreneurship space but without the resources required to start an in-house entrepreneurship clinic.

Advice and Advocacy in a Civil Practice Clinic: Experiential Learning Via a Two-Tiered Client Representational Model

Carrie Hagan, Indiana University Robert H. McKinney School of Law

Traditionally clinic cases are referred that begin with litigation, having been screened and vetted by referring agencies. What happens then when we want to start a new project that causes us to manage the unknowns and the screening process itself? One answer is to develop a two-tiered representation model, starting first with brief advice and service, and then second with representation, increasing experiential opportunities for students and client services. This poster will detail how one such model was created around the legal problem of expungement, and provide sample retainers, student information interview packets, follow-up letters, and more as supplements.

Clinic Ready to Practice Ready: Using Backward Design for Effective Transfer of Learning

April Land, University of New Mexico School of Law
Aliza Organick, University of New Mexico School of Law
John Whitlow, University of New Mexico School of Law

Our poster will include definitions and diagrams explaining the basic principles of backward design, transfer learning, and curriculum sequencing. The visual representation will integrate those concepts to depict how to create a three-year skills curriculum intentionally designed to enhance experiential learning opportunities for students across the curriculum. The poster will lay a foundation for faculty and students to visualize an integrated law school curriculum that progressively lays the foundation for clinical practice and beyond.

Grand Rounds

Erin McBride, University of Wisconsin Law School

This poster introduces the methodology of “Grand Rounds” from medical to legal education to modernize experiential learning. Grand rounds are an established ritual of medical education in which residents present a medical problem and treatment of a particular patient to an audience of other residents, medical students, and doctors. This methodology, which increases students’ exposure to issues/solutions, is an important supplement to legal education and on-the-job training. The poster outlines the process of conducting a specialized, weekly legal grand rounds, offers guidelines on confidentiality and ethical representation, and provides strategies for keeping students current in evolving areas of law.

Dispute Resolution Practices and Techniques that Help Students Survive Tumultuous Times

Daniel Gandert, Northwestern University Pritzker School of Law

At the Center on Negotiation and Mediation at Northwestern Pritzker School of Law, students learn various practices and techniques that will be helpful to get through difficult times in life. Students learn about mindfulness and the way this practice can help one get through stressful situations, as well as core concerns and how to succeed in situations where there is a lot of emotion. Students also learn mediation skills, which are helpful in all situations in which there is conflict as well as restorative practices, such as peacekeeping circles, which are helpful ways to handle turbulent situations.

Identifying Health Harming Legal Needs of at-Risk Youth: Legal Health Check Up Tools

Yael Cannon, University of Mexico School of Law

Sarah Steadman, University of New Mexico School of Law

Annual health check-ups or physical wellness exams are a tool used to assess an individual’s physical health on a regular basis. The UNM School of Law’s Child and Family Justice Clinic is developing analogous civil legal health check-up tools for at-risk children in New Mexico who face health and legal health disparities due to high rates of poverty and racial and social injustice. The legal health check-up for juveniles who are re-entering the community and school, for example, asks about the need for a legal guardian or emancipation, housing, school support and disciplinary actions, access to health care, etc.

Producing Practice-Ready Law Graduates for an Increasingly Globalized Market: A Review of Time-Tested Trends in Curriculum Integration for Common Law Jurisdictions like the U.S., Canada, U.K., and Nigeria

Anthony C. Ikwueme, Liberty University School of Law

C.A. Ogbuabor, University of Nigeria Faculty of Law, Nigeria

This is a review of experiential legal education programs in four common law jurisdictions, and uses some of the best practices to explain how the existing programs in most U.S. law schools can be modified to produce practice-ready graduates. A recent change by the American Bar Association (ABA) allows law students to earn credit for paid externships in order to promote interest in clinical education. However, the ABA still avoids dealing with the critical issue: that skills training should be a core component of legal education, and should be delivered through a structured vocational training program during law school.

Viva Alamar: Teaching Revolutionary Lawyering during an Intersession in Havana

Adrian Gottshall, University of District of Columbia David A. Clarke School of Law

Norrinda Brown Hayat, University of District of Columbia David A. Clarke School of Law

Jasmin Mize, University of District of Columbia David A. Clarke School of Law

Finding time to teach “revolutionary lawyering” is challenging while focusing on practice-readiness. Yet, our tumultuous times suggest revolutionary lawyers are needed. To fill this gap, the UDC-DCSL developed an exchange program with the University of Havana during the intersession. UDC students studied housing law with UH professors to interrogate whether a revolutionary idea like a universal “right to housing” is possible in America. This poster highlights how the experiences of the exchange program helped the UDC students take first steps towards becoming revolutionary lawyers in ways they could not do at home or during the semester.

Bridging the Gap: A Joint Negotiation Project Crossing the Clinical-Podium Teaching Divide

Lauren Bartlett, Ohio Northern University Claude W. Pettit College of Law

Karen Powell, University of Denver Sturm College of Law

In fall 2015, Professors Lauren Bartlett (Civil Practice) and Karen Powell (Tax) developed a highly successful experiential negotiation project to cross the clinical-podium teaching divide. The Joint Negotiation Project provides opportunities for law students to learn from each other, experience an unfamiliar legal area, develop lawyering skills, and review or draft settlement terms. The Joint Negotiation Project tradition continues each semester, with different students and professors at Ohio Northern University Claude W. Pettit College of Law. The poster displays an explanation of the project, suggestions for replication, as well as display copies of the assignments, assessments, and evaluation forms.

Teaching Ethics Explicitly

Timothy Casey, California Western School of Law

Liz Ryan Cole, Vermont Law School

How would students answer the question: “What did you learn in your legal clinic experience?”

Clinical teaching is, at its core, about teaching ethics. Much of what we, as teachers, hope to impart to our students involves instruction in the difficult process of making decisions in a professional context. Many of our discussions and reflections delve into the murky waters where professional, moral, social, and personal values mix and, at times, collide. Our definition of legal ethics includes not only the rules and norms that regulate lawyers, but also the way lawyers behave in light of our obligations to our clients, to our profession, to our society, and to ourselves. Our definition of competence encompasses the knowledge necessary to represent a client, the skills, such as interviewing or counseling, and the values, such as justice, integrity, and integrity that provide the foundation to our professional identities. This is what we should teach. And we should be explicit that what we teach is legal ethics.

How California Law School Clinics Took the Lead in Juvenile Resentencing and Parole: Lessons Learned and Pitfalls (Mostly) Avoided

Christopher Hawthorne, Loyola Law School, Los Angeles

In 2012, the U.S. Supreme Court decided *Miller v. Alabama*, creating a right of resentencing for thousands of youth offenders serving long prison terms. States, however, did not create the infrastructure to handle these resentencings, or the subsequent parole hearings.

In California, a handful of law school clinics quickly moved in to fill the gap in representation. Now, Los Angeles law schools and their students are leaders in the post-conviction representation in California, where youth resentencing and parole reform continues to be driven by law school clinics, and provides a model for other social justice advocacy by law schools.

The 1L Clinic

Hemanth C. Gundavaram, Northeastern University School of Law

At Northeastern University School of Law, first year students are taught that the law can be used as an instrument of change. In our 1L lawyering course, the school partners with public interest and community organizations to address legal problems involving social justice. Through this partnership, students undertake community lawyering projects in a diverse array of legal areas, including immigration, criminal, civil rights, human rights, LGBTQ, domestic violence, sexual assault, elder, and housing. This early introduction to community lawyering and social justice can have profound effects on students' perspectives regarding both the profession and their role within it.

Going Beyond Observation; Advocacy Exercises for Judicial Internship Clinics

Honorable John Cratsley, Harvard Law School (Retired)
Kate Devlin Joyce, Boston College Law School

This poster, accompanied by handouts of roleplaying exercises, illustrates advocacy skills relevant to their future practice for students participating in judicial internship clinics and classes. The topics include how to implement a Batson/Soares (MA) challenge to the improper use of peremptory challenges by race, gender, or national origin in the jury selection process; how to argue for diversion of a client into a new treatment court, such as a drug, veterans or mental health court; and how to challenge a judge on an ethical issue such as disqualification, the right to be heard, or coercion to plea or settle.

What's In My Bag? A Client Interviewing Game

Carolyn Frazier, Northwestern University Pritzker School of Law
Uzoamaka Nzelibe, Northwestern University Pritzker School of Law

When interviewing clients, students often default to using closed-ended questions because they perceive them as more efficient. The "What's in My Bag?" game allows participants to compare open-ended and closed-ended questions to see how open-ended questions yield better information, allow clients to tell their stories, and help students avoid imposing their assumptions and biases on the interview. The poster will explain how to set up and run the game. We will demonstrate the game to conference participants during the poster session and solicit input from participants on ways to improve the game.

From Practice to Clinical Pedagogy in this Unprecedented Time

Lisa E. Brown, Suffolk University Law School
Vanessa Hernandez, Suffolk University Law School

This poster will explore the significant role recent practitioners/new clinicians play in enhancing the delivery of legal services and clinical teaching, especially in this unprecedented time. Our poster will explore the following: 1) What transferable skills do recent practitioners bring to the clinical setting to enhance the clinical experience for students and the community? 2) How can new clinicians adapt existing clinical pedagogy to fit their practice experiences and experiment with new teaching strategies to better prepare students for a changing legal landscape? 3) What challenges do new clinicians face when transitioning from practice to clinical teaching?

Under Pressure: The Art of Positivity and Reinvention in Turbulent Times

Helena Montes, Loyola Law School, Los Angeles
Irene Scharf, University of Massachusetts School of Law – Dartmouth
Michael Scott Vastine, St. Thomas University School of Law

An interactive visual metaphor highlights the various competing dichotomies that clinicians are currently confronting in light of the change in administration. Using the presenters' experiences in immigration practice as an initial example, visitors are encouraged to memorialize their own histories of balancing increased client demand, changing student interest, and institutional pressure to remain responsive to our communities (public education, media requests, service projects)--all while meeting pedagogical goals through effective teaching in a changing political and admissions environment. Where do we invest resources? How do we transfer teaching role to new applications? How do we maximize our collective potential?

Works in Progress Schedule and Program Descriptions

Tuesday, May 9, 9 – 10:15 am

GROUP #1: IMMIGRANT RIGHTS

Governor's Square 17, Plaza Building, Concourse Level

Health Justice for Immigrants

Medha D. Makhoul, The Pennsylvania State University- Dickinson Law

Discussant: Jason Parkin, Pace University Elisabeth Haub School of Law

A large number of immigrants to the United States have limited access to health care, even after the passage of the Affordable Care Act (ACA). Scholars have identified several classic barriers to health care that immigrants face, and the typical statutory remedies that offer potential solutions. This Article moves the conversation outward to address the contemporary pressing problems of health care law and highlights their implications for the immigrant population in the United States. Excluding immigrants from the benefits of the ACA threatened an already disadvantaged population. Enhanced immigration enforcement policies in the new administration and the expected repeal of the ACA will further marginalize immigrants as healthcare consumers. This Article describes how the Health Justice model of health law, which is an analytical framework that views health law as an instrument of social justice, can serve as a foundation for potential doctrinal remedies and policy solutions to improve health in immigrant communities. It applies the Health Justice lens to laws that restrict immigrants' access to health care, and concludes with a proposal for what health justice for immigrants might require.

"Criminal Aliens" Lurking in Our Midst: President Trump's War on Immigrant Women

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

Discussant: Lindsey Nash, Benjamin N. Cardozo School of Law

President Trump's immigration enforcement programs are justified as the deportation of "criminal aliens" who are allegedly infiltrating our communities and compromising our individual and collective security. Yet, the policies articulated by the President and the Department of Homeland Security label virtually all undocumented immigrants as criminals. The Administration's programs deleteriously affect immigrant victims of domestic violence, sexual assault, and human trafficking. Due to the intersections of poverty, victimization, and our criminal justice system, victims themselves often have criminal convictions. Under the Trump administration, these immigrants are specifically targeted for deportation; the nuance of their own victimization is irrelevant. Furthermore, the administration's plan to deputize local police to enforce federal immigration law undermines trust in immigrant communities and instills particular fear in victims over the reporting of future crime. Accordingly, crimes such as domestic violence and sexual assault, that predominately affect women, are likely to go unreported, as undocumented victims are driven underground. Simultaneous to the silencing of victims in the interior of the United States, the President has adopted obstructive border policies which disenfranchise women. The Trump administration has called for mass detention of recent arrivals, expansion of expedited removal, and the curtailment of procedural protections for those fleeing persecution. These actions disproportionately penalize women and children fleeing intimate violence in their countries of origin. The immigration policies of the Trump administration systematically delegitimize immigrant women and marginalize sexual and familial violence. Immigration enforcement programs currently justified under the auspices of national security promote the subjugation of women.

GROUP #2: ASYLUM

Plaza Court 1, Plaza Building, Concourse Level

Reconceptualizing Domestic Violence as Terrorism in the Home: Implications for Asylum Law

Natalie Nanasi, Southern Methodist University, Dedman School of Law

Discussant: Fatma Marouf, Texas A&M University School of Law

Recent cases have recognized a domestic violence survivor's right to asylum in the United States on the basis of membership in a particular social group. But this is a tenuous basis and access to asylum is far from guaranteed to a woman fleeing intimate partner abuse. By reframing domestic violence as "terrorism in the home," this article proposes to situate the right to asylum in the more stable political opinion ground, thereby ensuring increased safety and protection for battered women. The parallels between terrorism and domestic violence support such a reconceptualization. Both rely on invoking fear as well as asserting power and control; the profiles and tactics of terrorists and batterers, as well as the psychological responses of their victims, are strikingly parallel. Yet unlike terrorism, domestic violence has rarely been considered a political act. Thus, the systemic nature of personal violence has been ignored, even though abusers frequently seek to reinforce patriarchy and societal views of male dominance through their violence. The label of terrorism in the home rectifies that mischaracterization. Recognition of battering as a political act creates a clearer path to asylum for survivors, allows for a gender-neutral analysis and acknowledges the state's complicity in failing to prevent intimate partner violence, blurring the public/private distinction. Ultimately, accepting the political nature of domestic violence provides a means for greater protection of women seeking an end to abuse.

Integrating Feminist Legal Theory and Asylum Protection: Guaranteeing Equal Access for Unequal Harm

Erin Scheick, The George Washington University Law School

Discussant: Lori A. Nessel, Seton Hall University School of Law

For the past 30 years, advocates, attorneys, and applicants have grappled with how U.S. asylum law can best protect victims of gender-based violence. Since the adoption of the 1951 UN Convention Relating to the Status of Refugees and the 1967 Protocol Relating to the Status of Refugees, applicants having suffered gender-based violence have performed the often gymnastic feat of crafting particular social groups (PSG) that may successfully fit a square peg into a round hole, but in the process construct a PSG so contrived, circular, and convoluted that it is rendered nearly meaningless in relation to the actual persecution suffered. Yet violence against women—either in the form of intimate partner or domestic violence, family violence, or community and cultural violence—is pervasive throughout the world, and a contributing or sole factor for many female refugees fleeing persecution. Incorporating feminist legal theory into the analysis of and proposed modification to U.S. asylum law, this paper advocates for the amendment of U.S. asylum law to explicitly recognize "sex and/or gender" as a separate ground for asylum. Addressing the vulnerability of female refugees, and women throughout the world living with daily violence and abuse, requires that the U.S. and other refugee-receiving nations act forcefully to recognize the reality of gender-based violence, offer concrete and accessible protection to victims, and ensure that the prospect of gender parity and freedom from violence is equally protected for all.

GROUP #3: DOMESTIC VIOLENCE

Plaza Court 2, Plaza Building, Concourse Level

Restraining Forced Marriage

Lisa Martin, The Catholic University of America, Columbus School of Law

Discussant: Kelly Behre, University of California, Davis, School of Law

This article evaluates the efficacy of the civil protection order remedy throughout the United States in preventing forced marriage. Since the 1970s, Civil Protection Orders have become the central civil legal remedy to redress gender-based violence in the United States. Initially focused on addressing domestic violence between spouses, most states have expanded the protection order remedy to redress abuse in other intimate relationships, and to redress crimes such as rape and stalking without regard to the underlying relationship between the parties. Several common features of protection orders contribute to their efficacy in these contexts, including their expedited processes, broad range of remedies, and enforceability

through criminal and civil proceedings. These features also could be beneficial in the forced marriage context, yet common prerequisites to relief have the potential to disqualify many victims (or soon-to-be victims) of forced marriage from relief. The article identifies potential areas of reform to expand protections for victims of forced marriage under existing laws, and examines novel legal remedies created in the United Kingdom expressly to prevent and redress forced marriage. Finally, the article identifies a pressing need for research to enable greater understanding of forced marriage in the United States, the remedies and supports desired by victims, and effective prevention and intervention strategies.

The Politicization of Safety

Jane K. Stoeber, University of California, Irvine School of Law

Discussant: Paul D. Bennett, The University of Arizona James E. Rogers College of Law

The book *The Politicization of Safety* will critically explore political dimensions of interventions in or failures to intervene in domestic violence. The Introduction identifies how domestic violence is commonly assumed to be a bipartisan, nonpolitical issue, yet racial and gender politics, the move toward criminalization, reproductive justice concerns, gun control debates, and other factors and political interests significantly shape responses to domestic violence. The development of domestic violence responses has a complex history, and the way forward during the Trump era will certainly be fraught as protections and services for survivors of gender-based violence are under siege.

The chapter “Playing Politics with Firearms and Family Violence” will also be presented. Extensive research establishes the deadly combination of family violence and firearms, with studies revealing that domestic abusers are five times more likely to murder their intimate partners when they have access to guns. Family violence interventions regarding firearms, however, are highly politicized. NRA-backed politicians increasingly obstruct background checks and efforts to limit abusers’ firearm possession while seeking to expedite abuse victims’ access to firearms, moves destined to increase lethality to survivors, abusers, and their children. This chapter frames the discussion of the politics of firearms with an exploration of the gendered nature of the firearms debate, including how women and men are portrayed and the gender identities of the most prominent advocacy groups and voices. Following the stark data and brutal realities of this subject, the chapter identifies practical measures on which politicians across ideologies should readily agree.

GROUP #4: VETERANS ADVOCACY

Plaza Court 3, Plaza Building, Concourse Level

Sameness and Difference in Veterans Legal Clinics: Reflections from a Junior Clinician

Elizabeth Gwin, Harvard Law School

Discussant: Marcy Karin, University of District of Columbia, David A. Clarke School of Law

As a veterans law clinician, I am frequently asked about my motivation for working with veterans: Am I a veteran? Do I come from a military family? Implied in these questions is the supposition that I would not choose to practice veterans law if I did not have a personal connection to the veterans community. In fact, many attorneys practicing veterans law do have personal connections to the veterans community—and that background can be very helpful. However, personal connections are not—and should not be—prerequisites for practicing veterans law. The legal problems facing veterans are too vast and too important for the veterans community to tackle alone.

Harvard’s Veterans Legal Clinic attracts a diverse group of law students with varying degrees of connection to the veterans community. We regularly have conversations with students about whether and how to disclose any personal connections to the veterans community with clients. Through an analysis of case examples from our clinic, law student interviews, and client feedback, this paper aims to catalogue the potential benefits and drawbacks of a law student’s personal connection to the veterans community—and when and how that connection is or is not communicated to clients—that we have identified through our experiences in our clinic. This paper also seeks to identify best practices for working with law students who may or may not have a connection to the veterans community in a law school clinic that is focused on the specialized legal needs of veterans.

The Department of Defense and the Criminalization of Mental Illness

Yulanda Curtis, University of Michigan

Discussant: Kristine A. Huskey, The University of Arizona James E. Rogers College of Law

Veterans are entitled to benefits for disabilities incurred during service. One requirement for benefits is that the veteran's service was characterized as honorable. Unfortunately, many combat veterans received less than honorable discharges related to behavior changes linked to PTSD and were precluded from receiving benefits. In response, Secretary of Defense Hagel issued a memo providing guidance to administrative review boards tasked with reviewing requests for discharge upgrades. The memo required a mental health professional to review the record and give liberal consideration to whether PTSD contributed to the veteran's misconduct. Notably, PTSD is only one of many mental health issues. A veteran suffering from depression related to combat is not afforded relief under the relaxed guidance. Similarly, a veteran who develops a chronic mental health condition during service such as schizophrenia or bi-polar disorder would not be afforded relief under the relaxed guidance. The result is that in an effort to address PTSD in a meaningful way, the Hagel memo has highlighted an administrative gap in how other mental health conditions are perceived and adjudicated before discharge review boards. I recommend expanding the scope of the Hagel memo to include all mental health issues. I also recommend that each enlistment contract be treated as a separate period of service with its own character of discharge regardless of the timing of the veteran's reenlistment. I also recommend that congress codify a presumption of record correction for veterans with documented health issues.

GROUP #5: CORPORATIONS

Plaza Court 7, Plaza Building, Concourse Level

Legal Ethics and the Benefit Corporation

Joseph Pileri, Georgetown University Law Center

Discussant: Patience A. Crowder, University of Denver Sturm College of Law

Benefit corporation legislation signals a legislative acknowledgement that corporate law can serve as a public rather than merely private ordering mechanism. Benefit corporations expressly adopt creating a public benefit as a legal purpose of the enterprise. While many have written about this important development with respect to corporate fiduciary law, this paper is the first to explore the professional and ethical responsibilities of lawyers representing benefit corporations. Though they have discretion to do so, transactional lawyers are not required to counsel clients on the social, environmental, and political implications of corporate actions. Scholars have yet to fully explore the ethical implications for lawyers of benefit corporations' challenge to the old order of a zealous advocate representing corporations focused primarily on shareholder interest. This paper argues that as scholars from Adolph Berle to W. W. Bratton drove an understanding of corporate law that elevated the interests of shareholders above other corporate constituents, the legal profession moved away from a model of public professionalism and embraced the ideal of the zealous advocate as a response. In order to guide benefit corporation clients in benefitting the public interest, I propose a return to an ethical paradigm in which attorneys routinely advise benefit corporations on social, political, and environmental outcomes of corporate action. Further, I am exploring recommending specific reporting duties for attorneys who become aware that their clients are engaging in behavior that fails to promote a public benefit in response to commonly voiced concerns about the potential effectiveness of benefit corporate legislation.

Unregulated Charity

Eric Franklin Amarante, University of Nevada, Las Vegas, William S. Boyd School of Law

Discussant: Steven M. Virgil, Wake Forest University School of Law

In 2014, underfunded and overwhelmed by a flood of tax-exempt applications, the IRS created a streamlined tax-exempt application process for entities that make less than \$50,000 a year. This solved the application backlog, but critics argued that the streamlined process lacks rigor and provides precious little data for evaluation. And because the IRS does not require any meaningful financial reporting from entities that make less than \$50,000, we have effectively removed the ability of the IRS to evaluate such entities on the front-end (through the application process) or the back-end (through annual information reports). This lowered scrutiny is especially troubling given that tax-exempt organizations may engage in activities that do not comport with the general public's idea of charity. To put a finer point on it, charities can pay lavish salaries to their executives, engage in the crass commercialism of the private market, and charge beneficiaries for their charitable services.

But perhaps we are willing to let charities pay handsome salaries if we can assure ourselves that the salaries are reasonable in relation to the charity's good works. And perhaps we don't mind charities charging fees for services if we can monitor how those fees are established and spent. But how can we be sure such activities are appropriate if we have no mechanism to monitor them? This Article argues that because of the lack of both front-end and back-end scrutiny, we should not allow such charities to engage in the same activities as those subject to more rigorous scrutiny.

GROUP #6: LAW & SOCIETY

Governor's Square 9, Plaza Building, Concourse Level

Inside Outsiders: Religious Institutions and LGBT members

Elizabeth J. Hubertz, Washington University in St. Louis School of Law

Discussant: Jon Bauer, University of Connecticut School of Law

The Free Exercise clause, as statutorily amplified by the Religious Freedom Restoration Act, sometimes allows religious institutions to claim an exemption from neutral laws of general applicability. I want to look at these issues in light of one particular set of institutions with which I am familiar: Evangelical colleges and universities and the LGBT students who attend these institutions. In most cases, attending an evangelical college involves a contract-like agreement to abide by the terms of the schools' sexual conduct code which prohibits engaging in "homosexual practice" or, in some cases, prohibits advocating for more gay- friendly treatment. Evangelical colleges have fought to retain their religious exemption from LGBT anti-discrimination laws, and now support legislation which would exempt them from having to recognize same-sex marriage.

Are the LGBT students who attend evangelical colleges harmed when evangelical colleges exercise their religious liberty to establish institutional rules enforcing the belief that homosexual practice is sinful? If so, what is the measure of the harm? Does it matter whether the LGBT students knew about and agreed to the rules in advance? Is an LGBT student with post-matriculation regrets a dissenter who would destroy the institution's religious freedom from within if allowed or a third-party outsider whose well-being may be taken into account when balancing interests? I plan to argue that third-party status vis a vis religious institutions exists along a continuum, varying in degrees of voluntarism, notice, religiosity, and ease of leaving.

Feminist Legal Theory and Domestic Violence in Christian Churches

Tanya Asim Cooper, Pepperdine University School of Law

Roslyn Satchel, Assistant Professor of Communications, Pepperdine University

Discussant: Suzan M. Pritchett, University of Wyoming College of Law

Our paper examines domestic violence in Christian churches, and the feminist theories that help explain the incidence, narratives, and responses we routinely see and study. This global epidemic of domestic violence, affecting one in three women, is often compounded and perpetuated by and through the Christian church, and our research strives to help victims of faith and their churches navigate this problem safely and successfully. Through interdisciplinary research methodology, our paper and larger project aim to study how churches welcome and care for victims in their congregations; educate them on feminist, ethical, psychological, legal, and restorative theories and dynamics underlying domestic violence; as well as provide church congregations and leaders with knowledge, curricula, and resources to effectively address this problem world-wide.

Our research questions are: Are members of the Christian church affected by domestic violence in the same proportion as the global population, one in three women? Does church theology affect teaching and practices around the world that unwittingly empower abusers and perpetuate domestic violence? How can we resource congregations to handle domestic violence appropriately when victims seek solace from their faith community? Our research quests, based on our collaborative research, practice, and experience, examine whether Christian churches are aware of and able to cope with domestic violence in their midst. Although domestic violence is a global epidemic and a public health problem affecting one in three women, the extent of this phenomenon in the Christian church is unknown, but the prevalence we believe is the same.

GROUP #7: FAMILY/EDUCATION LAW

Governor's Square 10, Plaza Building, Concourse Level

Clarifying Accountability to Increase Survivor Safety: Intimate Partners Who Abuse and Trauma-Informed Advocacy

A. Rachel Camp, Georgetown University Law Center

Discussant: Margaret Drew, University of Massachusetts School of Law - Dartmouth

Accountability for individuals who inflict abuse within intimate relationships became a dominant goal of the anti-domestic violence movement following decades of being ignored by our legal system and our larger society. Despite recent progress within the justice system, specifically, IPV remains a social and health crisis in our country. Many existing interventions do little to change habituated perpetrator behavior or disrupt the intergenerational nature of family violence. Judges and those outside the legal system increasingly are turning to alternative and more public methods of accountability. While accountability can be a critical tool for behavior modification, when imposed hastily and without intention, it can create feelings of shame, loss of self-worth, and a negative self-image. These are particularly problematic within IPV because of their connection to the use of violence in the first place. However, the context of IPV may provide cultural permission to use certain accountability tactics that otherwise might be resisted. Our legal and cultural narratives regarding abusive intimate partners includes a familiar stock story and assumption-laden cultural references to “batterers” - a label that intimately and immediately defines the person by his actions and motivations. Perhaps worse, it can reinforce external behaviors and increase risk to intimate partners. Many individuals who abuse, however, have experienced abuse as a child or adult, live in severe poverty, or have mental health and/or addiction issues. Based on this understanding, our current systems of accountability may be failing to address underlying conditions for IPV and, instead, may be exacerbating them.

Trusting Public Schools More Than (Some) Families

Emily Suski, University of South Carolina School of Law

Discussant: Erika Wilson, University of North Carolina School of Law

In a previous project, I explored how public schools have less responsibility than the family for harms to children in their care. A question I left unexplored was why. This paper seeks to answer that question. It contends that the law evidences a policy and practice of trusting the public schools more than families, particularly low-income families and families of color. The result is that children can be harmed in school with a large degree of public school impunity while families, particularly low-income families and families of color, become involved in the child welfare system. This paper calls for both a doctrinal solution that would rebalance the amount of trust in the public schools and a policy solution that would better support families and schools.

GROUP #8: HOUSING

Governor's Square 11, Plaza Building, Concourse Level

Oh the (Lack of) Humanity! How Rental Housing Rights in Capitalist Society can Still Be Humane Rights

Mitch, University of Wisconsin Law School

Discussant: Luz E. Herrera, Texas A&M University School of Law

The United Nations long ago declared that housing is a universal human right. But the rental housing market in the United States is mostly a private-market system in a capitalist society where entitlement programs are unpopular. The United States does not have many federal regulations on the rental housing market. Instead, regulations on rental housing most often come from state or local governments. Thus, there exists significant variation in rental housing regulations, and legal scholarship on rental housing is often only applicable to a particular city or state. However, that may be changing due to the methodology and attention surrounding Matthew Desmond's bestselling book, *Evicted, Poverty and Profit in the American City*. Desmond focused on the harsh rental housing realities in the city of Milwaukee, yet his suggestions for changes inform policy discussions on the local, state and national level. Part One of this paper sets out the statutes and procedural rules that underpinning the situations Desmond described, as well as several other common rental housing law problems. Part Two sets forth relatively simple, specific legislative changes to address these problems. The rental housing laws and procedures in

Wisconsin are juxtaposed to other states' for comparative analysis. The paper suggests that even in a capitalist society where housing is not provided as a human right to all citizens, the government can still create regulations that make the rental housing market more humane.

CrimEviction: The Detrimental Consequences of the Civil-Criminal Divide for Tenants Who Engage in "Criminal Activity"

Katy Ramsey, The George Washington University Law School

Discussant: Jenny-Brooke Condon, Seton Hall University School of Law

Traditionally, the American legal system has adhered rigidly to the distinction between civil and criminal law. In the past 40 years, however, the criminal justice system has begun to employ civil means to accomplish criminal ends. The resulting "collateral consequences" are civil disabilities based on the same conduct as a criminal action, yet because they are considered civil proceedings, do not trigger the constitutional protections that criminal defendants are entitled to.

While much has been written about the constitutional concerns and injustices of certain collateral consequences, there is a civil proceeding that has severe consequences yet has merited little attention by legal scholars: residential evictions that are based on criminal activity. Recent social science research has documented the destructive effects of evictions, especially on low-income communities of color, which necessitates greater scrutiny of the rights and procedural protections tenants should be entitled to during the eviction process.

This paper examines the blurring of the civil-criminal divide in American jurisprudence, explains how this has affected tenants in evictions based on criminal activity, and explores whether tenants should be entitled to greater constitutional protections in the eviction process. It describes the current state of the law in determining whether a statute is criminal or civil, and discusses why evictions based on criminal activity are problematic from both the legal and social science perspectives. It will argue that courts should treat evictions based on criminal activity as "quasi-criminal," similar to civil forfeitures, and allow greater protections for tenants' rights in the eviction process.

GROUP #9: ACCESS TO JUSTICE

Governor's Square 12, Plaza Building, Concourse Level

Private Law Problem-Solving Courts

Jessica Steinberg, The George Washington Law School

Discussant: Kathryn Sabbeth, University of North Carolina School of Law

In the late 1990s, judges dissatisfied with the mass processing of criminal cases launched the problem-solving movement. The problem-solving model is now firmly embedded within the criminal justice system and encompasses drug courts, mental health courts, veteran's courts, reentry courts, and others. My paper explores the potential for migration of the problem-solving framework into the civil arena. Relying on extensive field research in a problem-solving housing court in the District of Columbia, this Article demonstrates that, with certain adaptations, problem-solving methodologies may be an effective tool in bringing the judicial system to bear on some of the structural injustices that pervade private law cases and have impaired the civil courts' ability to disrupt recurring social problems.

Returning Citizens and Access to Medical Marijuana in the District of Columbia: Addressing Impact of Incarceration on Mental Health and Creating Lasting Pathways for Re-Entry

Jasmin Mize, University of the District of Columbia, David A. Clarke School of Law

Discussant: Joy Radice, University of Tennessee College of Law

This paper will make the case that returning citizens in the District of Columbia who are serving a term of post-release supervision should be allowed to participate in the District's Medical Marijuana program (See D.C. Act 13-138 §2 (3) (2010)) as an effective means of re-integrating into the community while addressing the post-traumatic effects of having been imprisoned. This paper posits that the re-entry experience as critical to reducing recidivism, and the need to protect those returning from harsh expectations. I will examine the current state of the marijuana laws in D.C., including D.C. Act 13-138 §2 (3) (2010) and DC Initiative 71, to include an examination of who is eligible for access. In general, the paper will highlight

the views that medical marijuana (MMJ) programs are a successful part of the medical community. Moreover, in some instances, many MMJ and recreational programs are viewed as a mechanism to undo the harm caused by war on drugs. Making MMJ available as positive form of mental health treatment for returning citizens is consistent with the objectives of the Cole memo (published by the Department of Justice in August 2013). In sum, giving returning citizens access to medical marijuana will address the need to promote and sustain positive, stable relationships for and with returning citizens. It will promote economic and emotional security, prevent recidivism, and provide opportunities to invest in society, as opposed to feeling separate from it.

GROUP #10: PEDAGOGY

Governor's Square 14, Plaza Building, Concourse Level

Get Real: Why and How Clinicians Should Record, Transcribe and Study Actual Client Consultations

Linda F. Smith, University of Utah, S. J. Quinney College of Law

Discussant: Binny Miller, American University, Washington College of Law

Clinical faculty write about client interviewing and counseling, explaining how these conversations should be structured and sharing various techniques. They often include imagined dialogue between attorney and client, but almost never transcriptions of actual dialogue demonstrating that these structures and techniques are effective. Clinical students interview clients and advise them. Clinical faculty may observe or even record the student-client consultation. Why, then, do we not transcribe and study these actual conversations?

This Article will argue that the legal academy has much to learn by recording, transcribing, and systematically studying student-client consultations. Clinical faculty can utilize conversation analysis techniques to do this. Doctor-patient conversations have been recorded, transcribed, and studied in this way over many years. Such systematic study has allowed researchers to reach conclusions about effective doctor-patient consultations that are backed up by data. This article will highlight some of these studies and their findings.

Some have contended that attorney-client conversations simply cannot be recorded and studied in the same way as doctor-patient consultations due to attorney-client privilege. This article will lay out how a law clinic could obtain client informed consent to this procedure, protect client confidentiality and privilege, and gain the necessary approval of the Institutional Review Board.

Finally, the article will share the author's recent experiences in conducting a study of student-client consultations in *pro bono* brief advice clinic, and illustrate what can be learned from conversation analysis of these consultations.

GROUP #11: CONSTITUTIONAL LAW

Governor's Square 15, Plaza Building, Concourse Level

The Attorneys Are Bound and the Witnesses Are Gagged: How States Limit Post-Conviction Investigation in Criminal Cases

Kathryn Miller, University of California, Berkeley School of Law

Discussant: D. Christopher Dearborn, Suffolk University Law School

This Article is the first to take a comprehensive look at the ways in which state actors restrict and interfere with post-conviction investigation in criminal cases, including capital cases. By examining these restrictions in the context of interviews with jurors, victims, and State witnesses, this Article reveals that they harm criminal defendants and fail to achieve stated policy aims. The Article then examines why traditional legal arguments against these restrictions have failed and ultimately makes the case for recognition of a constitutional right to investigate in state post-conviction proceedings, grounded in the fundamental fairness prong of the Due Process Clause.

Miranda and the Womb Abstract

Geneva Brown, Valparaiso University Law School

Discussant: Josephine Ross, Howard University School of Law

The doctor-patient relationship is sacrosanct. When that trust is breached, it can severely damage not only the relationship but harm the patient. Doctors and other health professionals are now being asked to breach confidentiality and assist in prosecuting their patients--in particular, pregnant women. Women who may be in critical stages of their pregnancy risk arrest and conviction when they seek medical assistance. States assert concern for the fetus when criminalizing the behavior of pregnant women. The concern for the fetus pits the mother against the fetus and the state. Pregnant women who seek medical attention will need to be Mirandized before being treated otherwise they will be blindsided. Purvi Patel is one example. Purvi sought medical treatment after a miscarriage and wound up with a 20-year prison sentence.

Purvi, in an emotionally and physically weakened state, assisted in her own eventual prosecution. A doctor accompanied the law enforcement to locate the body of the fetus Patel miscarried. The doctor was accompanying police ceased being a medical officer and became a state actor. Was the doctor on a life-saving mission or working in the furtherance of a criminal investigation? The doctor specifically sought the remains of the fetus with the Grange police. Indiana, similar to the majority of states, requires mandatory reporting of child endangerment. Mandatory reporting, however, does not require a doctor's presence at a potential crime scene. The Fourth Amendment demands that health care providers warn their patients that they face potential prosecution. Purvi Patel received no such warning.

GROUP #12: AGENCY RULEMAKING AND MODELS OF PRACTICE

Governor's Square 16, Plaza Building, Concourse Level

Regulatory Flexibility for the People: A Path to Pre-Decisional Participation in Agency Rulemaking

Grant B. McIntyre, University of Pittsburgh School of Law

Discussant: Kevin Lynch, University of Denver Sturm College of Law

Agency rulemaking must be informed by public participation. But attempts by individuals to participate in that process are routinely ignored or overshadowed by larger organizations with better-established relationships with agencies. And even where individuals are acknowledged participants in regulatory processes, their participation rarely comes before agencies solidify a policy position. This article argues that participation by individuals in the rulemaking process is valid and valuable and must be better addressed by agencies. To advance the cause of individual participation, this article suggests that agencies be required to convene panels of individuals well in advance of proposing rules. Such a requirement would offer individuals a more meaningful seat at the table and force agencies to better account for perspectives of non-traditional participants in the rulemaking process.

MDPs: Black Market Legal Service Providers

Casey Faucon, University of Denver Sturm College of Law

Discussant: Janet H. Goode, The University of Memphis, Cecil C. Humphreys School of Law

The traditional stand-alone law firm model continues to give way to innovative methods of providing legal services. One model, the multidisciplinary provider or MDP, is composed of professionals, such as lawyers, doctors, or social workers, who work together to meet the diverse needs of their clients. Praised for their efficiency, client-centeredness, and innovation, these MDPs have forged a new path forward in defining modern, one-stop-shop, and holistic legal services.

The Rules of Professional Conduct are slow to keep pace. Both in 2000 and again in 2009, the ABA Commission on Ethics decided against sanctioning MDPs to allow for fee-sharing and partnerships between lawyers and non-lawyers in the delivery of legal or law-related services. Since 2000, however, these outright prohibitions have not deterred the development and operation of MDPs, instead creating a black market for legal services which have grown in response to market demands and attempts by the professionals involved to adhere to governance and confidentiality guidelines.

This Article is part-empirical and part-advocacy in nature. This Article will first examine how the ABA's treatment of MDPs since 2000 caused the MDP black market. Based on current and future data collection, the Article will then canvas existing MDPs to determine how they currently operate under the Rules of Professional Conduct with respect to five data points. Based on this data, the Article will serve as a resource for operating MDPs and provide model governance recommendations and will also serve as an advocacy piece to revisit the Rules of Professional Conduct in response to the black market development of MDPs.

GROUP #13: CONSUMER

Director's Row H, Plaza Building, Lobby Level

Using the Odometer and Truth in Lending Acts to Combat Systemic Consumer Fraud in Buy Here Pay Here Dealerships

Yuri R. Linetsky, The University of Alabama School of Law

Discussant: Brian Krumm, University of Tennessee College of Law

Consumers who do not have the credit worthiness to obtain conventional vehicle financing often end up purchasing a used car from a dealer who arranges high-interest financing either in-house or through sub-prime lenders. These dealers, referred to in industry lingo as "buy-here pay-here" car lots, frequently take advantage of unsophisticated or desperate consumers by selling cars with major mechanical problems or questionable title histories at highly inflated prices. This business model regularly leads to "a vicious cycle" of "sign, drive, default, repossess and resell" with devastating consequences to consumers who are left without reliable transportation and an unpayable debt.

This essay will discuss the application of two federal statutes: the Odometer Act and the Truth in Lending Act, in fighting these unscrupulous dealers. The Odometer Act provides consumers with a cause of action when the dealer, acting with intent to defraud, fails to properly make certain disclosures. And the Truth in Lending Act allows consumers to sue when the true cost of credit is unlawfully hidden in an inflated sales price. This paper explains how consumer attorneys can effectively use these federal laws to both help individual victims of deceitful used car dealers, affect systemic change in the sub-prime used car marketplace.

Visual Metaphor and the Distinctiveness of Images in Trademark Law

Dustin Marlan, University of Michigan Law School

Discussant: Carrie L. Hempel, University of California, Irvine School of Law

Trademark law has long used the *Abercrombie* spectrum to distinguish descriptive word marks, which are unprotectable absent a showing of secondary meaning, from inherently distinctive ones deemed eligible for immediate federal protection. Under this framework, a word mark is suggestive—and thus distinctive rather than descriptive—if it passes an "imagination" test by establishing a metaphorical connection in the consumer's mind as to the mark's associated product or service. Because marks are symbols and the *sine qua non* of a symbol is its figurative quality, trademark law properly uses verbal metaphor as its doctrinal trigger in evaluating word mark validity.

Yet, the trademark regime lacks a coherent, uniform test for deciding the inherent distinctiveness of image marks—i.e., logos and product packaging. This results in confusion and a lack of predictive value. Research in conceptual metaphor theory and consumer psychology reveals that metaphor is not merely a figure of speech, however, but rather a fundamental mode of cognition. This Article thus argues that visual metaphor provides a figurative mechanism by which to extend trademark law's imagination test from word to image marks. To this end, the Article proposes that trademark law adopt a definitional test of visual metaphor to decide the inherent distinctiveness of an image mark based, at least in part, on whether it is: (1) "the representation of a person, place, thing, or idea," (2) "by means of a visual image," (3) "that suggests a particular association or point of similarity as to its underlying product or service."

GROUP #14 EDUCATION/DISABILITY

Director's Row I, Plaza Building, Lobby Level

Schools as the New Prison: Mapping the Role of Disability Laws in the Web of Surveillance Criminalizing of Poor Children

Jyoti Nanda, University of California, Los Angeles School of Law

Discussant: Leslie Salzman, Benjamin N. Cardozo School of Law

Shockingly, upwards of 70 percent of children and youth are in our juvenile justice system with an education related disability. Yet, only 36 percent of them receive proper special education while in school. Broadly, my project is ultimately to unpack the layered connection between disability and the juvenile justice system. The stark overrepresentation of children and youth with disabilities begs the obvious question: why is this so? The most widely held answer is not a simple one: it suggests that children with an unaddressed disability (learning, hearing or other education-related) might develop over time a tendency to act out at school and at home. If teachers and school administrators convince parents to label the child as "disabled" without identifying and addressing the underlying problems, they might be condemning the child to a downward spiral. I build on this and suggest, even more simply, that the mere designation (whether accurate or not) as "disabled" under our current disability laws—for a poor student in an underfunded school—has potential to entrap students into criminality given the inequity in special education. My thesis is that the construction of disability vis-à-vis race leads to the over surveillance of poor children of color with disabilities. This in turn leads to policies that creates and sustains our school-to-prison pipeline.

Structural inequities in the education and juvenile justice systems have been undertheorized with respect to youth the intersection of disability, race and criminality in the school setting. This project attempts to fill this gap.

Educating Students with Disabilities in the Era of School Choice

Claire Raj, University of South Carolina School of Law

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

With new leadership at the U.S. Department of Education and an administration that has already signaled an interest in a federally funded voucher program, it is likely that more states will begin to expand upon "School Choice" or voucher programs. In these programs, government partially subsidizes private education through the use of vouchers that parents can apply towards tuition at the private school of their choice. Recently, states have been turning to such programs to help educate students with special needs. This paper will explore the interaction between state or federally funded voucher programs and children with disabilities. It will analyze whether such programs run afoul of the IDEA, particularly when they demand that parents waive their rights to pursue IDEA remedies as a condition of acceptance, as many do.

Section on Clinical Legal Education

Bellow Scholars Program

Report on Projects

Tuesday, May 9

9 – 10:15 am

Plaza Ballroom D, Plaza Building, Concourse Level

Increasingly, clinic faculty in diverse settings engage in empirical research related to their clinical work. This research can have several functions in furthering the mission of a clinic: enhancing the delivery of legal services or promoting economic and social justice; demonstrating the need for proposed legal or policy reforms; testing assumptions about the way courts works; examining the way we approach our students, our profession, and the development of clinical teachers. The Bellow Scholars program recognizes and supports the work of clinicians who have embarked on such projects, all of which are in keeping with the spirit and the work of Gary Bellow, a founding pioneer of the legal services and clinical education movements.

Investigating Criminalization of the In-utero Transmission of Opiates to a Fetus

Wendy A. Bach, University of Tennessee College of Law

This study focuses on the implementation, over two years, of the first criminal statute in the nation to explicitly criminalize the transmission of illegally obtained opiates to a fetus as assault. The study seeks to determine the demographics of those prosecuted in comparison to the demographics of those whose conduct could have led to prosecution; the mechanisms of discretion that could have led particular women towards or away from prosecution and finally, the outcomes in the criminal cases themselves.

Using Eviction Data in New Orleans to Advocate for Housing Justice

Davida Finger, Loyola University New Orleans College of Law

This project is based on an empirical study of approximately 12,000 eviction cases filed over the last three years (2014-2016) in First City Court located in New Orleans, Louisiana. This project focuses on what I call eviction geography and what I call the eviction economy to better understand the location, demographics, and cost of Orleans Parish evictions. Research methods for this project have been heavily influenced by the theory of participatory action research; the views of tenants and their advocates frame both the study and conclusions.

Justice System-Involved Veterans Reintegration Study (JIVRS)

Jennifer D. Oliva, West Virginia University College of Law

This is a multi-phase, interdisciplinary project that seeks to design, develop, operationalize, and evaluate an effective justice-involved veterans (JIV) reentry program within a community-based framework to help ensure JIV are able to successfully readjust and reintegrate into community life upon their release from custody. Specifically, this study, which utilizes a mixed-methods design, aims to collect JIV criminal history and criminogenic risks, identify barriers to successful JIV reentry, identify community-based services to deliver JIV reentry programming and services, design and assist to operationalize a holistic, community-based JIV reentry pilot, and evaluate the pilot at various time intervals to assess its strengths and weaknesses.

Behavior of Judges with Self-Represented Litigants

Jessica Steinberg, The George Washington University Law School

The purpose of the study is to gain insight into the operation of the civil justice system and the judge's role in promoting access to justice by (1) observing how judges handle civil matters where at least one party lacks representation, and (2) interviewing judges about their approach in such cases. The role of the civil judge has undergone significant reexamination in recent years, most notably with revisions to the Model of Judicial Conduct allowing for more active judicial participation in pro se cases, and yet little data exists examining the degree and extent of judicial interventions in such matters. By collecting quantitative and qualitative data on judicial practices in hundreds of civil protection order cases, this project will investigate and map the landscape of judges' perceived and actual impact on distributive justice, procedural justice, and substantive justice. In doing so, this project hopes to contribute data and analysis relevant to the state of access to justice in the civil courts, and will promote a better understanding of the relationship between prevailing ethical standards and on-the-ground judicial conduct.

Schedule of AALS Section on Clinical Legal Education Committee Meetings

SUNDAY MAY 7

7 – 8:30 am

Nominating Committee

Plaza Court 7, Plaza Building,
Concourse Level

Chairs: Margaret Jackson and Natalie Chin

EC Liaison: Lisa Bliss

Technology Committee

Governor's Square 9, Plaza Building,
Concourse Level

Chair: Michele Pistone

EC Liaison: Wendy Bach

ADR Committee

Governor's Square 10, Plaza Building,
Concourse Level

Chair: Deborah Eisenberg

EC Liaison: Eduardo Capulong

Teaching Methodologies Committee

Governor's Square 11, Plaza Building,
Concourse Level

Chair: Benjie Louis

EC Liaison: Eduardo Capulong

Membership, Outreach, and Training Committee

Governor's Square 12, Plaza Building,
Concourse Level

Chairs: Jodi Balsam and Jaime Lee

EC Liaisons: Julie Lawton and Lisa Martin

Externships Committee (meets on May 7 and May 9)

Governor's Square 14, Plaza Building,
Concourse Level

Chairs: Kendall Kerew and Daniel Schaffzin

EC Liaison: Daniel Schaffzin

Interdisciplinary Committee

Governor's Square 15, Plaza Building,
Concourse Level

Chairs: Colleen Boraca, Lucy Johnston-Walsh,
Jennifer Oliva

EC Liaison: Wendy Bach

Transactional Committee

Governor's Square 16, Plaza Building,
Concourse Level

Chair: Ted DeBarbieri

EC Liaison: Fatma Marouf

International Committee

Governor's Square 17, Plaza Building,
Concourse Level

Chairs: Sarah Paoletti and Gillian Dutton

EC Liaison: Fatma Marouf

MONDAY, MAY 8

7:30 – 9 am

Clinicians of Color Committee

Director's Row F, Plaza Building, Lobby Level

Chair: Karen Minerva

EC Liaison: Allison Bethel

TUESDAY, MAY 9

7:30 – 8:45 am

Externship Committee (meets on May 7 and May 9)

Governor's Square 14, Plaza Building,
Concourse Level

Chairs: Kendall Kerew and Daniel Schaffzin

EC Liaison: Daniel Schaffzin

Policy Committee

Director's Row F, Plaza Building, Lobby Level

Chair: Ragini Shah

EC Liaison: Lisa Bliss

Ethics and Professionalism Committee

Director's Row G, Plaza Building,
Lobby Level

Chair: Reena Parambath

EC Liaison: Leah Hill

Bellow Scholars

Director's Row H, Plaza Building,
Lobby Level

Chairs: Leah Hill and Michael Gregory

EC Liaison: Scott Cummings

Communications Committee/Newsletter Committee (meeting jointly)

Director's Row I, Plaza Building, Lobby Level

Chair: Leif Rubinstein/**Co-Chairs:** Erma Bonadero
and Natalie Nanasi

EC Liaison: Kimberly Ambrose

AALS Clinical Section and CLEA Joint Working Group

Director's Row J, Plaza Building, Lobby Level

Chair: TBA

EC Liaisons: Christine Cimini and Lisa Bliss

Organization Events

SATURDAY, MAY 6

7:30 – 9:00 p.m.

Clinical Legal Education Association (CLEA) Membership Meeting

Governor's Square 14, Plaza Building,
Concourse Level

SUNDAY, MAY 7

6:30 – 8 pm

Clinical Law Review Board Meeting

Director's Row G, Plaza Building,
Lobby Level

MONDAY, MAY 8

7:30 – 8:30 am

Clinical Legal Education Association (CLEA) Board of Directors Meeting

Director's Row J, Plaza Building,
Lobby Level

Exhibitors

Located in Plaza Exhibit, Plaza Building, Concourse Level

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Linda Lacy
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Representative

Daniel McHugh

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Other Information

WIFI ACCESS IN MEETING ROOMS - COMPLIMENTARY

Turn on the device's Wi-Fi

Look for the network SSID: **Sheraton-Meeting Room**

A splash page will pop up for Sheraton/Sunray

Enter the Passcode: **AALS2017**

Select "Next"

Select "I Agree"

Proceed to internet as normal

GUEST ROOM INTERNET - COMPLIMENTARY

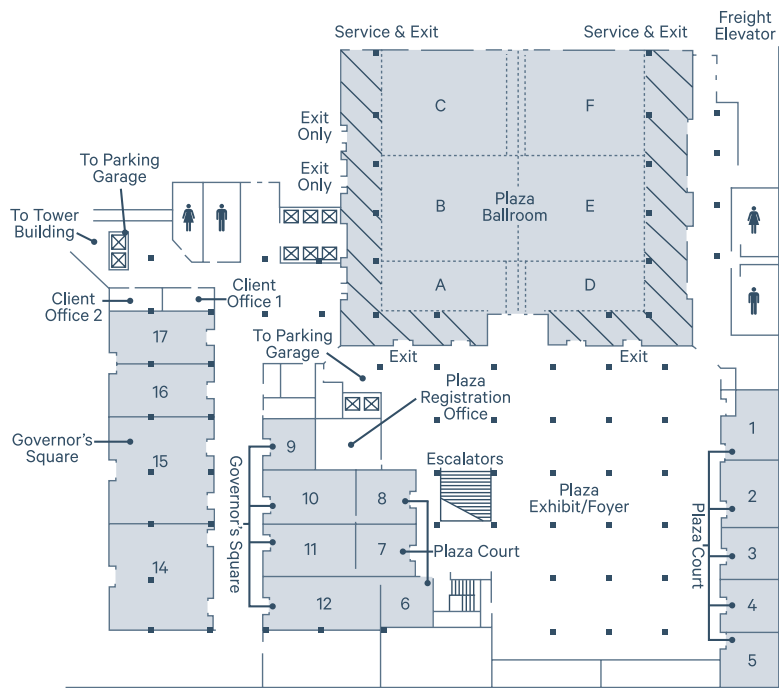
Please follow the instructions prompted, accept charges, and connect. You must "accept charges" to connect, but you do not have to pay. The hotel will remove the charges prior to check out so that no one sees any charge for internet. Please check your room bill before departing to make sure internet charges have been removed.

TWITTER

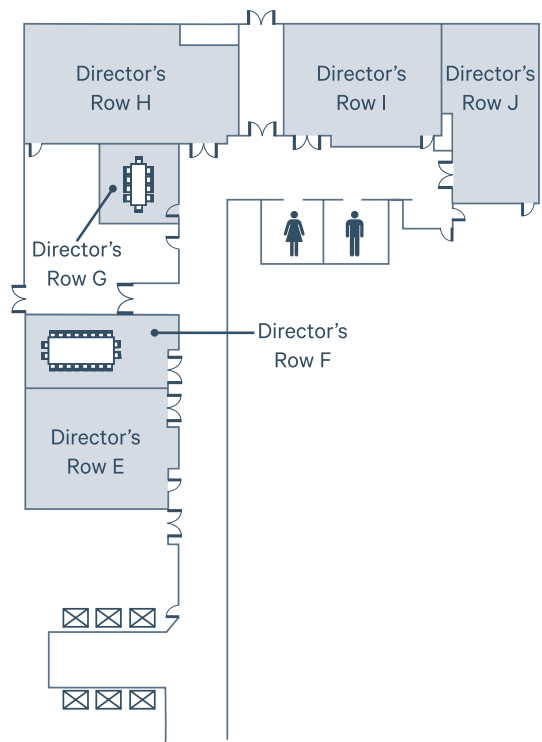
Be sure to Tweet about your experiences and education during your long weekend with us. Use the hashtag **#AALSClinical**.

Plaza Building

CONCOURSE LEVEL

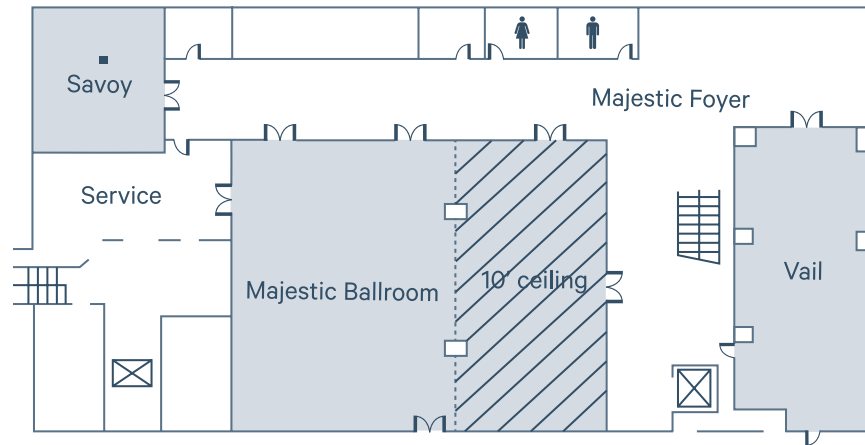


LOBBY LEVEL

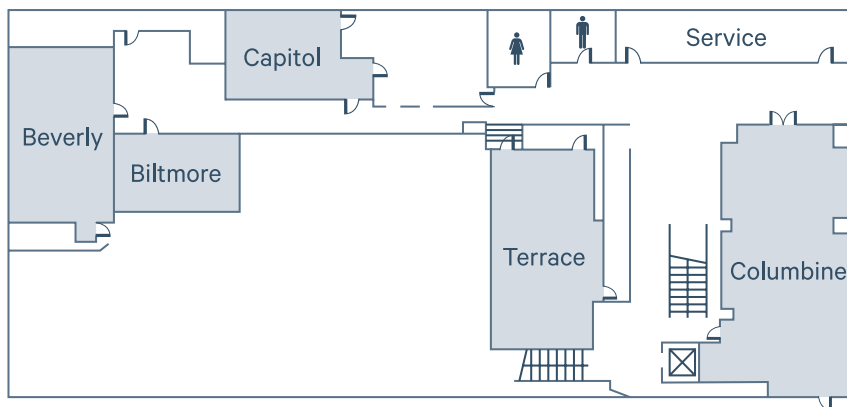


I.M. Pei Tower Building

MAJESTIC



TERRACE



AALS CALENDAR

Workshop for New Law School Teachers

Thurs., June 22 – Sat., June 24, 2017, Washington, DC
Thursday, June 7 – Sat., June 9, 2018, Washington, DC

AALS Midyear Meeting

Sponsored by Section on Criminal Justice
Sun., June 11 – Wed., June 14, 2017, Washington, DC

Faculty Recruitment Conference

Thurs., Nov. 2 – Sat., Nov. 4, 2017, Washington, DC
Thurs., Oct. 11 – Sat., Oct. 13, 2018, Washington, DC

Conference on Clinical Legal Education

Sun., April 29 – Wed., May 2, 2018, Austin, TX

Annual Meeting

Wed., Jan. 3 – Sun., Jan. 7, 2018, San Diego, CA
Wed., Jan. 2 – Sun., Jan. 6, 2019, New Orleans, LA



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