



Association of American  
Law Schools

# 41<sup>st</sup> ANNUAL CONFERENCE ON CLINICAL LEGAL EDUCATION

Sunday, April 29 – Wednesday, May 2, 2018

## **Gathering Momentum:**

Learning from the Past,  
Responding to the Now,  
Planning for the Future

## **WORKSHOP FOR NEW LAW SCHOOL CLINICAL TEACHERS**

Sunday, April 29, 2018

The Palmer House Hilton Hotel  
Chicago, IL

[aals.org/clinical2018](http://aals.org/clinical2018) | [#clinical2018](https://twitter.com/clinical2018)



## Gathering Momentum: Learning from the Past, Responding to the Now, Planning for the Future

Clinical faculty who teach in-house clinics and externship courses are facing profound challenges from outside and inside our law schools. Many of our clients are in crisis, often due to or exacerbated by policies of federal, state, and local governments. We are grappling with threats to the rule of law and democracy while simultaneously trying to help our students understand these issues. Meanwhile, many of our law schools have experienced a diminished applicant pool, limitations in the supply of post-graduation legal jobs, and tightened budgets. At the same time, clinical faculty are increasingly tasked with finding new and creative ways to provide students with the experiential education they need to meet new ABA requirements, to find employment, and to become responsible and ethical members of the legal profession.

Experiential learning programs must navigate these rocky waters. Clinics and externships hold tremendous potential to enhance student learning while supporting many and varied communities and contributing to the improvement of the legal profession. Yet the times require us to develop strategies for responding to the intensity and variety of our immediate institutional, political, economic, and societal challenges. These strategies will benefit from efforts to learn from the past and to plan effectively for the future.

This conference will explore how we are responding to these current challenges, with a particular focus on the transferable teaching tools and techniques that we are developing in this unique environment. Because clinical faculty seek to teach students legal skills and

address client and societal problems through various means—litigation, legislation, externships, community organizing, transactional work, and others—the time is ripe to ask a series of questions: What tools, emerging from different clinical contexts, have been most effective in meeting present challenges, and which are transferable to other contexts? Are there ways we might consolidate and combine different clinical approaches to strengthen our impact? What replicable teaching strategies are we using as we respond to present obstacles and crises? What relationships can our clinics develop with social justice movements? How do we adjust to a quickly changing legal landscape and how do we help our students do the same? How are we practicing self-care and helping our students learn balance and self-care in their own lives?

Among the ways that the conference will try to address these pressing questions is by putting them into historical context, exploring lawyers' and clinicians' responses to the abuses of power, system failures, and injustices of the past. What lessons can we learn from those past struggles that will help us with our current work? How do we avoid repeating past mistakes? How do we help our students understand and learn from the past as they face the social problems of today and tomorrow?

Finally, the Conference engages a recurring question that presents itself with new urgency in our current climate: how can we be responsive to emergent crises and also committed to a process of longer-range strategic planning? The conference therefore seeks to link our critical responses to current political, legal, and economic developments with processes for future-oriented planning. Evaluating the teaching and lawyering strategies we are using and developing is a key part of identifying changes that may be needed and deciding on next steps to take. How best can we undertake these evaluations? What roles should our

clients and students play in a clinic's evaluation and planning for the future? What barriers to programmatic change do we face and how do we overcome them? And, ultimately, how can we effectively balance the need to be flexible in an era of uncertainty with the need to chart a long-term course—within our clinics, within our institutions, and within the communities we serve?

This conference will offer a range of settings to explore these and other issues and questions. Speakers, plenaries, concurrent sessions, workshops, and scholarly works-in-progress will address them from different viewpoints and teaching models. Working groups organized around participants' shared interests and expertise will provide spaces to share insights and perspectives. The goal of the conference is to help attendees gather momentum by developing ideas and strategies for teaching and lawyering in these extraordinary times, while learning from lawyering struggles of the past and helping to shape a more just and inclusive future.

## Planning Committee for 2018 AALS Conference on Clinical Legal Education

Patience A. Crowder, University of Denver Sturm  
College of Law  
Phyllis Goldfarb, The George Washington University  
Law School  
Eden E. Harrington, The University of Texas  
School of Law  
Daniel L. Nagin, Harvard Law School  
Wendy Seiden, Chapman University Dale E. Fowler  
School of Law  
Cindy Wilson, Northwestern University Pritzker School  
of Law, Chair  
Erika Wilson, University of North Carolina  
School of Law



# CONFERENCE SCHEDULE AT A GLANCE

## Saturday, April 28

4 pm – 7 pm AALS Registration

## Sunday, April 29

7:30 am – 7 pm AALS Registration  
1:45 pm – 2 pm Welcome, Introduction  
2 pm – 3:30 pm Keynote  
3:45 pm – 5:15 pm Working Group Discussions  
5:30 pm – 7 pm AALS Reception with Posters

## Monday, April 30

7:30 am – 7 pm AALS Registration  
7:30 am – 9 am Contemplative Session, AALS Section on Clinical Legal Education Committees  
9 am – 10:30 am Concurrent Sessions, Workshops  
10:45 am – 12:15 pm Plenary Session  
12:15 pm – 2 pm Luncheon: AALS Section on Clinical Legal Education Shanara Gilbert Award Presentation and Recognition of New Clinicians  
2:15 pm – 3:45 pm Working Group Discussions  
4 pm – 5:30 pm Concurrent Sessions, Workshops  
6 pm – 7:30 pm Reception Sponsored by Local Law Schools

## Tuesday, May 1

7:30 am – 8:45 am Contemplative Session, AALS Section on Clinical Legal Education Clinicians of Color Committee  
9:30 am – 10:30 am Concurrent Sessions, Workshops  
10:45 am – 12:15 pm Plenary Session  
12:30 pm – 2 pm AALS Luncheon: Social Justice Speaker Presentation and CLEA Awards  
2:15 pm – 3:45 pm Working Group Discussions  
4 pm – 5:30 pm Concurrent Sessions, Workshops  
6 pm – 7:30 pm Clinic Community Town Hall: Gathering Momentum for Racial Justice

## Wednesday, May 2

7:30 am – 8:45 am Contemplative Session, AALS Section on Clinical Legal Education Committees  
9 am – 10:30 am AALS Section on Clinical Legal Education Works in Progress Bellow Scholars Project Presentations  
10:45 am – 12:15 pm Working Group Discussions, Workshops



# WORKSHOP FOR NEW LAW SCHOOL CLINICAL TEACHERS

This biennial half-day workshop is designed to provide clinical law teachers who are just entering the field or in the early years of their clinical careers with insights and foundational principles for clinical teaching and professional development. The workshop is intended for any position type, including visitor, tenure track, contract, fellow, or other kinds of faculty positions.

Workshop sessions will be led and facilitated by a group of inspiring senior and junior faculty chosen for their commitment to clinical legal education, track record of success in their own careers, and diversity of law practice, teaching, and scholarly approaches. Workshop presenters will share best practices, common mistakes, and valuable resources to help attendees develop a tool kit for professional success as clinicians. A variety of topics foundational to clinical teaching will be covered, including: a historical overview of clinical legal education, clinical and externship seminars, classroom case rounds, clinical supervision, clinical models from in-house clinics to externships, scholarship, and navigating the academy. Presenters and attendees will have taught in a variety of clinics including transactional, litigation, community-based, and policy-based programs.

The overall goal of the workshop is to enhance the professional development and teaching confidence of each attendee while connecting new clinicians to peers and experienced clinicians within the broader clinical community.

(There is no separate fee to attend the Workshop for New Law School Clinical Teachers but we ask that you sign up for it when you register for the Conference.)

## Workshop Schedule at a Glance

### Saturday, April 28

4 pm – 7 pm

AALS Registration

### Sunday, April 29

7:30 am – 7 pm

AALS Registration

8:45 am – 9 am

Welcome, Introduction

9 am – 9:15 am

Clinical Legal Education Historical Overview

9:15 am – 10:45 am

Plenary: Clinical Teaching and Supervision

11 am – 11:45 am

Concurrent Sessions: Externships,

Scholarship, Navigating the Academy, Classroom Rounds

11:45 am – 12:30 pm

Concurrent Sessions: Externships, Scholarship, Navigating the Academy, Classroom Rounds (repeated)



# SCHEDULE | AALS Workshop for New Law School Clinical Teachers

## SATURDAY, APRIL 28, 2018

4 pm – 7 pm

### AALS Registration

## SUNDAY, APRIL 29, 2018

7:30 am – 7 pm

### AALS Registration

8:45 am – 9 am

### Welcome and Introduction

Cindy Wilson, Chair, Planning Committee for  
AALS Conference on Clinical Legal Education  
and Northwestern Pritzker School of Law

9 am – 9:15 am

### Clinical Legal Education Historical Overview

Bryan L. Adamson, Seattle University School of Law

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

9:15 am – 10 am

### Plenary: Clinical Teaching and the Clinic Seminar

Deborah Epstein, Georgetown University  
Law Center

This session will provide an overview for thinking about how to design the seminar component of a clinical course, emphasizing the importance of making the same kinds of deliberate choices in the classroom as we do during supervision, to maximize our ability to promote student directed learning.

10 am – 10:45 am

### Plenary: Clinical Supervision

Wendy A. Bach, University of Tennessee  
College of Law  
Brenda V. Smith, American University, Washington  
College of Law

This session, from two experienced clinicians, will build understanding of the framework and practices involved in clinical supervision. Using clinical seminar techniques, the presenters will emphasize the elements of supervision that involve the relationship between a particular client matter or client and larger issues of social justice, addressing the contexts that are inherent in each. Through the presentation and exercises, attendees will gain familiarity with supervision techniques that will enable them to use these techniques in conducting supervisions and analyzing their own supervision experiences.

10:45 am – 11 am

### Refreshment Break

11 am – 11:45 am

### Concurrent Sessions

#### Externships

Daniel M. Schaffzin, The University of Memphis,  
Cecil C. Humphreys School of Law  
Susan B. Schechter, University of California,  
Berkeley School of Law

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

#### Scholarship

Michele Estrin Gilman, University of Baltimore  
School of Law  
Jane K. Stoever, University of California, Irvine  
School of Law

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

#### Navigating the Academy

Bryan L. Adamson, Seattle University School of Law  
Colleen F. Shanahan, Temple University, James E.  
Beasley School of Law  
Emily Suski, University of South Carolina  
School of Law

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



*Sunday, April 29, continued*

**Classroom Rounds**

Renee M. Hutchins, University of Maryland Francis  
King Carey School of Law  
Jeffrey E. Leslie, The University of Chicago, The  
Law School

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

11:45 am – 12:30 pm

**Concurrent Sessions**

**Externships**

(repeated)

**Scholarship**

(repeated)

**Navigating the Academy**

(repeated)

**Classroom Rounds**

(repeated)



# WORKSHOPS

Attendees of the 41<sup>st</sup> Annual Clinical Conference have the opportunity to sign up in advance for one of four workshops offered onsite. Workshop attendance is limited to pre-registrants. Once a workshop has reached capacity, it will no longer be available for registration. Plan to sign up by March 23. Workshops will take place at the same time as concurrent sessions, except on Wednesday, when they will take place during working groups.

Please note that participants must commit to attending all sessions of the workshop as each session builds on the one before it.

## Making Educational Videos

- Monday, 4/30, 4 pm – 5:30 pm
- Tuesday, 5/1, 4 pm – 5:30 pm

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

This workshop will focus on the creation and use of online educational videos. Materials will be provided to the participants, who will be asked to take part in conference calls/webinars prior to the conference to go over the learning science behind educational videos, the different types of videos, and an overview of the process of creating them. Participants will be asked to bring scripts and images to the workshop. The workshop will focus on scripts and visuals, different methods of creating videos (webcams, screen casting, multimedia, etc.), and various educational uses of videos, including for student feedback. Participants will have the opportunity to be videotaped. By the end of the workshop, participants will have the information they need to make informed choices about using online educational videos and the experience they need to create their own videos.

## Navigating the Complexities of the Clinical Teaching Market

- Monday, 4/30, 9 am – 10:30 am
- Tuesday, 5/1, 9 am – 10:30 am

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

This interactive workshop aims to demystify the “new normal” in clinical hiring and impart strategies and skills for successfully navigating the market so that participants can be best positioned to secure the jobs they seek. Participants will hear from and interact with clinicians who have experience across all facets of the hiring process. The workshop sessions will address the many different aspects of the job search, including: the characteristics and trends defining today’s clinical teaching market and the hiring done within it, entering the market (evaluating positions and completing FAR forms), initial interviews (at the AALS Faculty Recruitment Conference or outside the formal process), callbacks, and receiving and assessing offers. This workshop will fill in gaps for experienced candidates or those who come from well established and resourced fellowship programs as well as inform and advise those who are considering entering the market for the first time or without the benefit of such resources.

## (Re-)Designing an Experiential Learning Course Using Backward Design

- Monday, 4/30, 4 pm – 5:30 pm
- Tuesday, 5/1, 4 pm – 5:30 pm
- Wednesday, 5/2, 10:45 am – 12:15 pm

Danielle Cover, University of Wyoming  
College of Law  
Christopher Roberts, The University of  
Texas School of Law

Looking to change your experiential learning curriculum? Finding yourself designing a whole new program, clinic, or externship course? Whether your focus is social justice lawyering, skills, ethics, and/or substantive knowledge, this workshop will help you design a course that turns your teaching goals into learning outcomes and situates the course within your school’s broader mission. Participants will read about and use backward design, an approach to instructional design pioneered by Grant Wiggins and Jay McTighe, to build a course of each participant’s choosing. Participants will also use a draft of an upcoming publication written by Carwina Weng, Meg Reuter, Chris Roberts, and Danielle Cover as a model for creating an effective, intentionally designed instructional path. By the end of the workshop, participants will have identified the intellectual home for their course, learning goals, final assessment, evaluation

rubric, and learning outcomes. They also will receive feedback from colleagues and facilitators on their drafts.

## Scholarship Support Workshop

- Monday, 4/30, 9 am – 10:30 am
- Tuesday, 5/1, 9 am – 10:30 am
- Wednesday, 5/2, 10:45 am – 12:45 pm

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

The Scholarship Support Workshop is designed to support new and emerging scholars in identifying scholarly topics, developing writing strategies, gaining feedback on writing, and obtaining publication. This workshop is a safe space to ask questions, share ideas, and obtain support. In session one, we consider the advantages clinicians have as scholars, and we brainstorm about ways to overcome writing barriers. In session two, we discuss the nuts and bolts of the presentation and publication processes. In session three, each attendee shares a scholarly idea and receives feedback in a roundtable format designed to help them refine their thesis and the scope of their project. Attendees do not share written work or drafts. Prior workshop attendees have reported that the workshop motivated them to start and complete their scholarly projects.



# SCHEDULE | 41<sup>st</sup> Annual Conference on Clinical Legal Education

## SATURDAY, APRIL 28, 2018

4 pm – 7 pm

### AALS Registration

## SUNDAY, APRIL 29, 2018

7:30 am – 7 pm

### AALS Registration

1:45 – 2 pm

### Welcome and Introduction

Cindy Wilson, Chair, Planning Committee for  
AALS Conference on Clinical Legal Education  
and Northwestern Pritzker School of Law

2 – 3:30 pm

### Keynote

James Forman, Jr., Yale Law School

3:30 – 3:45 pm

### Refreshment Break

3:45 – 5:15 pm

### Working Group Discussions

5:30 – 7 pm

### AALS Reception with Posters

*No Time Like the Present: Northeastern's  
Legal Skills in Social Context Program – A  
Model for Experiential Education in the  
First Year of Law School*

Margaret Hahn-Dupont, Northeastern University  
School of Law

Carol Mallory, Northeastern University  
School of Law

*The Quarter Clinic: Northeastern University  
School of Law 12 Week Immigration Clinic*

Hemanth Gundavaram, Northeastern University  
School of Law

*Mastering the Case File: Hacks You Can  
Teach Your Clinic Students*

Carolyn Frazier, Northwestern University Pritzker  
School of Law

Uzoamaka Nzelibe, Northwestern University  
Pritzker School of Law

*Building for the Future: Clinic Facility  
Expansion in a Time of Declining Resources*

Brett C. Stohs, University of Nebraska  
College of Law

*Psycho-Legal Interdisciplinary  
Training Models: Developing A Military  
Sexual Trauma Course using Doctoral  
Psychology Students & Trauma Informed  
Clinical Teaching*

Judith Johnson, William & Mary Law School  
Cari Oliver, Regent University School of Law  
Elizabeth A. Tarloski, William & Mary Law School

*Creating Capstone Clinical Experiences  
for Part-Time Evening Students: How to  
Maximize Learning for Students Who  
Work Full-Time*

Bahar Ansari, City University of New York  
School of Law  
Nicole Smith Futrell, City University of New York  
School of Law  
Donna L. Lee, City University of New York  
School of Law  
Charisa Kiyô Smith, City University of New York  
School of Law

*Peer-Led New Clinician Education*

Anne Crowe, Harvard Law School  
Jessica Fjeld, Harvard Law School  
Crisanne Hazen, Harvard Law School

*Out of the Box: Ways to Prepare for and  
Broaden Your Clinic's Reach*

Jean Han, American University, Washington  
College of Law  
Debra P. Stark, John Marshall Law School

*Transactional vs. Litigation-  
Oriented Clinics: Different Cloth or  
Common Threads?*

Susan L. Brooks, Drexel University Thomas R. Kline  
School of Law  
Anne Choike, Wayne State University Law School

*Identifying and Using Experience to Assist  
Learning-Tools for New Clinicians*

Benjamin Faller, Case Western Reserve University  
School of Law

*Fostering Diversity without Divisiveness:  
Using the Rules of Improv in  
Clinical Teaching*

Erin McBride, University of Wisconsin Law School

*Using the Momentum of Successful Clients  
to Teach Effective Representation of  
Future Clients*

Andrew Hundley, President and CEO, Reentry  
Benefiting Families  
Robert E. Lancaster, Louisiana State University, Paul  
M. Hebert Law Center

*Promoting Student Learning and  
Breastfeeding Behind Bars Through Multi-  
Faceted Social Justice Advocacy*

Lissa M. Knudsen, MPH, Ph.D. Candidate,  
University of New Mexico Department of  
Communication and Journalism  
Carol Suzuki, University of New Mexico  
School of Law



*Sunday, April 29, continued*

***The 1L Litigation Clinic: Two Models for Offering First-Year Live-Client Experience at Michigan Law***

Samir Hanna, The University of Michigan Law School

***From Clinic to Center: Innovations in Experiential Education***

Stephen Reed, Northwestern University Pritzker School of Law

## MONDAY, APRIL 30, 2018

7:30 – 9 am

**AALS Section on Clinical Legal Education Committees Contemplative Session**

9 – 10:30 am

**Concurrent Sessions**

**Revisiting Essential Skills for Law Students in an Era of Fake News, Alternative Facts, and Governing by Disruption**

Beryl S. Blaustone, City University of New York School of Law

Lisa R. Bliss, Georgia State University College of Law

**Clinical Legal Education and the “Making a Murderer” Moment**

Laura H. Nirider, Northwestern University Pritzker School of Law

**The Politics of Law School Engagement in Post-Disaster Relief Efforts**

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

**Planning for the Future by Understanding Our Past: An Empirical Approach**

Robert R. Kuehn, Washington University in St. Louis School of Law

**Cross-Clinic & Community Collaborations to Enhance Student Learning & Advance Social Justice**

Emily A. Benfer, Yale Law School

Deborah Chizewer, Northwestern University Pritzker School of Law

Emily Coffey, Sargent Shriver National Center on Poverty Law

Allyson E. Gold, The University of Alabama School of Law

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

Mark N. Templeton, The University of Chicago, The Law School

Kate Walz, Sargent Shriver National Center on Poverty Law

**Committing to Change: Building Intentional Uncertainty and Fluidity into Clinic Design**

Amber Baylor, Texas A&M University School of Law

Courtney Cross, The University of Alabama School of Law

Daria Fisher Page, University of Iowa College of Law

**Lawyering in a Hostile Climate**

Denise L. Gilman, The University of Texas School of Law

Kelly L. Haragan, The University of Texas School of Law

James W. Marcus, The University of Texas School of Law

Fatma Marouf, Texas A&M University School of Law

Andrea Marsh, The University of Texas School of Law

Ranjana Natarajan, The University of Texas School of Law

Erica B. Schommer, St. Mary's University School of Law

Elissa C. Steglich, The University of Texas School of Law

**Teaching Lawyering & Narrative**

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

**Charting an Externship Success Story: Using Evaluative Tools to Tailor your Program to Meet your Students' Needs**

Cecily V. Banks, Boston University School of Law  
Adrienne Smith, Boston University School of Law

**Rules of Engagement: Teaching Students to Navigate Difficult Conversations with Purpose and Professionalism**

Paulina E. Davis, New York University School of Law

Angela Gius, New York University School of Law  
Nadiyah J. Humber, Suffolk University Law School

Jamie Langowski, Suffolk University Law School  
Marcia Levy, Columbia Law School

Joanna Medrano, University of Nevada, Las Vegas,  
William S. Boyd School of Law

Caryn R. Mitchell-Munevar, New England Law|Boston

Amy Mulzer, Brooklyn Law School

Amanda Sen, New York University School of Law  
Shanda K. Sibley, New York University

School of Law

Naomi B. Sunshine, New York University School of Law

Sarah Vendzules, New York University School of Law

**Workshops**

*Advance sign-up for workshops is required; attendance is limited. See full descriptions on page 7.*

**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



*Monday, April 30, continued*

**Scholarship Support**

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

**10:30 – 10:45 am**

**Refreshment Break**

**10:45 am – 12:15 pm**

**Plenary Session I: The Power of the State and Our Many Client Communities – Past, Present, Future**

Amna Akbar, The Ohio State University, Michael E. Moritz College of Law  
Sheila Bedi, Northwestern University Pritzker School of Law  
Aderson Bellegarde Francois, Georgetown University Law Center  
Alexi Freeman, University of Denver Sturm College of Law

Moderator: William P. Quigley, Loyola University New Orleans College of Law

This plenary will focus on ways clinical faculty perceive and respond to the impact of “the State” on our client communities, and how to help students think productively about these issues in an evolving legal landscape. The panelists will explore ways to bring forward lessons from the past in responding to urgent pressures facing clients, with an eye toward different approaches available in clinic and externship contexts: litigation, legislation, policy reform, community organizing, etc. The discussion will touch on how to take control of a situation, evaluate potential approaches, and consider the future design of a clinical course or program.

**12:15 – 2 pm**

**AALS Luncheon**

- AALS Section on Clinical Legal Education M. Shanara Gilbert Award Presentation
- Recognition of New Clinicians

**2:15 – 3:45 pm**

**Working Group Discussions**

**3:45 – 4 pm**

**Refreshment Break**

**4 – 5:30 pm**

**Concurrent Sessions**

**(Busting) Out of our Silos: Lessons Learned by Clinicians and Legal Writing Faculty from Cross-Curricular Collaborations**

Mary Bowman, Seattle University School of Law  
Lisa E. Brodoff, Seattle University School of Law  
Lisa Martin, University of South Carolina School of Law  
Jane K. Stoevers, University of California, Irvine School of Law

**Stayin’ Alive: Thoughtful Approaches to Clinical Expansion, Funding, Innovation & Modification in Times of Economic Uncertainty**

Sherley Cruz, American University, Washington College of Law  
Rhonda de Freitas, Chicago Kent College of Law, Illinois Institute of Technology  
Jonathon P. Decatorsmith, Chicago Kent College of Law, Illinois Institute of Technology  
Richard J. Gonzalez, Chicago Kent College of Law, Illinois Institute of Technology  
Heather F. Harper, Chicago Kent College of Law, Illinois Institute of Technology

Nadiyah Humber, Suffolk University Law School  
Edward M. Kraus, Chicago Kent College of Law, Illinois Institute of Technology  
Margo Lindauer, Northeastern University School of Law  
Peter B. Sessa, Northeastern University School of Law

**Environmental Justice in the Age of Trump: Engaging Students in Client-Driven Impact Lawyering**

Anthony V. Alfieri, University of Miami School of Law  
Marianne Engelman-Lado, Yale Law School  
Kelly L. Haragan, The University of Texas School of Law  
Helen H. Kang, Golden Gate University School of Law

**Training Ethical Lawyers in Extraordinary Times**

Constance A. Browne, Boston University School of Law  
Peggy Maisel, Boston University School of Law  
Susan B. Schechter, University of California, Berkeley School of Law  
Paul Tremblay, Boston College Law School

**Social Change without Silos: An Interprofessional Approach to Clinical Pedagogy and Preparing 21st Century Lawyers**

Emily Benfer, Yale Law School  
Yael Cannon, University of New Mexico School of Law  
Allyson E. Gold, The University of Alabama School of Law  
Elise Meyer, Northwestern University Pritzker School of Law  
Juliet S. Sorensen, Northwestern University Pritzker School of Law  
Sarah Steadman, University of New Mexico School of Law



*Monday, April 30, continued*

**What Every Clinician Should Know about Digital Security and Using Technology to Leverage your Impact**

William Berman, Suffolk University Law School  
 Timothy M. Casey, California Western School of Law  
 David Colarusso, Suffolk University Law School  
 Peter A. Joy, Washington University in St. Louis School of Law  
 Eumi K. Lee, University of California, Hastings College of the Law  
 James Matthews, Suffolk University Law School  
 Kim M. McLaurin, Suffolk University Law School

**Excuse Me: Teaching Interrupting Bias as a Lawyering Skill**

Stacy Brustin, The Catholic University of America, Columbus School of Law  
 Anne Gordon, Duke University School of Law  
 Michelle Greenberg-Kobrin, Benjamin N. Cardozo School of Law  
 Latonia Haney Keith, Concordia University School of Law  
 Kathryn Ramsey, The George Washington University Law School  
 Margaret E. Reuter, University of Missouri-Kansas City School of Law  
 Meredith Schnug, University of Kansas School of Law

**Creative Clinical Pedagogy in an Era of Mass Incarceration**

Caitlin Barry, Villanova University Charles Widger School of Law  
 Davida Finger, Loyola University New Orleans College of Law  
 Brandon Greene, University of California, Berkeley School of Law  
 Christopher Lasch, University of Denver Sturm College of Law  
 Sunita Patel, University of California, Los Angeles School of Law

**Transactional Clinics in Extraordinary Times**

Alina Ball, University of California, Hastings College of the Law  
 Priya Baskaran, West Virginia University College of Law  
 Renee Hatcher, The John Marshall Law School-Chicago  
 Lynnise E. Phillips Pantin, Boston College Law School  
 Alicia E. Plerhoples, Georgetown University Law Center  
 Lauren Rogal, Vanderbilt University Law School

**Naming Our Core Values when Teaching and Lawyering in a Time of Crisis**

Kristina Campbell, University of the District of Columbia, David A. Clarke School of Law  
 Katherine Evans, University of Idaho College of Law  
 Elizabeth A. Keyes, University of Baltimore School of Law  
 Jennifer L. Lee Koh, Western State College of Law at Argosy University  
 Sabrina Rivera, Western State College of Law at Argosy University

**Workshops**

*Advance sign-up for workshops is required; attendance is limited. See full descriptions on page 7.*

**Making Educational Videos**

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

**(Re-) Designing an Experiential Learning Course Using Backward Design**

Danielle Cover, University of Wyoming College of Law  
 Christopher Roberts, The University of Texas School of Law

6 – 7:30 pm

**Reception Sponsored by Chicago-Kent College of Law, Illinois Institute of Technology; The University of Chicago, The Law School; DePaul University College of Law; University of Illinois College of Law; The John Marshall Law School; Loyola University Chicago School of Law; and Northwestern University Pritzker School of Law**

**TUESDAY, MAY 1, 2018**

7:30 – 8:45 am

**AALS Section on Clinical Legal Education Clinicians of Color and Diversity of Leadership Committees**

**Contemplative Session**

9 – 10:30 am

**Concurrent Sessions**

**Teaching & Being “Radical Ready:” The Role of Clinics and Clinicians in Rapid Response and Movement Lawyering**

Justin Hansford, Howard University School of Law  
 Fatma Marouf, Texas A&M University School of Law  
 William P. Quigley, Loyola University New Orleans College of Law  
 Brendan D. Roediger, St. Louis University School of Law  
 Valerie Schneider, Howard University School of Law  
 Anita Sinha, American University, Washington College of Law



*Tuesday, May 1, continued*

**Inside Out: A Conversation about Clinic Models in Practices Outside the Law School**

Claudia Angelos, New York University School of Law  
Phyllis Goldfarb, The George Washington University School of Law  
Alexander Scherr, University of Georgia School of Law  
Ann C. Shalleck, American University, Washington College of Law

**It's Not Me, It's You; Actually, Maybe it is Me: Supervising Millennials in the Context of Client-Centered Lawyering and Changing Learning Styles**

Bradford Colbert, Mitchell | Hamline School of Law  
Llezie Green Coleman, American University, Washington College of Law  
D. Christopher Dearborn, Suffolk University Law School  
Vanessa Hernandez, Suffolk University Law School  
Maritza Karmely, Suffolk University Law School  
Laurie S. Kohn, The George Washington University Law School

**Representing the "Worst of the Worst": Taking on Unpopular Clients and Causes in a Law School Clinical Setting**

Matthew L. Fraidin, University of the District of Columbia, David A. Clarke School of Law  
Tarek Z. Ismail, City University of New York School of Law

**When One Door Closes, Do We Jump Through the Window? Teaching Law Students to Advocate in Unfamiliar, Nontraditional Forums**

Eve Hanan, University of Nevada, Las Vegas, William S. Boyd School of Law  
Christopher C. Hawthorne, Loyola Law School, Los Angeles  
Lila Meadows, University of Baltimore School of Law

Binny Miller, American University, Washington College of Law  
Jane C. Murphy, University of Baltimore School of Law  
Marisa Sacks, Loyola Law School, Los Angeles

**With a Little Help from My Friends: Managing Stress in a Hostile Political Environment with Assistance from Non-Lawyers**

George V. Baboila, Co-Director, University of St. Thomas Interprofessional Center for Counseling  
Colleen Boraca, Northern Illinois University College of Law  
Janet H. Goode, The University of Memphis, Cecil C. Humphreys School of Law  
Anjum Gupta, Rutgers School of Law-Newark  
Susan Hazeldean, Brooklyn Law School  
Geoffrey Heeren, Valparaíso University School of Law  
Lucy Johnston-Walsh, The Pennsylvania State University – Dickinson Law  
James E. Mitchell, Georgia State University College of Law  
Jennifer D. Oliva, West Virginia University College of Law  
Rachel D. Settlege, Wayne State University Law School  
Virgil O. Wiebe, University of St. Thomas School of Law  
Amanda Zelechowski, Valparaíso University Department of Psychology

**Applying the Benefits of Reflection, Evaluation, and Assessment to Develop Cultural Competence in Clinics and Externships with an International Learning Context**

Briana Beltran, Cornell Law School  
Gillian Dutton, Seattle University School of Law  
Ron S. Hochbaum, Loyola University Chicago School of Law  
Beth Lyon, Cornell Law School  
Anna W. Nicol, University of Michigan Law School

**Immigrant Rights Advocacy in the Age of Trump: Centering Community Organizations in the Clinical Setting**

Nermeen Arastu, City University School of Law  
Peter Markowitz, Benjamin N. Cardozo School of Law  
Talía Peleg, City University School of Law  
Jessica Rofé, New York University School of Law

**Client-Clinic Collaborations: How to Incorporate Meaningful Partnerships with Your Clients into Representation, Reform, and Response**

April Curtis, Chief Program Officer, Be Strong Families  
Kara Finck, University of Pennsylvania Law School  
Tony Lawlor, Owner, Lawlor Consulting Group, LLC  
Bernard P. Perlmutter, University of Miami School of Law  
Jane M. Spinak, Columbia Law School  
Anita M. Weinberg, Loyola University Chicago School of Law

**Rapid Response and Triage in Times of Upheaval: Rebalancing and Innovating our Practice, Pedagogy, and Scholarship**

Jeffrey R. Baker, Pepperdine University School of Law  
Darren D. Bush, University of Houston Law Center  
Janet M. Calvo, City University of New York School of Law  
Carrie Hagan, Indiana University Robert H. McKinney School of Law  
Vanessa H. Merton, Pace University Elisabeth Haub School of Law



*Tuesday, May 1, continued*

### **Workshops**

*Advance sign-up for workshops is required; attendance is limited. See full descriptions on page 7.*

### **Navigating the Complexities of the Clinical Teaching Market**

(continued)

### **Scholarship Support**

(continued)

**10:30 – 10:45 am**

### **Refreshment Break**

**10:45 am – 12:15 pm**

### **Plenary II: Identifying and Pursuing Interest Convergence Strategies in the Representation of Our Clients and the Pursuit of Building Community**

Priya Baskaran, West Virginia University  
College of Law

Elizabeth B. Cooper, Fordham University  
School of Law

Stacey-Rae Simcox, Stetson University  
College of Law

Moderator: Tirien Steinbach, University of  
California, Berkeley School of Law

This second plenary will explore theories and strategies for aligning divergent interests among various parties in the pursuit of our clients' goals. With an eye towards responding to the now while planning for the future, this plenary is based on the Interest Convergence Theory proffered by the late Professor Derrick Bell. Using the lenses of transactional, legislative reform, and veterans' advocacy clinics, the panelists will discuss Interest Convergence, the Curb-Cut Effect, and other strategies for identifying and negotiating through the divergent interests that may be impeding our

clients' goals. The discussion will also include a moderated exercise designed to help participants consider how these strategies may work best in their own clinics.

**12:30 – 2 pm**

### **AALS Luncheon**

- CLEA Awards (Outstanding Advocate and Outstanding Project Awards)
- Per Diem Award Presentation

**2:15 – 3:45 pm**

### **Working Group Discussions**

**3:45 – 4 pm**

### **Refreshment Break**

**4 – 5:30 pm**

### **Concurrent Sessions**

#### **Collaborative Litigation Strategies: Fighting for Collective Change Through Individual Defense**

Fiona M. Doherty, Yale Law School

Jenny Roberts, American University, Washington  
College of Law

Alison Siegler, The University of Chicago, The  
Law School

Eda (Katie) Katharine Tinto, University of  
California, Irvine School of Law

Erica Zunkel, The University of Chicago, The  
Law School

#### **Interdisciplinary Experiences from Clinic to the Classroom: Easier Than You Think**

Amy G. Applegate, Indiana University Maurer  
School of Law

Connie Beck, University of Arizona James E. Rogers  
College of Law

Toby Treem Guerin, University of Maryland Francis  
King Carey School of Law

Margaret Hammersla, University of Maryland,  
School of Nursing

Negar Katirai, The University of Arizona James E.  
Rogers College of Law

Erin A. Lowry, The University of Arizona James E.  
Rogers College of Law

Corey Shdaimah, University of Maryland School of  
Social Work

#### **“Change with Continuity”: Maintaining Pedagogical Goals in the Midst of Clinical Change**

Susan Felstiner, Lewis and Clark Law School

Eric Franklin Amarante, University of Tennessee  
College of Law

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

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

#### **Teaching the Whole Lawyer: Deliberate, Mindful, and Culturally Conscious Professional Identity Formation**

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

Tanya Asim Cooper, Pepperdine University  
School of Law

Lindsay M. Harris, University of District of  
Columbia, David A. Clarke School of Law

Kendall L. Kerew, Georgia State University  
College of Law

Amy Pritchard, University of Arkansas, Little Rock,  
William H. Bowen School of Law

Gail Silverstein, University of California, Hastings  
College of the Law

Tirien Steinbach, University of California Berkeley  
School of Law

Brittany M. Stringfellow Otey, Pepperdine  
University School of Law

Carwina Weng, Indiana University Maurer  
School of Law



*Tuesday, May 1, continued*

**The Sun Rises & Sets Just the Same: Did the Presidential Election Impact Our Clients and The Work We Do as Criminal Justice, Education and Disability Clinical Teachers and Advocates?**

Fareed Hayat, Howard University School of Law  
Shobha L. Mahadev, Northwestern Pritzker School of Law

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

Brenda V. Smith, American University Washington College of Law

**Not Just a Ferguson Problem: Community Lawyering Strategies for Challenging Fines, Fees, Bail, and Driver's License Suspensions Targeted against Low-Income Communities and Communities of Color**

Brandon Greene, University of California, Berkeley School of Law

Zina Makar, University of Baltimore School of Law  
Brendan Roediger, St. Louis University School of Law

Karen L. Tokarz, Washington University in St. Louis School of Law

Theresa Zhen, University of California, Berkeley School of Law

**Go Full Circle: Creating a Comprehensive Curriculum around Law Student Well-Being in Clinics and Externships**

Steven A. Drizin, Northwestern University Pritzker School of Law

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

Deeya Haldar, Drexel University Thomas R. Kline School of Law

Sarah Katz, Temple University, James E. Beasley School of Law

Lawrence S. Krieger, Florida State University College of Law

Laura Nirider, Northwestern University Pritzker School of Law

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

Amy Sankaran, The University of Michigan Law School

**How Does the Clinician Say Goodbye?**

Jean Koh Peters, Yale Law School

**How to Foster Transgender Activism in a Clinical Setting and Provide Competent Legal Services to Transgender People**

Jordan Aiken, Equal Justice Works Fellow, Bet Tzedek

Sally Fisher Curran, Cornell Law School  
Michelle Ewert, Washburn University School of Law

Daniel Faessler, University of California, Berkeley Law School

**Fighting for Sanctuary: A Vehicle for Learning About Advocacy and Social Justice**

Linus Chan, University of Minnesota Law School  
Ingrid V. Eagly, University of California, Los Angeles School of Law

Dina Francesca Haynes, New England Law, Boston  
Annie Lai, University of California, Irvine School of Law

Christopher N. Lasch, University of Denver Sturm College of Law

Elizabeth M. McCormick, The University of Tulsa College of Law

Juliet P. Stumpf, Lewis & Clark Law School

**Workshops**

*Advance sign-up for workshops is required; attendance is limited. See full descriptions on page 7.*

**Making Educational Videos**

(continued)

**(Re-) Designing an Experiential Learning Course Using Backward Design**

(continued)

**6 – 7:30 pm**

**Clinic Community Town Hall: Gathering Momentum for Racial Justice**

Erica Perry, Assistant Partnership Director, Law for Black Lives

Marbre Stahly-Butts, Co-Director, Law for Black Lives

Leticia Saucedo, University of California, Davis, School of Law

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

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

Building on past conversations about our vision of social justice in challenging times, we invite you to join us for a discussion about our responsibility as clinicians to develop and implement a racial analysis in our clinical pedagogy and practice. In our current historical moment, we are witnessing the rise of increasingly open reactionary forces in our politics and culture that target African-American and Latinx populations as subjects of racialized violence. In this moment of confronting the depth and complexity of racial injustice and the limits of past lawyering practices in addressing systemic issues, the goal of this Town Hall is to allow us to reflect on our commitment to justice and equity for marginalized communities. The conversation will challenge us to consider how



*Tuesday, May 1, continued*

to best implement that commitment in our clinics. We hope to engage clinicians from a wide variety of practice areas as we discuss how we can meaningfully leverage our clinical resources to support, empower and advocate with African-American and Latinx communities in our geographic areas.

The Town Hall will begin with a guided discussion with Erica Perry and Marbre Stahly-Butts from Law for Black Lives and Leticia Saucedo and Luz Herrera from the Network for Justice on their unique and transformative models for engaging clinics in racial justice advocacy. Our speakers will offer practical proposals for approaches and issues that can be integrated into clinical teaching and case selection. We will then break into smaller discussion groups to share our current productive practices focused on these issues and surface our concerns for the challenges that might arise in operationalizing our racial justice analysis more deeply in our clinic work. Finally, we will return to the larger conversation and collectively brainstorm solutions to these challenges and new visions for the future of racial justice in the clinical context.

## **WEDNESDAY, MAY 2, 2018**

7:30 – 8:45 am

**AALS Section on Clinical Legal Education Committees**

**Contemplative Session**

9 – 10:30 am

**AALS Section on Clinical Legal Education Works in Progress**

**Bellow Scholars Program Report on Projects**

10:30 – 10:45 am

**Refreshment Break**

10:45 am – 12:15 pm

**Working Group Discussions**

**Workshops**

*Advance sign-up for workshops is required; attendance is limited. See full descriptions on page 7.*

**Scholarship Support**

(continued)

**(Re-) Designing an Experiential Learning Course Using Backward Design**

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# Registration

Register online at [www.aals.org/Clinical2018](http://www.aals.org/Clinical2018), where you can pay with Visa, MasterCard, or AMEX. Group Registration is available. You may also register using a paper registration form, (email [registration@aals.org](mailto:registration@aals.org) to request paper form), and pay via check or credit card.

Register in advance by April 12 and hit the ground running when you get the Windy City!

## ONSITE REGISTRATION

There is an additional onsite charge of \$50 for all registrations received after April 12. AALS accepts cash, personal or school checks, American Express, MasterCard, and Visa if you register onsite at the conference. If you intended to mail a paper registration form but it will not arrive at AALS headquarters in Washington, DC by the April 12 deadline, plan to register onsite.

## REGISTRATION CONFIRMATION

When you register online, you will receive two emails confirmations within a few minutes. If you do not receive them within 15 minutes or you later cannot find them, you may send another email confirmation by logging into the registration system.

For paper forms, including mailed check payments, email confirmations will be sent after the registration process has been completed.

## CANCELLATION POLICY

Registration fees will be refunded in full for written cancellation requests sent to [registration@aals.org](mailto:registration@aals.org) by April 12. A refund of all registration fees, less a \$50 processing fee, will be given for cancellation requests received April 13 thru April 22. Cancellations received after this date, as well as no-shows at the conference, are not eligible to receive refunds of registration fees. Cancellation may also be made by regular mail to: AALS Registration, c/o Erick Brown, 1614 20th St. N.W. Washington, DC 20009.

### Clinical Conference Registration (until April 12)

Faculty of Member and Fee-Paid Schools **\$465**

Faculty of Non Fee-Paid Law Schools **\$515**

Faculty of International Law Schools **\$465**

*Fee includes New Clinicians Workshop*



# Conference Accommodations

The conference sessions and sleeping accommodations will be at the Palmer House Hilton, 17 East Monroe Street, Chicago, IL 60603.

To make your hotel reservation, you must first register for the conference. After doing so, you will receive a confirmation email from AALS with instructions for booking a hotel reservation at the Palmer House Hilton.

The room rate is \$209 for single or double occupancy. All rooms shall be subject to established taxes; currently tax in 2017 is 18.5%. The cut-off date for making a room reservation is April 9, 2018. Making a reservation prior to the cut-off date does not guarantee availability of the AALS rate. To ensure accommodations, please make your reservation early.

The Palmer House Hilton requires a one-night's room rate deposit with a Visa, MasterCard, American Express, Diners Club, Discover, JCB, or Carte Blanche. If you must cancel, deposits shall be fully refunded for reservations cancelled by 6:00 p.m. on the expected arrival date.

## INTERNET ACCESS

Complimentary internet is available in the guest rooms for all registrants as well as the hotel lobby and meeting space.

## CHILDCARE SERVICES

AALS does not offer childcare. For local recommendations and accommodations, contact the Palmer House concierge. Neither the hotel nor AALS endorses these services, but provide this information for your reference.

## HOTEL PARKING

Onsite Self-Parking attached to the hotel (124 S. Wabash Street)  
Maximum Daily Rate: \$55.00

Self-Parking across from hotel (55 E. Monroe Garage)  
Maximum Daily Rate: \$45.00

Valet Parking  
24 hours for non-guests - \$79.00

## LOCAL TRANSPORTATION

### Chicago- O'Hare International Airport

The Palmer House Hilton is located about 18 miles from Chicago- O'Hare International Airport (ORD). Taxis from O'Hare to downtown Chicago range from \$30-40. Chicago Transit Authority (CTA) provides both train and bus service throughout the City of Chicago and the surrounding suburbs. When taking public transportation from O'Hare, take the Blue Line Train to the Monroe/Dearborn stop. Take Monroe east to the hotel.

### Chicago Midway Airport:

The Palmer House Hilton is located about 12 miles from Chicago Midway Airport (MDW). Taxis from Midway to downtown Chicago range from \$28-30. Chicago Transit Authority (CTA) provides transportation from the airport to downtown. Take the Orange Line from Midway to downtown. Get off at the Adams/ Wabash stop and The Palmer House is located on the west side of Wabash Avenue.

## CAR RENTAL

O'Hare offers many major car rental companies, and courtesy shuttles from airport terminals to car rental facilities. Please visit Chicago-O'Hare International Airport's Car Rental page for more information: <http://www.flychicago.com/ohare/tofrom/rentalcar/pages/default.aspx>.

Midway offers a variety of options for vehicle rentals. Midway's Rental Car facility hosts all its rental companies in one location. To get to the facility, passengers can access the rental car shuttle pick up at the Arrivals curb located near lower level door #3 outside of Baggage Claim. Shuttles run every 15 minutes 24/7.