

# AALS Newsletter

Volume 2006, Issue 1

April 2006

## Message from the Chair

---



**Susan Jones**

George Washington University

It is indeed an honor to serve as Chair of the AALS Section on Clinical Legal Education and I am pleased to have witnessed the good work of prior chairs, many of whom continue to be actively involved. Section leadership began the year with a three-part mission. First, retool and activate AALS Section Committees. Second, advance the work of the Task Force on Clinicians and the Academy. Third, create a new database, update the website and advance the use of technology. I appreciate the ambitious efforts of Charles D. Weiselberg, immediate past chair, who continues to serve on the Executive Committee and the work of David Santacroce who is one of the leaders along with the Technology Committee advancing the Section's technology initiatives.

### 1. Committees

Committees are essential to advancing the work of the Section. There are two types of committees. Standing Committees are provided for in the Section's Bylaws and they include Lawyers in the Public Interest which gives the Bellow Scholar Award; the Awards Committee which nominates the recipient of the Gilbert and the Pincus Awards; the Nominating Committee which recommends section officers and executive committee members; The National and Regional Training Program Committee (Regional Conference Committee) which promotes regional training program; and the Annual Meeting Program Committee which plans the Section program at the AALS Annual Meeting. The Standing Committees as well as Special Committees are appointed by the Chair. The Standing Committees are: ADR, Clinicians of Color, Ethics and Professionalism, Interdisciplinary Clinical Education, Externships, Teaching Methods, International, Political Interference, Scholarship, and the Taskforce on Clinicians and the Academy. You will notice that this Newsletter contains a list of committees, current chairs and the mission statements for each of the committees so that our members will have a better understanding of them. We encourage you to contact committee chairs if you want to get more involved. We have created a new Resource Group consisting of a bank of experts who are willing to consult or talk with Section members about a myriad of issues including the history of clinical legal education, CLEA and ABA Standards, financial resources for clinical programs and mentoring.

### 2. Taskforce on Clinicians and the Academy

Another goal of the Section this year is to support the work of the Task Force on Clinicians and the Academy. Under the leadership of past chairs, Bryan Adamson and Calvin Pang, who co-chair the Taskforce, and

members Brad Colbert, Kathy Hessler, Kate Kruse, Bob Kuehn, Mary Helen McNeal, and David Santacroce, the Taskforce will continue to examine: (1) who is teaching in clinical programs and with clinical methodologies in law schools in the United States; and (2) what are the most appropriate models for clinical appointments within the legal academy.

During the May 2005 AALS clinical workshop, the Section held a town hall meeting to discuss these issues. There was tremendous variation in views on appropriate models of clinical education and integration of clinical and non-clinical faculty. At the same time, there was a strong sense that the Section should study issues of academic freedom, governance and clinics.

We envision that the Taskforce will be a three-year effort with the first year primarily focused on data gathering. This will enable us to learn more about clinicians nationwide, what their status may be, and what their programs look like. Members will be able to contribute to the Taskforce's efforts during the Town Hall Meeting on Wednesday, May 3<sup>rd</sup> from 12:15-2:00. For more information about the history of the Taskforce see the Volume 2005 (Nov.), Issue 2 of the Clinical Newsletter.

### 3. Database, Website and Technology

The Database Development Project is an important part of the mission of the Taskforce. In short, the Database Development Project will make both our database and our web resources much richer and will provide incredibly valuable resources for our membership, the AALS, and the profession. The contemplated improvements will make the database much more valuable to law schools, law faculty and, we hope, researchers interested in clinical education. As planned, data will be collected in an on-line, password protected interface available to Section membership. The database will also help our membership drive!

To ensure a sense of ownership of the project by membership, we have sought input from membership on the exact nature of the information to be gathered. The Section has engaged the services of a software developer/web publisher to begin implementation of the project. In addition, the Technology Committee has been charged with examining how the Section might use technology to advance its purposes.

I would also like to report on some of the Section's Professional Development activities and its relationship with AALS and CLEA. The Section will sponsor a program at the AALS Annual Meeting in 2007 in San Francisco on *Introducing International Law, Treaty-Law and Other International Law Concepts in Domestic Cases or Projects – A Teaching Demonstration*. The planning committee members for this program are: Penny Venetis (Rutgers)–Chair, Sandra Babcock (Northwestern), Deena Hurwitz (Virginia) and Beth Lyon (Villanova). Consistent with the conference theme, *Expanding Knowledge and Serving Our Communities: Academic, Civil and International*, this program will introduce clinicians who do not teach international law in their clinical courses about international law concepts and how they can be used in domestic context to serve communities.

Planning is also underway for the May 2007 Clinical Conference 2007. The proposed theme is, *The Cutting Edge: Innovations and Opportunities in Clinical Legal Education*. The 2007 Planning Committee Members are: Liz Cooper-Chair (Fordham), Tom Geraghty (Northwestern), Kate Kruse (Nevada), Hans, Sinha (Mississippi) and Ann Shalleck (American).

In addition to these programs, the Section is working very hard to promote low-cost regional conferences that we hope may bring in adjunct and other faculty who cannot afford the time or expense of a 3 or 4 day program. The Regional Conference Committee continues to work hard on this effort.

Finally, the section has proposed and the AALS has approved co-sponsorship of a program at the ABA's August 2008 meeting to commemorate the 40th Anniversary of the Council on Legal Education for Professional Responsibility. The AALS is in the process of appointing AALS members to a joint AALS/ABA Planning Committee.

The Section continues to enjoy excellent working relations with the AALS and CLEA. With respect to the AALS, last year, the Section advocated for clinicians to be appointed to AALS Committees. Antionette Sedillo Lopez was named to the Committee on Sections and Annual Meetings; Suzanne Levitt is on the Committee on Bar Admission and Lawyer Performance; Jon Dubin is on the Standing Committee on Clinical Legal Education; Minna Kotkin is on the Membership Review Committee; and Peter Joy is on the Committee on Academic Freedom and Tenure. We will continue to discuss with the AALS ways that the interests of the Section can be accommodated. With respect to CLEA, both Sue Kay and I are working together closely. The CLEA Board and the AALS Executive Committee will have a joint meeting during the conference on Wednesday, May 3rd. In addition, CLEA and the Section are co-sponsoring a luncheon for new clinicians on Sunday, April 30th after the New Clinicians Session from 10:00 am – 12:00 pm. We believe this is an important opportunity to nourish the bond we share as clinicians and to welcome new clinicians into the academy. Sue Kay and I continue to discuss ways that the two organizations can work together. Best regards and I look forward to seeing everyone in NYC.

Susan R. Jones

The George Washington University Law School

Chair, AALS Section on Clinical Legal Education



## **Michael Pinard to Receive Shanara Gilbert Emerging Clinician Award**

The Awards Committee (Kurt Eggert, Chair (Chapman); Baher Azmy (Seton Hall), Maury Landsman (Minnesota), Dina Schlossberg (Pennsylvania), Carol Suzuki (New Mexico), and Paulette Williams (Tennessee)) recommended Michael Pinard for the Shanara Gilbert Emerging Clinician Award and the Executive Committee approved that recommendation. The award will be given at the Clinical Conference in New York. Since 2002, Professor Pinard has been an Assistant Professor of Law at the University of Maryland School of Law, where he teaches the Reentry of Ex-offenders Clinic, Criminal Procedure and Legal Profession. He has also taught at Washington University School of Law, where he was a visiting Associate Professor, 2001 – 2002, at St. John’s University School of Law, where he was an Assistant Professor, 2000 – 2001, and at Yale Law School, where he was a Robert M. Cover Clinical Teaching Fellow, 1998 – 2000.

The Shanara Gilbert award has the following criteria:

1. The nominee must be a recent entrant (10 years or less) into the clinical education community;
2. The nominee must demonstrate all or some of the following qualities:
  - a. A commitment to teaching and achieving social justice, particularly in the areas of race and the criminal justice system;
  - b. An interest in international clinical legal education;
  - c. A passion for providing legal services and access to justice to individuals and groups most in need;
  - d. Service to the cause of clinical legal education or to the AALS Section on Clinical Legal Education; and
  - e. An interest in the beauty of nature (desirable but not required).

For an “emerging clinician,” Michael Pinard has a relatively long history of both clinical and public interest activities. As a law student at New York University School of Law, he was known for his clinical work and activism and stood out as a person of exceptional skill and promise. He participated in the NYU Juvenile Rights Clinic as a third year law student. After law school, he became a staff attorney at the Neighborhood Defender Service of Harlem, from 1994 to 1996, where he represented indigent criminal defendants, both adults and juveniles, and became a “first-rate criminal trial lawyer.” After that, he moved to the Office of the Appellate Defender, where, from 1996 to 1998, he handled the appeals of indigent clients who had been convicted of felonies.

Professor Pinard’s career as a clinical educator began in 1998, when he became a Robert M. Cover Clinical Teaching Fellow at Yale Law School. There, he taught the Prisons’ Legal Services Clinic, the Community Legal Services Clinic and Advocacy for Parents and Children. After his fellowship ended, in 2000, he moved to St. John’s University School of Law, where he taught in the Elder Law Clinic. The following year, he visited at Washington University School of Law for a year, teaching in the Criminal Justice Clinic in Fall 2001 and the Civil Justice Clinic in Spring 2002. While at Washington University, Professor Pinard became known as a terrific teacher and faculty supervisor for the clinic students, one always accessible to them in and out of the clinic. His colleagues at Washington University noted that, “Throughout his year at Washington University, both in his clinic teaching and in multiple other instances, Michael daily demonstrated his commitment to and unique skills for clinical teaching, his passion for providing legal services and access to justice to the underrepresented, his commitment to achieving racial justice in both the civil and criminal justice system, and his genuine personal investment in building and strengthening a diverse community.”

Professor Pinard then moved to his current position at University of Maryland School of Law, where he has taught since 2002, teaching the Reentry of Ex-offenders Clinic, Criminal Procedure and Legal Profession.

There, he is known as a “hands-on” professor, taking keen interest in the professional development of the students, meeting countless times with students working on a paper, patient and committed to helping them improve. One student who was struggling with her paper said of Professor Pinard, “I keep believing I can do it, because he thinks I can do it.” Under his direction, students wrote a report about the variety of collateral consequences that attach to criminal sentences in Maryland and presented the report to the Judicial Institute in Maryland, which provides education for Maryland judges.

Professor Pinard is not only a highly skilled clinical teacher, but also a prolific scholar. The range of topics that his articles cover, from criminal law theory to reflections on the roles of clinical professors, demonstrates the breadth of his thinking. His scholarship has been described as representing “a quintessential form of clinical scholarship: articles in which a clinical teacher applies the tools and critical perspective of an academic to the kinds of issues that practitioners confront in everyday legal practice. We believe that his scholarship makes important contributions to the field, especially because it takes into account and rigorously analyzes dimensions of issues that are apparent only to those who confront such issues in practice.” His colleagues say that he “has fresh perspectives, and new ideas, that he expresses with a direct and engrossing style.”

Professor Pinard not only is a deep and prolific scholar, but he also puts his scholarship to good use, making it accessible to client groups, to the public, and to policymakers. He has participated in numerous conferences, symposia, and presentations, with the list of his presentations extending more than two pages, a daunting schedule for a clinical professor. He has raised the consciousness in his state about the barriers facing ex-offenders, work culminating last November in a conference that his clinic sponsored that brought together ex-offenders, parole officers, judges, defense attorneys, prosecutors, social service providers and advocacy organizations from around the state.

In addition, Professor Pinard has been very active in the clinical movement and has shown deep commitment to clinical legal education. He has served on the boards of the Clinical Law Review since 2001 and of CLEA since 2004, on the Standing Committee for Clinical Legal Education since 2003, and as co-chair of both the AALS Section on Litigation and the CLEA Clinical Scholarship Committee, among numerous other committee and other clinical efforts. Professor Pinard has recently increased the international dimension to his work for social justice, presenting a paper at a conference on Comparative Constitutionalism and Rights sponsored by the University of KwaZulu-Natal in Durban, South Africa, where he talked about the significance of public interest lawyering and the importance of integrating ex-offenders back into the fabric of society. According to a co-attendee of the conference, Professor Pinard was “eloquent, passionate, and persuasive, and he was well received.” There, he also met with lawyers and clinicians from South Africa. He has also done work in Scotland.

# Table of Contents

---

*Message from the Chair* ..... 1

*Clinician Award* ..... 4

*Committee Reports* ..... 6

*Feature Articles* .....18

*Among Us*.....28

*Announcements* .....33

*Publications* .....37

*Jobs* .....49

*Committee Chairs* .....41

*Former Committee Chairs* .....45

*Foreign Country Clinician Survey* .....46

*AALS Membership Application* .....48



# Committee Reports

## Section on Clinical Legal Education

### Committees and Chairs

(April 6, 2006)

#### ADR

Carol Izumi, Co-Chair  
George Washington University  
202-994-7463  
[carol@law.gwu.edu](mailto:carol@law.gwu.edu)

Beryl Blaustone, Co-Chair  
CUNY  
718-340-4325  
[blaustone@mail.law.cuny.edu](mailto:blaustone@mail.law.cuny.edu)

#### Mission Statement:

The mission of the ADR committee is to encourage an active resource network for clinicians involved in any aspect of ADR teaching and practice. This mission includes fostering communication and collaboration among those who are teaching mediation or ADR clinics and mentoring fellow clinicians who are starting to incorporate ADR into their clinics. The Committee also has the goal of encouraging the exchange and advancement of teaching theory and techniques. The Committee also will strive to foster a welcoming site for the exchange of ideas not only among ADR faculty but also among the larger clinical community, the larger ADR community and the bar.

#### AWARDS

Kurt Eggert, Chair  
Chapman University  
714-628-2584  
[keggert@chapman.edu](mailto:keggert@chapman.edu)

Carol Suzuki  
University of New Mexico  
505-277-2146  
[Suzuki@law.unm.edu](mailto:Suzuki@law.unm.edu)

Paulette Williams  
Tennessee University  
865-406-5212  
[pwilliam@libra.law.utk.edu](mailto:pwilliam@libra.law.utk.edu)

Maury Landsman  
University of Minnesota  
612-625-5515

Dina Schlossberg  
University of Pennsylvania  
215-898-8044  
[dschloss@law.upenn.edu](mailto:dschloss@law.upenn.edu)

Baher Azmy  
973-642-8291  
[azmybahe@shu.edu](mailto:azmybahe@shu.edu)

#### Mission Statement:

The mission of the Association of American Law Schools Section on Clinical Legal Education Awards Committee is to solicit nominations and forward recommendations to the Section's Executive Committee for the William Pincus Award and the M. Shanara Gilbert "emerging clinician" Award, applying the criteria for the awards set forth in the bylaws of the Section.

## **CLINICIANS OF COLOR**

Carmia N. Caesar, Chair  
Howard University  
202-806-8119  
[ccaesar@law.howard.edu](mailto:ccaesar@law.howard.edu)

### **Mission Statement:**

To serve as a resource to members and the Section; to support and recruit clinicians of color to increase retention and advancement within the academy; to improve visibility of clinicians of color and bring relevant issues to the center of the clinical agenda; and to work to become the source of a collective voice of clinicians of color.

## **ETHICS AND PROFESSIONALISM**

Faith Mullen, Chair  
Catholic University  
202-319-6788  
[fmullen@law.cua.edu](mailto:fmullen@law.cua.edu)

**Mission Statement:** The Ethics and Professionalism Committee seeks to empower clinical legal educators to address ethical and professionalism issues by:

1. Providing education and information about legal ethics and professionalism;
2. Developing high quality materials on ethics and professionalism tailored to the needs of clinical legal educators;
3. Identifying and offering guidance on recurring issues in ethics and professionalism in clinical settings;
4. Identifying and eliminating barriers to successful resolution of ethical and professionalism dilemmas;
5. Providing forums where ethics and professionalism can be discussed;

Maximizing resources through collaboration with other AALS Clinical Sections.

## **EXTERNSHIPS**

Harriett Katz, Co-Chair  
Rutgers-Camden  
856-225-6407  
[hkatz@camlaw.rutgers.edu](mailto:hkatz@camlaw.rutgers.edu)

Avis Sanders Co-Chair  
American University  
(202) 274-4072  
[alsanders@wcl.american.edu](mailto:alsanders@wcl.american.edu)

### **Mission Statement:**

The Externship Committee's mission is to provide a forum where issues pertaining to externship clinical legal education can be raised and discussed; provide an organizational structure through which activities, services and actions on behalf of and for the externship community can be provided; to be a voice within the clinical legal education community on behalf of the externship clinical legal community, as well as ensuring that issues affecting externship clinicians are appropriately raised and addressed within the AALS; and address and advo-

cate for equality of externship programs in relation to in-house programs within the clinical legal community and in terms of faculty status.

### **TEACHING METHODS COMMITTEE (formerly known as Integration of Clinical Education into the Traditional Curriculum)**

Kim Diana Connolly, Co-Chair  
University of South Carolina  
803-777-6880  
[connolly@law.sc.edu](mailto:connolly@law.sc.edu)

Kathy Hessler, Co-Chair  
Case Western Reserve University  
216-368-2766  
[kmh25@po.cwru.edu](mailto:kmh25@po.cwru.edu)

Mission Statement: We value innovation in legal education and the integration of new and traditional methodologies in teaching future lawyers because we believe it leads to better education and more well-rounded training. We hope to help legal educators learn and benefit from many approaches, including clinical, non-clinical, simulation, legal writing, academic success, therapeutic, humanizing, and interdisciplinary methodologies. In order to do this, we plan to identify the positive teaching that is currently being done and to disseminate that information to a wide audience. We hope to showcase outstanding methodologies and innovations, to be a resource for this type of information, and to be able to link people with ideas they will find useful.

### **INTERDISCIPLINARY CLINICAL EDUCATION**

Michael J. Jenuwine, Co-Chair  
Indiana University  
812-856-4466  
[Michael.J.Jenuwine.1@nd.edu](mailto:Michael.J.Jenuwine.1@nd.edu)

Jenny Rosen Valverde, Co-Chair  
Rutgers  
973-353-3181  
[jvalverde@kinoy.rutgers.edu](mailto:jvalverde@kinoy.rutgers.edu)

Mission Statement:

The AALS interdisciplinary clinical committee aims to embrace interdisciplinary teaching and practice and promote holistic approaches to advocacy by:

- 1) enhancing the education of undergraduate, graduate and professional students through interdisciplinary exposure and collaboration;
- 2) improving the provision of interdisciplinary services to clients and communities;
- 3) fostering the development of interdepartmental and interdisciplinary relationships;
- 4) promoting and supporting empirical research on interdisciplinary practice and service delivery; and
- 5) creating a forum for exchange of ideas and collection and dissemination of information on interdisciplinary education, teaching, practice and research.

### **INTERNATIONAL CLINICAL EDUCATION**

Margaret Maisel, Co-Chair  
Florida International University  
305-348-7484  
[maiselp@fiu.edu](mailto:maiselp@fiu.edu)

Arturo Carrillo, Co-Chair  
The George Washington University Law School  
202-994-7463  
[acarrillo@law.gwu.edu](mailto:acarrillo@law.gwu.edu)

**Mission Statement:**

This committee seeks to establish productive links between and among teachers and students in the US and abroad who participate in law school Clinical programs that have an international focus or are interested in transnational work. The following are its primary objectives:

- \* To promote greater communication and collaboration across borders between and among clinical teachers and students in the US and abroad;
- \* To enhance clinical teaching methods and the education of law students generally through exposure to international perspectives and trans boundary collaboration;
- \* To forge links with organizations like the Global Alliance for Justice Education (GAJE) that promote clinical teaching and justice education internationally;
- \* To initiate a survey of the current state of international clinical legal education in the US and abroad by compiling existing resources and, where necessary, carrying out additional research.

**LAWYERS IN THE PUBLIC INTEREST (BELLOW SCHOLAR)**

Jeanne Charn, Co-Chair  
Harvard University  
617-522-3003  
[jcharn@law.harvard.edu](mailto:jcharn@law.harvard.edu)

Mary Helen McNeal, Co-Chair  
University of Montana  
406-243-6753  
[mhmcneal@law.syr.edu](mailto:mhmcneal@law.syr.edu)

Dean Rivkin, Co-Chair  
University of Tennessee  
865-974-1481  
[drivkin@utk.edu](mailto:drivkin@utk.edu)

Jeff Selbin, Co-Chair  
Boalt Hall  
510-548-4040  
[jselbin@ebclc.org](mailto:jselbin@ebclc.org)

**Mission Statement:**

The Committee on Lawyering in the Public Interest shall select and encourage the work of the Bellow Scholar and shall encourage and support any other activities which advance the cause of public interest lawyering. The Committee shall select as the Bellow Scholar a clinical legal educator who proposed a project which exemplifies the personal and professional qualities, particularly innovation and critical analysis, exhibited by Gary Bellow. The Committee may select one Bellow Scholar in a given year.

**NOMINATIONS**

Michael Pinard, Chair  
Maryland University  
410-706-4121  
[mpinard@law.umaryland.edu](mailto:mpinard@law.umaryland.edu)

Russell Engler  
New England  
617-4227380  
[rengler@fac.nesl.edu](mailto:rengler@fac.nesl.edu)

Warren Jones  
Pacific - McGeorge Law School  
916-340-6107  
[wjones@pacific.edu](mailto:wjones@pacific.edu)

Nina Tarr  
Illinois University  
217-333-2065  
[ntarr@law.uiuc.edu](mailto:ntarr@law.uiuc.edu)

**Mission Statement:**

The Nominations Committee is a standing Committee of AALS Section on Clinical Legal Education. Pursuant to the Section Bylaws it: (1) shall solicit from section membership the names of potential nominees for section officers and executive committee members; (2) shall consider the suitability of the potential candidates for office and select nominees; and (3) shall report the names of the nominees to the section chair and to the AALS Executive Director.

**POLITICAL INTERFERENCE**

Bob Kuehn, Co-Chair  
University of Alabama  
205-348-4960  
[rkuehn@law.ua.edu](mailto:rkuehn@law.ua.edu)

Bridget McCormack, Co-Chair  
University of Michigan  
734-763-4319  
[bridgetm@umich.edu](mailto:bridgetm@umich.edu)

**Mission Statement:**

The Political Interference Group (PIG) assists clinicians and law schools with issues of outside interference. PIG: maintains a library of political interference materials; provides resources and advice to clinicians, deans and others; communicates with individuals and organizations in the academic community; and educates the law school community about issues of outside interference. In appropriate cases, PIG may prepare amicus curiae or other briefs on behalf of the AALS. PIG is both proactive and reactive.

**REGIONAL CONFERENCE**

Christine Cimini, Co-Chair  
Denver University  
303-871-6780  
[ccimini@law.du.edu](mailto:ccimini@law.du.edu)

Karen Tokarz, Co-Chair  
Washington University  
314-935-6414  
[tokarz@wulaw.wustl.edu](mailto:tokarz@wulaw.wustl.edu)

**Mission Statement:**

The mission of the Committee on Regional Conferences is to facilitate and promote regional conferences, including established regional conferences and low cost conferences in new venues. The Committee also collects and distributes materials from regional conferences.

**SCHOLARSHIP**

Kate Kruse, Co-Chair  
UNLV  
702-895-2071  
[kate.kruse@ccmail.nevada.edu](mailto:kate.kruse@ccmail.nevada.edu)

Michael Pinard, Co-Chair  
University of Maryland  
410-706-4121  
[mpinard@law.umaryland.edu](mailto:mpinard@law.umaryland.edu)

**Mission Statement:**

The mission of the clinical scholarship works-in-progress committee is to support and advance the scholarship produced by clinicians by providing mentoring, resources, assistance, and meaningful opportunities for clinicians to present scholarly ideas (broadly defined to include anything from thoughts to substantial drafts) to a welcoming and nurturing audiences within the wider clinical community.

**TECHNOLOGY**

Marjorie McDiarmid, Co-Chair  
 West Virginia University  
 304-293-6821  
[marjorie.mcdiarmid@mail.wvu.edu](mailto:marjorie.mcdiarmid@mail.wvu.edu)

Conrad Johnson, Co-Chair  
 Columbia University  
 212-854-2141  
[cjohnson@lawmail.law.columbia.edu](mailto:cjohnson@lawmail.law.columbia.edu)

Mike Norwood, Co-Chair  
 University of New Mexico  
 505-277-6553  
[norwood@law.unm.edu](mailto:norwood@law.unm.edu)

**Mission Statement:**

The mission of this committee is two-fold. First, to assist the Section in employing technology as a means to further the Section's mission. Second, to address any issues that arise regarding the use of technology in clinical teaching.

**ANNUAL MEETING PROGRAM (JAN.2007)**

Penny Venetis, Chair  
 Rutgers University  
 973-353-5687  
[pennyv@kinoy.rutgers.edu](mailto:pennyv@kinoy.rutgers.edu)

Sandra Babcock  
 Northwestern University  
[sandrababcock@earthlink.net](mailto:sandrababcock@earthlink.net)

Deena Hurwitz  
 University of Virginia  
 434-924-4776  
[drh9z@virginia.edu](mailto:drh9z@virginia.edu)

Beth Lyon  
 Villanova University  
 610-519-6417  
[lyon@law.villanova.edu](mailto:lyon@law.villanova.edu)

**Mission Statement:** To plan the Clinical Section Program at the AALS Annual Meeting pursuant to Section Bylaws.

**TASKFORCE ON CLINICIANS AND THE ACADEMY**

Bryan Adamson, Co-Chair  
 206-398-4130  
[badamson@seattleu.edu](mailto:badamson@seattleu.edu)

Calvin Pang, Co-Chair  
 808-956-7474  
[calvinp@hawaii.edu](mailto:calvinp@hawaii.edu)

Brad Colbert  
 William Mitchell College of Law  
 651-290-6413  
[bcolbert@wmitchell.edu](mailto:bcolbert@wmitchell.edu)

Kathy Hessler  
 Case Western Reserve University  
 216-368-2766  
[kmh25@po.cwru.edu](mailto:kmh25@po.cwru.edu)

Kate Kruse  
 UNLV  
 702-895-2071  
[kate.kruse@ccmail.nevada.edu](mailto:kate.kruse@ccmail.nevada.edu)

Bob Kuehn  
 University of Alabama  
 205-348-4960  
[rkuehn@law.ua.edu](mailto:rkuehn@law.ua.edu)

Mary Helen McNeal  
University of Montana  
406-243-6753  
[mhmcneal@law.syr.edu](mailto:mhmcneal@law.syr.edu)

David Santacroce  
Michigan University  
934-647-4170  
[dasanta@umich.edu](mailto:dasanta@umich.edu)

**Mission Statement:**

Broadly conceived, the Taskforce will address two topics: (1) who is teaching in clinical programs and with clinical methodologies in law schools in the United States; and (2) what are the most appropriate models for clinical appointments within the legal academy.

**RESOURCE GROUP**

The Resource Group is a bank of experts who are willing to talk or consult with clinicians on a myriad of issues.

Sandy Ogilvy, Historiam  
Catholic Univ.  
202-319-6195  
[ogilvy@law.cua.edu](mailto:ogilvy@law.cua.edu)  
Resource Expertise: Preserve and chronicle  
the history of Clinical Legal Education

Jay Pottenger  
Yale University  
203-432-4800  
[jpottenger@yale.edu](mailto:jpottenger@yale.edu)  
Resource Expertise: Joint Section/CLEA ABA  
Standards Working Group. Coordinate with  
CLEA on ABA Standards and related matters.

Daniel Power  
Drake University  
515-271-3851  
[daniel.power@drake.edu](mailto:daniel.power@drake.edu)  
Resource Expertise: Financial  
resources for clinical programs

Sally Frank  
Drake University  
515-271-3909  
[sally.frank@drake.edu](mailto:sally.frank@drake.edu)  
Resource Expertise: Status, Salary,  
Tenure and Promotion

**VACANT**

Resource Expertise: Mentoring

## **Integration Committee**

### **Name Change:**

At its last meeting, the committee considered changing its name from:

Integration of Clinical Legal Education into the Traditional Curriculum Committee. We felt that the name of the committee did not accurately reflect the work of the committee and was too narrow as well as being too vague. We proposed a name change to the Executive Committee of the AALS Section on Clinical Education. They accepted our suggestion for a change, and with a helpful editorial suggestion we have arrived at a new name. The new name for our committee is:

## **Teaching Methodologies Committee**

This new name reflects the mission of the committee.

### **Committee Activities:**

Over the last few years, the Committee has been working on a number of areas.

#### 1. Conferences:

The Committee has been trying to both learn from and share knowledge about varied teaching styles and innovations. To that end, the Committee has worked on a number of panel presentations at conferences, most recently including:

a. Law and Society Annual Meeting in Las Vegas - summer 2005 - Members of the Committee and friends presented a panel entitled "Integrating Multiple Teaching Methodologies into Clinical and Non-Clinical Course." Presenters were Kathy Hessler (Case Western Reserve University School of Law), Kim Connolly (The University of South Carolina School of Law), Paula Williams (University of Tennessee School of Law), Ben Barton (University of Tennessee School of Law), and Justine Dunlap (Southern New England School of Law).

b. AALS Conference on Clinical Legal Education - summer 2006. Presenters are Kathy Hessler (Case Western Reserve University School of Law), Kim Connolly (The University of South Carolina School of Law), Paula Williams (University of Tennessee School of Law), Alex Scherr (The University of Georgia School of Law), Justine Dunlap (Southern New England School of Law), Nancy Maurer (Albany Law School), Melissa Breger (Albany Law School), and Patrick Connors (Albany Law School).

#### 2. **Bibliography**

Kim Connolly (The University of South Carolina School of Law) has developed an Annotated Integration Bibliography: A Tool for Integrating Clinical and Innovative Methodologies into Traditional Legal Classrooms. She continues to gather and update this information and is looking to publish it. She has received some assistance from Gaby Davis (The University of Toledo College of Law).

### 3. In-gathering of Information

The Committee is working on two related issues concerning in-gathering. First, we are trying to determine the scope of the innovative work being done by our colleagues, both substantively and methodologically. Second we hope to work on a more descriptive and inclusive language which describes our work and replaces the divisive clinic/non-clinic or skills/substance terminology.

We have in the past, and will again, ask for help from clinicians, via the list serve, in identifying work which integrates methodologies, what has been termed skills and substance, use of technology... in short, the combination of anything which has been considered traditional to a particular setting (clinic, externship, academic support program, seminar, etc.) and something new to that setting in substance or methodology.

Faith Mullen  
Columbus School of Law  
Catholic University of America

---

**The Ethics and Professionalism Committee** will meet on Tuesday Morning, May 2, 2006. Clinicians who teach ethics (as part of a separate course or as part of their clinical curriculum) and those who are in the thick of resolving an ethical issue are encouraged to attend. The purpose of the meeting is to infuse life into the Committee and to draw on our collective expertise to chart the Committee's course for the next three years. New clinicians are encouraged to attend.

---

### **International Clinical Education Committee Mission Statement**

This committee seeks to establish productive links between and among teachers and students in the US and abroad who participate in law school clinical programs that have an international focus or are interested in transnational work. The following are its primary objectives:

To promote greater communication and collaboration across borders between and among clinical teachers and students in the US and abroad;

To enhance clinical teaching methods and the education of law students generally through exposure to international perspectives and transboundary collaboration;

To forge links with organizations like the Global Alliance for Justice Education (GAJE) that promote clinical teaching and justice education internationally;

To initiate a survey of the current state of international clinical legal education in the US and abroad by compiling existing resources and, where necessary, carrying out additional research.

I am posting this on behalf of Lyn Slater, Beth Schwartz and Leah Hill of the Family Advocacy Clinic at Fordham University School of Law, as well as, Jennifer Rosen Valverde and Michael Jenuwine, co-chairs of the Clinical Sections, Interdisciplinary Committee.

For all members of the interdisciplinary committee and all others interested in interdisciplinary clinical education:

Fordham School of Law will be hosting a reception from 5:30-6:30, May 1 at the AALS Conference in New York, for members of the Interdisciplinary Committee and anyone involved in teaching interdisciplinary clinics. Food and drinks will be provided at a local restaurant. More details to follow later We just wanted to reciprocate the wonderful hospitality given to us last year in Chicago. Looking forward to seeing you all.



## Feature Articles

### 2006 University of Utah

#### Distinguished Service Award

Professor Linda F. Smith

"Serving at the highest level requires working for change." For more than 20 years, **Linda Smith** has lived her philosophy. She has devoted herself to public service and to fostering a spirit of engaged scholarship among her University students. Beginning in 1984, working with community partners such as Utah Legal Services, Smith has designed, implemented, and overseen a revision of the college's clinical program. As dean Scott M. Matheson notes, "Over the years, hundreds of students have served in clinical placements and have provided thousands of hours of community service through the programs overseen by Linda Smith."

She has developed service learning, poverty law, and community justice classes; conducted community education courses; and encouraged and supported students in doing research for community partners.

She has performed extensive pro bono work in complicated, contested family law cases, the lessons of which she integrates into her teaching. Her published articles also reflect this integration. They include, "Why Clinical Programs Should Embrace Civic Engagement, Service Learning, and Community Based Research"; "The Potential of Pro Bono"; and "Benefits of an Integrated Criminal Law Clinic." In 2004, she organized and co-hosted a two-day conference to address the issues of access to justice in Utah.

Anne Milne, executive director of Utah Legal Services, praises Smith for providing not only student volunteers but collegial leadership. "She doesn't compete for turf but supplements our efforts and helps us envision loftier goals."



"She doesn't compete for turf but supplements our efforts and helps us envision loftier goals."

Smith has served broadly at the University, with local nonprofit agency boards, the Utah State Bar, the American Association of Law Schools and the American Bar Association.

---

My Law Review article, *Foster Children Paying for Foster Care*, 27 *Cardozo L. Rev.* (forthcoming 2006), is scheduled to be published later this month. The law review article addresses how cash-starved foster care agencies, with help from private "revenue maximization" consultants, are forcing abused children to pay for their own foster care. Foster care agencies look for children who are disabled or have deceased or disabled parents, use the children to apply for children's social security disability and survivor benefits, become the children's representative payee through an automatic process (although state agencies are the least preferred choice in federal regulations) and then take the children's money to pay state costs for which the children have no legal obligation. The children's unmet needs in broken state foster care systems are ignored. Once the publication date approached, I began contacting several journalists and was able to get a New York Times journalist interested in the work-in-progress draft. A resulting front page story ran in the New York Times that used my article as a guide. See Erik Eckholm, *Welfare Agencies Seek Foster Children's Assets*, *New York Times*, p. A1 (Feb 17, 2006). The day the story ran, I received contact from a senior legislative aide for U.S. Congressman Pete Stark (D-CA) expressing interest in my article. After reading the work-in-progress draft, including my suggestions for reform, the staffer requested that I draft a federal legislative proposal to change current practices and ensure that foster children's Social Security benefits are used to benefit the children. We have met with some key national child advocates seeking support for the proposal, and I am hopeful that bi-partisan support may be possible in the House and Senate.



**Daniel L. Hatcher**

Assistant Professor of Law  
University of Baltimore  
School of Law Civil Advocacy Clinic

---

### **Minnesota Establishes Consumer Protection Clinic**

Prentiss Cox

The University of Minnesota Law School approved the establishment of a Consumer Protection Clinic for 2006-07. Students in the Civil Practice Clinic took several consumer cases this year. Third year law student Jody Ward, with the assistance of second year student Greg Robinson, filed a case in the U S District Court for the District of Minnesota alleging violations of the Electronic Fund Transfers Act, *Jackson v. Wells Fargo Bank, N.A.*, No 05-2828 (D.Minn.). The case was featured in an article in the Wall Street Journal discussing problems experienced by consumers attempting to cancel recurring bank debits. See Carol Hymowitz, "Automated Payments Make Canceling Charges Difficult," Wall Street Journal (February 22, 2006).

---

### **Next to Last Best Practices Draft is On-line**

Roy Stuckey, South Carolina



Another draft of Best Practices for Legal Education was posted on March 31<sup>st</sup>. It is available on-line at <http://professionalism.law.sc.edu> (look in the news section on the main page).

The CLEA Board is reviewing the document and will discuss it during one of its meetings at the

AALS Clinical Teachers Conference in May. After receiving feedback from the Board, the Steering Committee, and other interested people, Roy Stuckey will prepare a final draft during the summer. CLEA is in the process of contacting publishers.

The previous draft was posted on December 15, 2005. Since then, revisions were made to the sections on experiential education and assessing student learning and assigning grades, new materials were incorporated into various places, the first 150 pages were significantly reorganized, and the entire document was polished and tweaked. A section illustrating how a model curriculum might be organized to implement best practices for legal education was added near the end of the document.

Suggestions for improving any component of the document are welcomed and should be communicated to the chair of the steering committee, Professor Roy Stuckey, University of South Carolina School of Law, Main and Greene Sts., Columbia, SC 29208. Email: Roy@law.law.sc.edu.

---

### **University of Baltimore School of Law Center for Families, Children and the Courts Continues to Develop Interdisciplinary Initiatives**



The University of Baltimore School of Law Center for Families, Children and the Courts (CFCC) has continued its interdisciplinary mission. Recently, CFCC has developed, implemented, and promoted several initiatives based on an interdisciplinary approach to family court reform. This approach also has been part of CFCC's ongoing Student Fellows Program, with law students taking an active role in CFCC's projects, including a Truancy Court Program, a bench book on addiction for family court judges, and the development of a unified family courts conference with the American Bar Association.

During its Midyear Meeting in February, the American Bar Association Board of Governors approved a conference on unified family courts in collaboration with CFCC. The conference, designated a presidential initiative, is scheduled to take place next Spring. It is a follow-up to the 1998 ABA conference, "Summit on Unified Family Courts: Exploring Solutions for Families, Women and Children in Crisis." The 1998 conference included a number of interdisciplinary workshops that provided participants with an understanding of the psychological, social, and cultural aspects of the problems that bring families to court. CFCC students will be involved in planning the conference as well as performing background research.

CFCC recently has published an interdisciplinary practice manual geared to attorneys representing children in child abuse and neglect cases. The "CINA Attorney Practice Manual" is part of a long-term comprehensive program designed to address gaps in training and education of attorneys representing children in Maryland. The manual provides critical expertise and insights into the considerations that go into representing the interests of children.

In addition, CFCC and the Association of Family and Conciliation Courts hosted two training sessions – one on working with high-conflict families and the other on fostering healthy relationships for children whose parents have divorced or separated – at the University of Baltimore on December 5-8, 2005. The

two-day training sessions were intended for professionals involved in the family law system, as well as for those who serve in therapeutic or educational roles.

With active involvement of law students enrolled in the CFCC Student Fellows Program, the TCP targets and addresses the root causes of truancy. It is a cooperative venture with the Baltimore City Public School System, the District and Circuit Courts for Baltimore City, and the Mayor's Office to encourage elementary and middle school students to attend school. CFCC Student Fellows act as liaisons among the schools, the courts, and CFCC, and they assume responsibility for a number of tasks involved in implementing the program. Another aspect of law student involvement in the CFCC Student Fellows Program involves their participation in the preparation of a bench book on addiction and substance abuse for family court judges, masters, and court staff. The final version of the bench book is anticipated for publication in late spring.

For further information about CFCC and any of its initiatives, please contact Professor Barbara Babb at 410-837-5661; [bbabb@ubalt.edu](mailto:bbabb@ubalt.edu); or consult CFCC's website at: <http://law.ubalt.edu/cfcc/index.html>

---

### **Youth at Risk: Prevention Strategies and Policies for Courts, Legislators and Lawyers**

**Special Issue of Family Court Review -- July 2007**

To be published in collaboration with The American Bar Association Youth at Risk Initiative

#### *General Information*

As one of her special national initiatives during the 2006-2007 bar year, American Bar Association President-Elect Karen Mathis will address issues associated with youth at risk.

The focus of the Youth at Risk Initiative is teenagers (13-19 years old) whose family and/or behavioral problems place them at significantly heightened risk of involvement with the criminal or juvenile justice system. The aim of the Initiative is to engage lawyers to support enhanced legal representation, special programs, and other law and court related reforms that can reduce the risk of youth becoming involved with the juvenile and criminal justice, systems. The ABA hopes, through this initiative, to focus attention of ABA members, entities and staff, state and local bar associations, minority and specialty bars, law schools, and other youth-serving organizations on law-related actions that can better address the needs of at risk teens and their families. To help define the Youth at Risk Initiative, the ABA Public Education Division and the ABA Center on Children and the Law convened an invitational interdisciplinary conference at Hofstra Law School on February 2-4, 2006 hosted by the Law School's Center for Children, Families and the Law. Recommendations made at that conference are available in the conference report, on the internet at: <http://www.abanet.org/child/youthatrisk/home.shtml>.

Family Court Review is an interdisciplinary quarterly journal edited by the Hofstra Center for Children, Families and the Law and published in cooperation with the Association of Family and Conciliation Courts and published by Blackwell Publications. It focuses on the development of constructive policies and methods of resolution of conflict involving families in collaborations between the legal system and interested professions and communities. Family Court Review will publish a special issue of articles relating to the subject of youth at risk and the legal system in July 2007. The guest editor for the Special Issue will be Howard Davidson, Director of the ABA Center on Children and the Law.

#### *Topics for Submission*

Law professors, lawyers, judges, mental health professionals, social scientists, educators, social service professionals, policy analysts, mediators and other professionals concerned with the problems of teenage youth are encouraged to submit proposals for articles

for the special issue. An article may cover any topic related to the problems of youth at risk and policies and practices of courts and lawyers, or proposed changes in law.

Particular areas of interest for the youth at risk special issue include:

1. Better Hearing the Voices of Youth in Court.
2. Reforming the Juvenile "Status Offender" Process. Many teens come before the courts because of behavior that would not otherwise subject them to judicial involvement if they were adults
3. Enhancing Teen Access to Safe and Appropriate Prevention and Treatment Services.
4. Assisting Youth Who Are "Aging Out" of Foster Care.
5. Better Supporting Teens Who Experience High Family Conflict, Domestic Violence in the Home, and Divorce.
6. Improving How the Law Addresses System "Cross-Over" Youth.

Authorship and style requirements Submissions must be originally argued and researched papers. Articles should be approximately twenty-five (25) double spaced pages in length including references. Authors must comply with either Harvard's Blue Book, 18th Edition or APA format.

#### *Submission Process and Due Date:*

If you are interested in submitting an article for the special issue on Youth at Risk, please submit a one page proposal to Howard Davidson by April 30, 2006. Those authors accepted for publication will be notified by May 31, 2006.

Articles accepted for publication will be due to Mr. Davidson by November 1, 2006. All submissions must be emailed as a Microsoft Word file.

*Contact Information*

If you have questions, please contact:

Howard Davidson, Director, ABA Center on Children and the Law

740 15th Street, NW, Washington, DC 20005

[davidsonha@staff.abanet.org](mailto:davidsonha@staff.abanet.org) 202 662-1740

## Northwestern Students Lend a Hand in New Orleans



In addition to the thousands of college students who spent spring break in the Gulf Coast Region to help to rebuild Katrina-damaged property, hundreds of law students went to New

Orleans to lend a hand to the recovery through legal work. One class from Northwestern University School of Law, composed of eleven students and headed up by Professor Cathryn Crawford of the Children and Family Justice Center of the Bluhm Legal Clinic, spent 10 days in New Orleans as the culmination of a semester-long class about Katrina, an externship-cum-clinic where students worked with legal organizations throughout the semester doing whatever they could from afar and organized to conduct clinical work during spring break.

During their time in New Orleans, the students interviewed detainees at two of the Orleans Parish Prison facilities and observed magistrate and municipal court proceedings. The conditions they saw, both in the jails and the courtrooms, were appalling. Almost everyone that they spoke with in New Orleans, from detainees to sheriffs to judges, agreed that the criminal justice system is in shambles. Many people had determined that the system was broken before the storm; however, Katrina-specific developments have exacerbated previous troubles. Every criminal justice

department is understaffed and operating without necessary equipment, resulting in extended delays in routine procedure. The clerk's office is not able to expeditiously process the onslaught of court paperwork; as a result, some court orders (including jail releases) can take weeks to be processed while detainees languish in jail. Tens of thousands of pieces of evidence were destroyed in the flooding, resulting in lengthy delays in trials. The criminal courthouse is not up and running yet, so court occurs in one of two modified waiting rooms in the jailhouse. The inmates sit on the floor or stand—there are no seats for them. Perhaps most alarming, because the indigent defender program was unable to secure funds in Katrina's aftermath, there are only around five public defenders in the city of New Orleans and almost 4,000 indigent defendants. Several lawyers from social justice organizations and the private bar have taken on some of those cases, but there is no system in place yet to alleviate the massive indigent caseload.



justice organizations and the private bar have taken on some of those cases, but there is no system in place yet to alleviate the massive indigent caseload.

The detainees interviewed by the students face additional storm-related obstacles to securing their release from jail. They have had a difficult time reaching family because no one has a land line anymore—even if family members are back from where they evacuated to, land lines are not functioning in much of the city—and most cell phones cannot take collect calls. Detainees often could not remember family members' phone numbers because they relied on speed-dial in their phones, particularly since many people's phone numbers had recently changed in the wake of the storm and evacuation. People whose families are not in the city are staying in jail longer than those with local contacts because it takes longer to coordinate a bond-out with out-of-state family, and family members are not present to advocate on behalf of defendants during bond hearings. Also, many of the detainees interviewed were out-of-town workers on clean-up crews; they have had a difficult time bonding out because some bonds issuers will only accept the full amount of their bond instead of the customary 10% to secure their release.



However, despite these logistical problems and others, the system continues to operate under pre-Katrina protocols. People are still being arrested for minor charges such as public urination, public intoxication (in a city that permits public drinking), and possession of very small amounts of drugs—many of the detainees interviewed had been booked with drug possession for allegedly having a single joint, a single rock, or residue in a pipe. In addition, bonds are still assigned at pre-Katrina amounts, despite the fact that detainees face multiple additional barriers to bonding out now than before the storm.

The issues faced by these pre-trial detainees are just one element of the disaster. Many inmates who were in custody before the storm have told horror stories about the botched evacuation of the Orleans Parish Prison, where over 8,000 detainees were left to find their own way out of the rising waters. Many inmates, relocated to various facilities throughout the state (including notorious Angola Penitentiary) have seen their cases simply drop off of the radar. In addition, Immigration and Customs Enforcement has been conducting regular raids on clean-up crews, filling immigration detention centers with newly arrived workers who were falsely promised food, shelter, and work. What the students observed during their brief stay was just a drop in the bucket.

---

### Seton Hall University School of Law Turning Educational Equity into an Urban Reality

Had it not been for his education, **Shavar Jeffries** admits he may not have been able to escape the fate that met so many of those who grew up in his New-

ark neighborhood. A quality education at Seton Hall Prep was his chance to do better. It's also an opportunity, he believes, that should not be limited to a fortunate few.

Educational equity for urban schools is the focus of much of his scholarship and many of the cases he oversees as supervisor of **Seton Hall Law's Civil Litigation Clinic** at the **Center for Social Justice**. It's also the center of his volunteer work as board president for both the Newark Boys & Girls Clubs and TEAM Academy, a Newark charter school.

"The majority of kids in Newark are not graduating from high school, in a modern context when a high school diploma doesn't mean what it used to. We're losing generation after generation of kids because too many of our urban schools are woefully ineffective," says Jeffries. "Given the scope and duration of the problem, and the indispensability of education to financial and social success, the continuing failure of urban schools yields a kind educational genocide that, in my opinion, represents the civil rights issue of our time.



"I really believe God has a plan for me,"

"But these kids can learn – and do learn – if we have high expectations for them, challenge them, and give them the tools they need to succeed."

It's something Jeffries says he not only was blessed to experience in his own life, it's happening in many of Newark's charter schools today. At TEAM Academy, for example, the average student entering the school in grade four performs in the bottom fourth of the nation in reading and the bottom third in math – two to three years below grade level. By seventh grade, they are in the top 10 percent in math and the top third in reading.

As a child, Jeffries experienced many of the chal-

lenges that confront numerous urban children today – a lack of consistency, stability and solid direction. He was shuffled back and forth among his mother, grandparents and aunt because his mother was “too young to handle the responsibility of raising a child,” he says. Fortunately for Jeffries, his grandmother enrolled him in a Catholic school in Hillside, where he excelled both academically and in sports. She also enrolled him in the Newark Boys & Girls Clubs. The two experiences, he says, “reaffirmed the values that my grandparents sought to instill in me, and provided extended families that nurtured my development.”

If not for his participation in the Boys and Girls Clubs, he never would have learned about and obtained the Seton Hall Prep scholarship the club provided. And if not for Seton Hall Prep, he may never have succeeded in college.

“If I had gone to a local, public high school in Newark, I probably would not have been adequately prepared to meet the rigors of a demanding college curriculum,” he states. “At Seton Hall Prep everyone was going to college and not just any college, but the top colleges.” Full scholarship in hand, Jeffries picked Duke “where the weather was beautiful, the campus beautiful, and the women beautiful, too.” At Duke, he began putting into action his concerns about institutional and societal inequity.

After graduating from Columbia Law School, he took a job with Wilmer Cutler in Washington D.C. At Wilmer, Cutler, Jeffries was a part of the team representing the University of Michigan in the *Grutter* and *Gratz* affirmative-action cases; these cases resulted, ultimately, in a United States Supreme Court decision affirming the constitutionality of affirmative-action programs designed to foster racial and ethnic diversity.

Always looking for an opportunity to give back to the city that gave so much to him, he joined the firm of Gibbons, Del Deo, Dolan, Griffinger & Vecchione in 2001 as a Gibbons Fellow in Public Interest and Constitutional Litigation. As a Gibbons Fellow, Jeffries worked on a wide array of cutting-edge civil rights cases involving issues spanning from education and

voting rights to criminal justice and domestic violence. He also made his home in the city with his wife, Tenagne, who recently gave birth to their second child.

Jeffries explains it was important for him to return to Newark so he could work on improving educational opportunities for children in the city.

At **Seton Hall Law**, Jeffries and his Civil Litigation Clinic represent clients in a broad range of education cases.

In one case, the Clinic represents a parent leader who has been a driving force for positive change in her child’s problem-riddled elementary school.

The Clinic has brought suit on behalf of this parent against the school principal, the district, and other educational officials involved. The suit challenges the ban as a violation of both the client’s free speech rights and her due process right to be a participant in her child’s education.

In another case that seeks to create broad change for the children of Newark, Professor Jeffries’ Clinic represents a class of children and parents to whom Newark Public Schools has failed to provide properly administered special education services. Currently involved in settlement negotiations, with this case, the Clinic is in the process of ensuring that special educational services are provided to children who need them in an efficient and effective manner.

The clinic also represents a parent organization and individual parents in seeking to enforce the parent notification, free tutoring and teacher qualification provisions of the No Child Left Behind Act.

Asked what guides and motivates him, Jeffries talks about blessings, purpose and the importance of giving back. “I really believe God has a plan for me,” he says. “I grew up in a neighborhood where no one re-

ceived the kinds of opportunities I've been given. I've been blessed. I consider it my responsibility to make sure others have the same opportunity to maximize their potential."

---

## STANFORD UNIVERSITY LAW SCHOOL CLINICS

Stanford Law School has named Lawrence C. Marshall as Professor of Law and as the David and Stephanie Mills Director of Clinical Education. Marshall, a longtime professor at the Northwestern University School of Law, was co-founder and Legal Director of Northwestern's renowned Center on Wrongful Convictions. During his years at Northwestern, Marshall and his students worked on more than ten cases involving wrongly convicted death row inmates and was one of the leaders of the campaign to secure commutation of all Illinois death-row inmates in 2003. Marshall takes over as Director of Clinical Education at a time in which Stanford has made a broad commitment to enhancing its clinical programs. According to Marshall, "one of the best-kept secrets in legal education is that clinical education is thriving at Stanford. The seven clinics now in place provide extraordinary clinical opportunities, and I am confident that with the new clinics Stanford will be launching in the next two years, and with the new physical space we are now developing, Stanford will be offer its students a genuinely world-class clinical program."

### INDIVIDUAL CLINIC UPDATES

**Community Law Clinic** Under the leadership of director Peter Reid and attorneys Peggy Stevenson and Danielle Jones, the Stanford Community Law Clinic, located in East Palo Alto, has enjoyed success in many areas of community-based-representation, including the following examples:

*Disability Law.* The Clinic had a major win in a Social Security Disability case this term. After the Social Security Administration had already denied benefits twice to its client, students worked closely with health experts to develop and obtain the necessary evidence of disability. After much witness and client preparation and many hours spent on the brief, the students were a little disappointed that the Administrative Law Judge was so impressed with the brief that he took essentially no testimony and ruled at the beginning of the hearing that the client met a standard disability listing. The clients were so appreciative that the client's husband recited, with great seriousness and dignity, two poems for the Clinic, after the hearing.

*Community Development.* The Clinic assisted in helping low income mobile home park residents replace the current owners of the park with a non-profit corporation. The current owners had substantially increased rents while abandoning responsibility for maintenance and services. A Clinic student drafted the agreement between the homeowners and the new buyers aimed at assuring that the new owners will maintain the property and keep rents affordable. She also has helped secure a \$ 350,000 grant from the County to help keep rents low.

*Unpaid Wages.* Clinic student helped two day-workers win court judgments of approximately \$ 5,000 each for unpaid wages for landscaping work they did. When the employer failed to pay the judgments, the student placed liens on the employer's property. Students in the clinic have now prepared and received an order to garnish the debtor's wages.

**Restaurant Worker Project.** During the past two semesters students have been active in offering outreach and education to low-wage restaurant workers in the community. Students initiated this project in response to what they identified as a pervasive problem in the area: repeated violations of both wage and hour laws and health and safety laws in the restaurant industry.

### **Criminal Prosecution Clinic.**

During the fall 2004 term, six third-year students took part in the prosecution clinic directed by Professor George Fisher. They worked together with dep-

uty district attorneys in the Santa Clara District Attorney's Office in prosecuting a range of felony cases, including theft crimes, insurance fraud, drug distribution offenses, and failure to register as sex offenders. Students prepared written memos in opposition to defense motions and prepared and delivered oral arguments before the Santa Clara County Superior Court. Several cases required students to prepare witnesses—usually San Jose police officers—and to conduct full-scale evidentiary hearings involving witness examinations, physical evidence, and closing argument.

Many of the most important components of the clinic took place out of court. Students met regularly to discuss each other's performances before the court and to offer constructive feedback. More importantly, they challenged each other to defend the ethical basis of their actions as prosecutors. In the course of the term, all of the students made judgments that affected the lives and liberty of defendants. By constantly challenging each other and examining the rationales of their actions as prosecutors, students sharpened their sense of the responsibility prosecutors bear and of the ethical norms that should guide their conduct.

### Cyberlaw Clinic

The Cyberlaw Clinic, directed by Jennifer Granick, provides legal representation to private litigants and other clients in matters involving the public interests issues relating to technological development. Its projects include work on fair use, free speech, privacy, and the intersection of innovation and intellectual property. During this past year, Cyberlaw Clinic students have worked on cases before the Supreme Court of the United States, a number of Circuit Courts of Appeals, and many federal district courts. Students have also worked with the coalition of organizations promoting the Public Domain Enhancement Act.

The Cyberlaw Clinic at Stanford Law School pro-

vides direct legal representation to private litigants and other clients in matters involving the public interest and technological development, including security, privacy, free speech, scientific innovation and technology, as well as policy analysis and public information campaigns. Illustrative litigation includes representing a company that distributes peer-to-peer file sharing software in a lawsuit filed by the recording industry; protecting the rights of Internet publishers to speak anonymously on-line; and protecting speech interests against claims of intellectual property infringement.

In September, 2004, the Clinic won a landmark free speech ruling on behalf of two Swarthmore college students in *Online Privacy Group et al. v. Diebold et al.* The students had published internal memos that showed that the company knew its voting machines did not work properly and were hiding this fact from county elections officials around the country. Diebold got the notices taken off line using the Digital Millennium Copyright Act (DMCA). The San Francisco federal court held that copyright owners will be penalized for using the Digital to essentially get a prior restraint against speech that the owner knows is not copyright infringing. This was the first ruling interpreting section 512(f) of the notice and takedown provisions of the DMCA.

In July 2004, the Clinic also received a favorable ruling by the Ninth Circuit Court of Appeals affirming the District Court decision in *MGM v. Grokster* which ruled that distributors of peer-to-peer file-sharing programs that use certain decentralized network designs may not be held contributorily or vicariously liable for copyright infringements by users. CIS is co-counsel for Grokster with attorneys at the San Francisco firm of *Keker & Van Nest*. The case is now pending before the US Supreme Court with arguments heard on March 29, 2005.

In March of 2004, Clinic won an important ruling by a Court in the District of Colorado which denied the government's motion to dismiss the *Golan v. Ashcroft* litigation. That litigation challenges Congress's "restoration" of copyrights to works that have passed into the public domain. The government moved to dismiss on the basis of the Supreme Court's ruling in

*Eldred v. Ashcroft*, but the Court rejected the government's motion, and, while striking an *Eldred*-related claim, refused to dismiss the other 3 counts of the complaint based on the Copyright Clause, the First Amendment, and Due Process. The ruling has allowed Plaintiffs to present the Court with facts concerning the severe harm associated with the so-called "restored" copyrights. The case has now proceeded through discovery, and summary judgment motions are pending. Trial is scheduled to commence in June 2005.

More recently, the Clinic negotiated a favorable settlement on behalf of an author in a case involving the intellectual property rights related to the play "Peter Pan." The Clinic also recently submitted amicus briefs on behalf of the ACLU and the AARP in the *Brand X Internet Services v. FCC* case (pending before the US Supreme Court) which will review the FCC's determination that cable Internet access is an "information service" rather than a telecommunications service. The Clinic has also appealed a District Court's dismissal of the *Kahle v. Ashcroft* case, which challenges the constitutionality of the Copyright Renewal Act and the Copyright Term Extension Act and asks the Court for a declaratory judgment that copyright restrictions on so-called "orphaned works" — works whose copyright has not expired but which are no longer available — violate the constitution.

### **Environmental Law Clinic**

The Stanford Environmental Law Clinic, led by Debbie Sivas, continues to press important, cutting-edge natural resource conservation issues in both state and federal court. In January 2005, two Clinic students argued in federal district court that the U.S. Environmental Protection Agency has illegally exempted the discharge of pollutants by shipping vessels from the regulatory and permitting requirements of the Clean Water Act. Culminating more than six years of administrative proceedings and prior federal litigation, this case has the potential to revolutionize national practices and policies around vessel discharges by forcing the shipping and port industry to take bold new steps to protect coastal estuaries. Gravely concerned about the federal government's lack of initia-

tive in this area, several Great Lakes states filed an amicus brief in support of the Clinic's arguments.

Earlier in the academic year, the Environmental Law Clinic won a major victory in its struggle to protect the highly imperiled desert tortoise from the devastating impacts of thousands of off-road vehicles on federal public lands in the Mojave Desert. In securing increased protections for this particular species, the Clinic also convinced the federal court to override the U.S. Fish and Wildlife Service's long-standing erroneous regulatory interpretation of the Endangered Species Act, which has routinely permitted federal approval for activities that continue to impair the recovery of a listed species to healthy population levels. Clinic attorneys and students successfully argued that the federal authorizing agency must determine not only whether the activity in question will physically harm and jeopardize the survival of the species, but also whether the potential destruction of critical habitat will impede the species' long-term conservation and eventual removal from the endangered species list. This case was the first in the Ninth Circuit, which has jurisdiction over the vast majority of federal public lands in the west, to adopt such a comprehensive view of the statute's habitat protections and to strike down the Fish and Wildlife Service's contrary regulations.

### **Immigrants' Rights Clinic**

On March 8, the Law School celebrated the launch of its seventh clinic—the Immigrant's Rights Clinic, directed by newly-appointed Associate Professor Jayashri Srikantiah. Before coming to Stanford, Srikantiah served as associate legal director of the American Civil Liberties Union of Northern California, where she focused on protecting civil liberties and civil rights in the post-September 11 environment. Among her cases was a race discrimination lawsuit on behalf of a Bangladeshi-American prohibited from flying because of his ethnicity and a class-action lawsuit against the Transportation Security Administration on behalf of innocent passengers who were repeatedly stopped, questioned, and harassed in

connection with the government's secret "no fly" list.

Students in the Immigrants' Rights Clinic are working to secure rights for local immigrant survivors of domestic violence under the Violence Against Women Act and are representing immigrants who face deportation proceedings because of very old or minor criminal convictions.

Students are also busy looking into prison conditions for immigrant detainees in Northern California, writing know-your-rights brochures for immigrants who need welfare, and organizing a March summit meeting for the Bay Area Immigrants' Rights Coalition.

### **Supreme Court Litigation Clinic**

The Supreme Court Litigation Clinic, under the leadership of Professor Pam Karlan and lecturers Thomas Goldstein and Amy Howe, has enjoyed unprecedented success in securing grants of certiorari on behalf of its clients. Of the first four petitions filed by the Clinic, all four were granted by the Supreme Court of the United States. The Clinic also works on *amicus* briefs in Supreme Court cases. The following are some examples of cases upon which the Clinic has worked:

*Smith v. City of Jackson*, argued in November, in which the Clinic is representing Azel Smith and group of other police department employees over the age of 40 who allege that the police department's salary plan violates the Age Discrimination in Employment Act (ADEA). The case presents the question whether the federal Age Discrimination in Employment Act reaches disparate impact claims.

*Rousey v. Jacoway*, argued in November, in which the Clinic is representing a debtor who filed for bankruptcy. The case presents the question whether a debtor can retain funds in an Individual Retirement Account in a bankruptcy proceeding.

*Spector v. Norwegian Cruise Line*, argued in Febru-

ary, in which the Clinic is representing disabled individuals who allege that they were the victims of unlawful discrimination by Norwegian Cruise Lines. The case presents the question whether the public accommodations provisions of the Americans with Disabilities Act cover foreign-flagged cruise ships.

In *Gonzalez v. Crosby*, to be argued in April, the clinic is representing amicus curiae Abu Ali Abdur'Rahman. The case presents the question whether habeas petitioners can use Federal Rule of Civil Procedure 60(b) to reopen the judgment in a habeas proceeding.

In *Tum v. Barbour Foods*, to be argued next Term, the clinic is representing the petitioners. The case presents the question whether certain time spent during the process of receiving safety equipment is compensable under the Fair Labor Standards Act.

In *City of Evanston v. Franklin*, the clinic filed a brief in opposition to the petition for certiorari. The case concerns the constitutionality of the city's decision to fire an employee for asserting his privilege against self-incrimination. On March 28, 2005, the Supreme Court denied certiorari in the case.

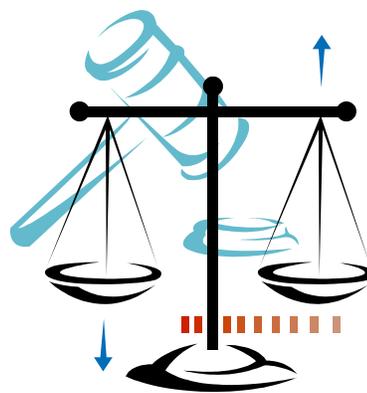
### Youth and Education Advocacy Clinic

Under the directorship of Associate Professor Bill Koski, students and attorneys at the Youth and Education Advocacy Clinic participate in a wide variety of educational rights and reform work, including direct representation of youth and families in special education and school discipline matters, community outreach and education, school reform litigation, and policy research and advocacy.

The Clinic recently settled a closely-watched civil rights lawsuit involving the Berkeley Unified School District. African American and Latino students who filed a federal class action lawsuit, *Smith v. Berkeley Unified School District*, in August 2004 for being wrongfully expelled from Berkeley High School will be allowed to return to classes. The students alleged that they were denied their constitutional right to a formal hearing before being excluded from school for various disciplinary reasons. As part of the settlement in the case, the Berkeley School District has committed to respect the constitutional rights of students, and to reduce the disproportionate impact of its policies on students of color. Once the district court approves the settlement, the affected students will be reinstated to school and will receive tutoring and other services to compensate for the time they were wrongfully excluded.

In another recent victory, two students in the Clinic were able to help get an eight-year-old with Asperger's Syndrome back into school nearly five months after he was kicked out of his third-grade classroom. Because of behavioral difficulties directly related to his Asperger's, the child Brian had been acting out in his classroom, and was not being supported with special education services required by law. Instead of addressing the disability, the School District chose to seek a *Honig* injunction (a civil restraining order) against him in district court, a measure usually reserved for older students who are considered an imminent danger to themselves or others, in order to prevent the child returning to school. Through the efforts of Clinic students, the District agreed to a settlement under which the School District will pay for the child to attend a private school specializing in the education of kids with Asperger's and other autism-

related disabilities, until he is ready to transition back into a general education classroom.



## Among Us



**Christine Cimini** was granted tenure at the University of Denver Sturm College of Law.



George Washington University Law School Professors of Clinical Law, **Alberto Benitez** (Immigration Clinic), **Jeffrey Gutman** (Public Justice Advocacy Clinic), and **Peter Meyers** (Vaccine Injury Clinic) have received re-appointment by the faculty. These three clinicians now fall under the "automatic renewal" procedures for clinical faculty.



A Chair in clinical education in **David Binder's** name has been established at UCLA.

On October 18, 2005, the GW Law School Immigration Clinic, directed by **Professor Alberto Benitez**, received the Hispanic Bar Association of D.C.'s Hugh A. Johnson, Jr. Memorial Award, which is awarded to a D.C.-based organization that best exhibits "unwavering commitment and achievement in public service and dedication to the principles of equality, cultural respect, and social justice." The award was created to honor congressional staffer Hugh A. Johnson, Jr., who died tragically in a 1989 plane crash with his boss, Representative Mickey Leland of Texas.



St. John's University School of Law's Child Advocacy Clinic, under the direction of **Prof. Theresa Hughes**, received \$300,000 in federal funding. Senator Hillary Rodham Clinton worked to secure the funding for the Child Advocacy Clinic in the FY 2006 Commerce Justice and State Appropriations bill.

I am excited about teaching International Human Rights this summer in India. Touro Law School sponsors the summer program.



**Doug Colbert,**  
University of Maryland  
School of Law



UNC Law School is pleased to announce that **Alistair Newbern** has accepted a tenure-track position teaching at the University of North Carolina at Chapel Hill. Alistair is currently completing her graduate teaching fellowship in the Appellate Litigation Clinic at Georgetown Law Center. Alistair will be teaching in the civil clinic at UNC.



Associate Professor **Jennifer Wright** has been awarded tenure by the University of St. Thomas School of Law.

---

### University of Washington Law School Clinics Updates.



**Ron Whitener**, Assistant Professor and Director of the Tribal Court Criminal Defense Clinic, has been designated a fellow for the University of Washington Center for Genomics and Healthcare Equality (CGHE). The Center is an interdisciplinary venture investigating social, legal and ethical issues related to the use of genomic technology in health care. One of its goals is to insure that medically underserved populations (minorities, rural groups, low income,) are able to experience the benefits of genomic health care. Ron's research will concentrate on the Native American population.



The **Kathy and Steve Berman Environmental Law Clinic** of the University of Washington Law School recently received multi-year funding to support a new

position. The Graduate Fellow/Staff Attorney will work closely with the Clinic Director, Michael Robinson-Dorn, to represent clients, promote relationships with community groups, initiate new research and service projects and to help develop the legal writing and research skills of Clinic students.



A summary report of the **UW Law School Gender Study Committee** has been completed. **Debbie Maranville**, Director of the Unemployment Compensation Clinic and Acting Director of the Clinical Law Program, chaired the Committee (tasked with gathering and analyzing performance data and subjective experiential information about students at the Law School). The report compares students, on the basis of gender, with regard to performance, satisfaction with law school, mentoring, teaching methods, class participation, sexual harassment, unfair treatment, career aspirations, depression and motivation. Analysis of the results is ongoing. Findings will be used to educate the UW Law School community and to improve students' law school experiences.



**The Children and Youth Advocacy Clinic**, directed by **Lisa Kelly**, is engaged in a pilot project with the **University's School of Social Work** to provide an on-site social worker as an additional Clinic resource. The MSW candidate maintains office hours in the Clinic each week, and helps **Lisa and Kim Ambrose** (Supervising Attorney) to evaluate and address the problems of clients (youth aged 10 to 18 who are engaged in the state child abuse and prevention system).

---

Prentiss Cox (Minnesota) presented "Consumer Protection Beyond the Feds, Financial Services Marketing," at the American Conference Institute (ACI), Washington, D.C. (October 2005); "Foreclosure Rescue Scams Intensive Training," at the National Consumer Rights Litigation Conference, National Consumer Law Center (NCLC), Minneapolis, MN

(November 2005); “Regulatory Perspectives and Initiatives,” at the Consumer Financial Services Litigation Institute, Practising Law Institute (PLI), Chicago, IL (April 2006). He also presented “Access to Credit, Advising the Disadvantaged (Minnesota CLE) Minneapolis, MN (February 2006), “Equity Stripping and Chapter 325N, Mortgage Foreclosures in Minnesota” (Minnesota CLE) Minneapolis, MN (February 2006); Co-Presenter “Foreclosure Rescue Scams (Bay Area Legal Aid)” San Francisco, CA (February 2006); Co-Presenter, “How to Spot and Litigate Equity Stripping” (Volunteer Lawyer’s Network) Minneapolis, MN (March 2006).

Steve Simon (Minnesota), in collaboration with two Native American attorneys, developed a simulation based educational program: “Tribal Court Trial Management Skills for Tribal Court Judges.” The program was developed and presented at the National Judicial College in February 2006. He also made several presentations, including: “Evidence in the Courtroom,” a simulation based evidence program at the fall 2006 General Jurisdiction Course, National Judicial College; “Evidence in the Courtroom,” a simulation based evidence course at the orientation program for new Minnesota trial court judges, fall 2005 and spring 2006; “Type of Implied Consent Alcohol Concentration Test, Time to Adjudication, and DWI Recidivism” at the Annual Conference National Science Foundation, Transportation Research Board Wash D.C., January 2006; “In-Vehicle Technology to Monitor and Assist Teen Drivers Annual Conference Transportation Research Board Wash D.C., January 2006 He researched and drafted a report to the 2006 Minnesota State legislature; “Report To the Legislature Regarding the “No Alcohol Use” Restriction On The Driver’s Licenses Of Repeat DWI Offenders Who Have Obtained Reinstatement Of Their Driver’s License” and conducted 6 Judicial Trial Skills Training Programs, October 2005 – March 2006 for new Minnesota Trial Court Judges.

Wayne State University Law School is delighted to announce that Dana Roach is joining our faculty to teach a new small business clinic. A University of

Michigan Law School graduate, Dana comes to Wayne after teaching in the U of M’s Urban Communities Clinic and practice at the Nature Conservancy and the private sector. Please join us in welcoming Dana to Wayne State.

Erica Eisinger  
Director of Clinical Education  
Wayne State University Law School

---

### **Professor Bill Koski appointed as inaugural Eric and Nancy Wright Professor of Clinical Education**



Stanford Law School has announced the appointment of Professor William (Bill) Koski as the school’s inaugural Eric and Nancy Wright Professor of Clinical Education. Continuing its deep commitment to the advancement of clinical education, Stanford Law School has established this unique endowed professorship to promote scholarship and teaching in public interest law. Professor Koski has been a member of the Stanford faculty since 2001, serving as the director of the Youth and Education Law Clinic. Prior to his faculty appointment, Professor Koski was the supervising attorney for the East Palo Alto Community Law Project and lecturer in law at Stanford Law School.

Professor Koski is the founding director of the Youth and Education Law Clinic, overseeing students in their advocacy work and providing instruction to students on substantive education law, effective lawyering, professional ethics, and education law and policy. Over the past five years he has built that clinic into a vital tool for not only teaching students practical lawyering skills, but also for developing students’ abilities as reflective advocates. Under Professor

Koski's direction, the clinic has become a strong presence in the educational advocacy community in California, evidenced by the clinic's school reform litigation, individual representation, and legislative advocacy.

---

**Rob Rubinson** (Baltimore) has been promoted to the rank of full Professor. After teaching in the Civil Advocacy Clinic for many years, Rob now is the Director of Clinical Education at UB and currently co-teaches in the Family Mediation Clinic.

---



**Laura Rovner**, Assistant Professor of Law at the University of Denver Sturm College of Law, was appointed as Chair of the AALS Standing Committee on Clinical Legal Education. She will be replacing Susan Jones (George Washington University) who stepped down upon assuming the chair of the AALS clinical section.

---

**David Santacroce** and the University of Michigan Clinical Program are in the news for filing a federal lawsuit seeking to require the federal government to provide health care for Native Americans in Michigan. The lawsuit is based on treaties and federal legislation. See the cover story here: [www.metrotimes.com](http://www.metrotimes.com). Mr. Santacroce is quoted throughout.



If I had a dollar for every person who has come up to me with a glass of wine in their hand and told me, 'I have a great case for you,' I would be a rich man."

The **Stanford Supreme Court Litigation Clinic** received a nice write-up in the New York Times on March 15, 2006, ("*Stanford Law Students get Early Supreme Court Duty*").



Third-year law students Darien Shanske (left), James Darrow, and Lauren Kofke with Pamela S. Karlan (second from left), professor and co-director of the Supreme Court Litigation Clinic.

Photo: Linda A. Cicero

---

### New Faculty Joins Southern New England School of Law



Professor **Kendra Chencus** has been selected to establish and direct the new Community Development Clinic at Southern New England School of Law. Opened in January 2006, the Community Development Clinic provides legal services to area non-profits. In addition to her clinical work, she teaches Business Organizations and an externship course. Professor Chencus holds a tenure-track position as an assistant professor of law. She came to SNESSL with extensive experience in non-profit business law, having practiced at the Boston law firm of Hemenway & Barnes for six years.



## Announcements



UCLA will be hosting a national conference on teaching, interviewing and counseling sometime in September of this year; details will be published soon.

Sheraton New York Hotel from Sunday, April 30 through Wednesday, May 3, 2006.

### Conference Schedule and Location:

The program will be held on Thursday, May 4, 2006 at Fordham University's Lincoln Center campus, 140 W. 62nd Street (between Columbus and Amsterdam), and beginning at 9:00 a.m., preceded by a continental breakfast. Receptions for all participants will be held on the evening of Wednesday, May 3 (at different location), and at the school at the conclusion of the program on Thursday, May 4, 2006.

### International Collaboration in Teaching, Learning, Lawyering and Scholarship

Sponsored by:



**REGISTRATION AVAILABLE** at <http://law.fordham.edu/cle.htm>

**Date(s):** May 4, 2006 (with opening reception on the evening of May 3—details to follow registration).

**Time:** 9:00 a.m. - 5:00 p.m.

**Location:** Fordham University's Lincoln Center campus reception. Information will be provided later but (will be evening of May 3<sup>rd</sup>) at a different location.

**Sponsor:** North American Region of the Global Alliance for Justice Education; Fordham University School of Law

### Conference Goals:

This conference is a one-day workshop designed to explore the theme of facilitating global collaboration in teaching, learning, lawyering and scholarship to promote justice education. It will follow the 2006 Association of American Law School's annual conference on Clinical Legal Education, to be held at the

### Sponsorship:

The conference is sponsored by the North American Region of the Global Alliance for Justice Education, Fordham University School of Law and Columbia Law School. GAJE is an alliance of persons committed to achieving justice through education. Clinical education of law students is a key component of justice education, but this organization also works to advance justice by working with NGOs, practicing lawyers, judges, law students and the lay public. Delegates from every continent and over 50 countries have participated in GAJE's first three worldwide conferences. Membership is open and free to anyone interested in justice education. More information about GAJE is available at <http://www.gaje.org>. GAJE gratefully acknowledges the support of Fordham University School of Law for this conference.

### Conference Program:

There will be more than 20 workshops, presentations, works-in-progress and scholarly papers by international and U.S. scholars, teachers and activists on issues relating to the conference theme of facilitating global collaboration in justice education, including the following topics:

- Collaborative teaching and program development between and among law schools,
- NGO's, community organizations, and governmental

entities.

- Interdisciplinary efforts at justice education.
- Collaborative learning in clinical and non-clinical contexts.
- Strategies for integrating collaborative approaches into legal education around the world.
- Exchanging lessons learned on implementing justice education.
- Selected papers will be published in the Fordham International Law Journal.

### **Registration:**

There will be a nominal registration fee of \$35 for all participants, including presenters, which is due by April 14, 2006. After April 14, the fee will be \$50. Fee waivers will be considered upon request. The registration fee includes breakfast and lunch on May 4 and receptions on the evenings of May 3 and 4.

Additional information can be found on the GAJE website: <http://www.gage.org>

### **US Visa:**

Attendees who need a confirmation of participation letter to accompany their U.S. visa application should contact Liz Cooper at [ecooper@law.fordham.edu](mailto:ecooper@law.fordham.edu) as soon as possible.

### **Accommodations:**

For those attending the AALS Clinical Conference being held in New York from April 30 through May 3, reservations at the Sheraton Hotel and Towers can be extended to include the nights of Wednesday, May 3 and Thursday, May 4 at the rate of \$209.00 per night. There are only a limited number of rooms available, so you should make your reservation soon.

Information about less expensive accommodations can be found at these websites:

<http://www.newyorkmetro.com/urban/guides/nyonthecheap/travel/hotels.htm> OR  
<http://www.hotels.com/en/us.ny.ny.html>  
 Organizers also will attempt to find local hosts for no-cost accommodations

### **Contacts:**

#### **Program Co-chairs:**

Louise McKinney  
 Case Western Reserve University School of Law  
 11075 East Boulevard  
 Cleveland, OH 44106, USA  
 Phone: 216-368-6360. Fax: 216-368-5137  
[Louise.mckinney@case.edu](mailto:Louise.mckinney@case.edu)

Catherine F. Klein  
 The Catholic University of America  
 Columbus Community Legal Services  
 13602 John McCormack Rd., N.E.  
 Washington, D.C. 20064, USA  
 Phone: 202-319-6788. Fax: 202-319-6780  
[Klein@law.cua.edu](mailto:Klein@law.cua.edu)

#### **Local Co-chairs:**

Minna Kotkin  
 Brooklyn Law School  
 One Boerum Place  
 Brooklyn, NY 11201 USA  
 Phone: 718-780-7994. Fax: 718-780-0367  
[minna.kotkin@brooklaw.edu](mailto:minna.kotkin@brooklaw.edu)

Elizabeth Cooper  
 Fordham Law School  
 33 W. 60th Street  
 Third Floor  
 New York, NY 10023, USA  
 Phone: 212-636-6934. Fax: 212-636-6923  
[ecooper@law.fordham.edu](mailto:ecooper@law.fordham.edu)

---

**GAJE** has set the dates for its fourth world meeting: November 27 to December 2, in Cordoba, Argentina. The overall theme and content of various sessions and workshops have not been decided yet, but they will be shortly -- and we're looking to setting up registration by the end of May.

## Conference on Simulations Held in Japan

Roy Stuckey, South Carolina

In June, 2001, the Justice System Reform Council of Japan issued a report recommending that Japanese legal education should become a three-year post graduate system similar to that of the United States. The primary goal was to increase the number of lawyers in Japan. A specific goal was to produce more lawyers who would be capable of representing Japanese businesses engaged in international commerce. The proposal was approved, and the Japanese government established criteria for new law schools and invited Universities to submit proposals. To the government's surprise, eighty universities submitted proposals that met the criteria, and eighty new post-graduate law schools opened three years ago.

In May, the first graduates of the new law schools will take the bar exam, with an expected pass rate of 50%, not great but far better than the old pass rate of 2%. Nevertheless, students and faculty are quite nervous about the pending exam.

When the new law schools were started, the expectation was that they would include a good deal of practice-focused instruction using simulations and clinics. This was difficult to accomplish, however, because there was no tradition of practice-focused legal education in Japan, and law faculty have no practice experience. Academics are educated on a separate track from practitioners, and they are prohibited from practicing law. Qualified adjunct faculty are difficult for many law schools to find because there are so few lawyers in Japan.

In order to help law schools develop more practice-focused courses, the law faculty at Kwansei Gakuin University (located between Osaka and Kobe) obtained a grant to study and make recommendations about the use of simulations. In February, it held a conference on simulations. Actually, it sponsored two programs: a workshop on mediation for its faculty and students and a conference on simulations for law professors in Japan.

The workshop was conducted at the law school and focused on the mediation of a child visitation dispute between a divorced couple, an American husband and a Japanese wife. Three students at Kwansei Gakuin represented the wife, and three students who were attending Temple's semester abroad program in Tokyo represented the husband. The wife was played by a member of the Kwansei Gakuin faculty; the husband by Barry McCarthy who was teaching in Temple's Tokyo program. Three other U.S. teachers who were in Japan primarily for the conference also participated in the workshop. James Moliterno, William and Mary, served as a co-mediator with a member of the Kwansei Gakuin faculty. Roy Stuckey, South Carolina, and Eleanor Myers, Temple, shared their observations when the mediation was finished. The workshop was a very successful demonstration of the power of learning in context. The proceedings were recorded, and an edited version will be made available to law teachers in Japan.

The conference was held the following day at the Osaka Convention Center. The title was ACan Virtual Law Firm Change Law School Education B Learning From International Experience of Simulation Education. It was attended by 150-200 people, mostly law professors from various parts of Japan. Roy Stuckey talked about the past thirty years of clinical legal education in the United States and the United Kingdom and current trends. Eleanor Myers and James Moliterno described the courses at their schools involving virtual law firms and discussed simulations generally. Other speakers were from Kwansei Gakuin. The conference concluded with a question and answer session involving all speakers. The conference was recorded, and edited versions will be made available to Japanese law teachers. The speeches will also be published in English and Japanese.



## ABA INTERNATIONAL RULE OF LAW INITIATIVES

The American Bar Association is the largest voluntary professional membership association in the world. Among its stated goals is to support and promote the rule of law globally. For over 15 years, the ABA has provided technical assistance on a broad range of issues, including legal education reform, constitutional law, judicial and legal profession reform, women's legal rights, criminal law reform, and commercial law reform in over 40 countries around the globe. ABA assistance takes various forms, such as placing long-term attorney-advisors and short-term experts in host countries, convening training workshops, hosting foreign study tours, and providing expert assessments of draft laws and regulations.



## Legal Education Reform

*The American Bar Association's international rule of law programs are seeking law professors interested in lending their expertise to our legal education reform efforts for both long and short-term assignments.* Clinical legal educators are especially important to the ABA's programs, given our emphasis on developing strong and varied clinical programs in numerous countries where we work. The substantive areas of legal education reform on which the ABA's international programs work include: reform and expansion of legal curricula in the developing world; practical legal education including law school

clinics, mock trials, moot courts and client counseling competitions; student bar association development; raising the general public's awareness of the law and its role in their lives; and development or refinement of law school accreditation procedures.

For volunteer positions abroad, the ABA only considers professionals with a minimum of five years of relevant experience, a high level of energy and initiative, strong interpersonal skills, and demonstrated legal expertise in the substantive area of the position. International experience and foreign language skills are preferred, but not required. All participants over two months receive a generous support package that covers travel, housing, general living, and business expenses. In-country foreign language training, medical evacuation insurance and reimbursement for medical insurance premiums are also included.

---

### Clinical Section Program

#### 2007 AALS Annual Meeting

Thurs. Jan. 4 8:30 am – 10:15 am

### INTRODUCING INTERNATIONAL LAW, TREATY-LAW AND OTHER INTERNATIONAL LAW CONCEPTS IN DOMESTIC CASES – A TEACHING DEMONSTRATION

Consistent with the conference theme, Expanding Knowledge and Serving Our Communities: Academic, Civil and International, this program will introduce clinicians who do not teach international law in their clinical courses to international law concepts and how they can be used in domestic context to serve communities. While international law is integral to International Human Rights and Immigration Clinics, increasingly, international law is used in other contexts. A goal of this session is to bring international law to the forefront of clinical teaching and to explore comparative perspectives in clinical

work. The panel will discuss incorporating civil and political rights as well as social and economic human rights into domestic law.

The planning committee members for this program are: Penny Venetis (Rutgers)–Chair, Sandra Babcock (Northwestern), Deena Hurwitz (Virginia) and Beth Lyon (Villanova).

---

### **2007 Clinical Conference to be in New Orleans**

The AALS recently reported to the Section Executive Committee that the Clinical Conference in 2007 will be in New Orleans. There will be more details later.



## Publications

William Wesley Patton, *LEGAL ETHICS IN CHILD CUSTODY AND DEPENDENCY CASES: A GUIDE FOR JUDGES AND LAWYERS* (Cambridge University Press 2006).

From the Margins to the Core: Integrating Public Service Legal Work into the Mainstream of Legal Education, 40 *New Eng. L. Rev.* 479 (2006).

Shaping A Context-Based Civil Gideon from the Dynamics of Social Change, *Temple Political & Civ. Rights L. Rev.* (forthcoming 2006)[written for upcoming Sparer Symposium].

Towards a Context-Based Civil Gideon Through Access to Justice Initiatives, 40 *Clearinghouse Review.* (Forthcoming May-June, 2006).

Sally Gertz, *At Will Employment: Origins, Applications, Exceptions and Expansions in the Public Service*, *International Journal of Public Administration* (forthcoming 2006). Reprinted in *The American Public Service: Radical Civil Service Reform and the Merit System*. NY, NY: Taylor and Francis (forthcoming 2006).

Theresa Hughes: Discovering the Undiscoverable in Child Protective Proceedings: Safety Planning Conferences and the Abuse of the Right to Counsel, *UC-Davis School of Law Journal of Juvenile Law & Policy*, Summer 2006 (pending).

Theresa Hughes: The Neglect of Children and Culture: Responding to Child Maltreatment with Cultural Competence & a Review of Child Abuse and Culture: Working with Diverse Families, *Family Court Review*, *Family and Conciliation Courts Review*, Summer 2006 (pending).

Convicting the Unrepresented at the Bail Stage: An Autopsy of a High court's Sua Sponte Rejection of Indigent Defendants' Right to Counsel, 36 *Seton Hall L. Rev.* 653 (April, 2005).

Julia Gold, Director of the Mediation Clinic and Senior Lecturer at the University of Washington Law School, has written, *ADR Through a Cultural Lens: How Cultural Values Shape Our Disputing Processes*. This article will be published in the *Journal of Dispute Resolution* (forthcoming 2006).

Jacqueline McMurtrie's article, *The Role of the Social Sciences in Preventing Wrongful Convictions*, has recently been published in 42 *AM. CRIM. L. REV.* 1271 (Fall, 2005). Jackie is Assistant Professor of Law and Director, Innocence Project Northwest Clinic at the University of Washington Law School.

*The Trail Smelter, Is What's Past Prologue? EPA Blazes a New Trail for CERCLA*, by Michael Robinson-Dorn, appears in 14 N.Y.U. ENVTL. L. J. 233 (2006). Michael is Assistant Professor of Law and Director, Kathy and Steve Berman Environmental Law Clinic at the University of Washington Law School.

Scott Schumacher, Director of the Low-Income Taxpayer Clinic and Assistant Professor of Law at the University of Washington, has contributed a chapter, "Key Ethical Challenges for the Business Planning Lawyer," for the forthcoming book by Dwight Drake, *Business Planning: Closely Held Enterprises* (West Publishing).

On March 28th Beverly Balos (Minnesota) presented a paper at the 23rd Annual Edward V. Sparer Symposium sponsored by the Greater Philadelphia Law School Consortium and the Philadelphia Bar Association. The symposium topic is Civil Gideon: Making the Case. Her article is entitled "Lawyers Matter: Vindicating the Right to be Free From Domestic Violence." The article will be published in the Temple Political and Civil Rights Law Review.

Prentiss Cox (Minnesota), "Foreclosure Equity Stripping: Legal Theories and Strategies to Attack a Growing Problem" Clearinghouse Review Journal of Poverty Law and Policy (March-April 2006).

Telling Stories, Saving Lives: The Battered Mothers' Testimony Project, Women's Narratives, and Court Reform, 37 Arizona State L.J. 709 (2005).



## Job Opportunities



### **Rule of Law Liaison, Kosovo** (*March 2006*)

ABA/CEELI is seeking a liaison to work on legal education reform and institution building in Kosovo. The liaison's main responsibility will be in the area of legal education reform. The liaison will provide guidance and supervision to a practical skills legal clinic focusing on criminal and civil law, and will work with partners at the law school to reform the curriculum. Additionally, the liaison's portfolio will likely include providing technical assistance to local partners on legal profession and judicial reform, and helping develop public awareness campaigns. The liaison will prepare reports, organize workshops, and conduct trainings. Requirements include a J.D. or equivalent law degree, a minimum of five years legal experience, high level of energy and initiative, strong interpersonal skills, flexibility, and patience. The ideal candidate will be a team-player. Demonstrated expertise in the field of legal education, international experience, and knowledge of the region are strongly preferred but not required.

### **Rule of Law Liaison, Azerbaijan** (*June 2006*)

Liaison will be responsible for a host of legal education reform activities throughout the country. The liaison will assist with teaching methodology and curriculum reform at several Azeri Law Schools, as well as supporting the expansion of legal clinics and street law programs. Clinical legal education, moot court, curriculum development experience preferred. Experience teaching law and excellent staff management skills a plus. Some Russian language skills preferred. Liaison will be required to travel within Azerbaijan.

### **Accreditation Legal Specialist, Georgia** (*Mar. /Apr. 2006 or April/May 2006 for 1 to 2 months*)

Georgia is in the process of a comprehensive reform of its education system, including legal education. ABA/CEELI has been requested to offer assistance with developing a law school accreditation process. Specialist would work with team of law school administrators, professors and attorneys to develop accreditation standards and process. Serve as consultant for initial round of accreditations as well as developing US study tour for the assessment team. Must have experience with law school accreditation.

### **Legal Education Legal Specialist (2 positions), Georgia** (*March/June 2006, 2-6 months*)

Georgia is in the process of a comprehensive reform of its education system, including legal education. ABA/CEELI has been requested to offer assistance with the following: curriculum development and teaching methodologies. Curriculum development specialist would be expected to work with teams of administrators and professors from 2-3 law schools providing training on the process of curriculum development and then mentoring the process. Teaching methodologies would work with 2-3 small groups of teachers that are teaching courses in the same area of law (e.g. criminal law) providing intensive training on basic skills (interactive and alternative teaching methodologies, defining course goals and objectives, developing a syllabus, preparing course materials, incorporating practical skills training, evaluation methods). Must have teaching experience, including skills training and preferably clinical teaching as well. Also, the applicant should have experience leading a curriculum development project and/or providing training on teaching methodologies. Experience on international legal education reform project would be helpful.

To apply, or for more information, please visit our website:

<http://www.abanet.org/intlegalreform>

<http://www.abanet.org/ceeli/program/positions.html>

or contact one of the Recruitment Associates at ABA/CEELI:

Paulina Rudnicka  
Phone: 202-662-1989  
E-mail: [prudnicka@abaceeli.org](mailto:prudnicka@abaceeli.org)

Melissa Foldvary  
Phone: 202-662-1959  
E-mail: [mfoldvary@abaceeli.org](mailto:mfoldvary@abaceeli.org)

## Section on Clinical Legal Education Executive Committee

**Susan Jones, Chair**  
*George Washington University*  
(202) 994-7463  
Fax (202) 994-4946  
susanjones@law.gwu.edu



**Hans P. Sinha**  
Term Expires 2008  
*University of Mississippi*  
(662) 915-6884  
hsinha@olemiss.edu

**Carol Suzuki.**  
Term Expires 2008  
*University of New Mexico*  
(505) 277-2146  
Suzuki@law.unm.edu



**Kimberly E. O'Leary**  
Newsletter Editor  
*Thomas M. Cooley Law School*  
(517) 334-5760  
Fax: (517) 334-5761  
olearyk@cooley.edu

**Marcia Levy, Term Expires 2007**  
*Hofstra University*  
(516) 463-4256  
lawmnl@hofstra.edu



**Jaime L. Chemacki**  
Assistant Newsletter Editor  
*Thomas M. Cooley Law School*  
(517) 334-5760  
Chemackj@cooley.edu

**David Santacroce, Treasurer**  
*University of Michigan*  
(734) 763-4319  
dasanta@umich.edu



**ADR**  
**Don Peters**  
*University of Florida*  
(352) 392-0413

**Chuck Weisselberg**  
Immediate Chair Past  
*Boalt hall*  
(510) 643-8159  
cweissel@law.berkeley.edu



**Beryl Blaustone**  
*CUNY*  
(718) 340-4325  
blaustone@mail.law.cuny.edu

**Randi Mandelbaum, Secretary**  
Term Expires 2007  
*Rutgers-Newark*  
(973) 353-3271  
rmandelbaum@kinoy.rutgers.edu



**Ethics and Professionalism**  
**Faith Mullen**  
*Catholic University*  
(202) 319-6788  
fmullen@law.cua.edu

# Section on Clinical Legal Education Committee Chairs

## Interdisciplinary Clinical Education

**Michael J. Jenuwine**  
*Indiana University*  
(812) 856-4456  
Michael.j.jenuwine.1@nd.edu

**Jenny Rosen Valverde**  
*Rutgers-Camden*  
(973) 353-3181  
jvalverde@kenoy.rutgers.edu

## Clinicians of Color

**Carmia N. Caesar**  
*Howard*  
(202) 225-6407  
Fax: (202) 806-8436  
ccaesar@law.howard.edu

## Externships

**Harriett Katz**  
*Rutgers-Camden*  
(856) 225-6407  
Fax: (856) 225-6416

**Avis Sanders**  
*American University*  
(202) 274-4072  
alsanders@wcl.american.edu

## Teaching Methods

**Kim Diana Connolly**  
*South Carolina*  
(803) 777-6880  
Connolly@law.law.sc.edu

**Kathy Hessler**  
*Case Western Reserve Univ.*  
(216) 368-2766  
kmh25@po.cwru.edu



**International Committee**  
**Margaret Maisel** (*Florida Intern'l*)  
(305) 348-7484  
maiselp@fiu.edu

**Arturo Carrillo**  
(*George Washington*)  
(202) 994-7463  
acarrillo@law.gwu.edu

**Political Interference Group**  
**Bridgett McCormack**  
*Michigan*  
(734) 763-4319 Fax: (734) 936-3884  
bridgetm@umich.edu

**Bob Kuehn**  
*Alabama*  
(205) 348-4960  
rkuehn@law.ua.edu

**Scholarship**  
**Kate Kruse**  
*UNLV*  
(702) 895-2071 Fax: (702) 895-2482  
Kate.kruse@ccmail.nevada.edu

**Michael Pinard**  
*Maryland*  
(410) 706-4121  
mpinard@law.umaryland.edu

**Isabelle Gunning**  
*Southwestern*  
(213) 738-6843 Fax: (213) 383-1688  
igunning@swlaw.edu

**In-House Clinic  
Chairs Vacant**

# Section on Clinical Legal Education

## Section Committee Chairs

### Mentoring

**Robert Lancaster**  
*Indian University*  
(317) 274-1911  
rlancast@iupui.edu



### Regional Conferences

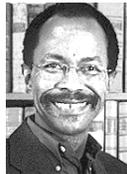
**Karen Tokarz**  
*Washington University*  
(314) 935-6414 Fax: (314) 935-5356



**Christine Cimini**  
*Denver*  
(303) 871-7680  
ecimini@law.du.edu



**Richard Boswell**  
*Hastings*  
(415) 565-4633 Fax: (415) 565-4865  
boswell@uchastings.edu



### Taskforce on Clinicians and the Academy

*Co-Chairs:*  
**Bryan Adamson (Seattle)**  
(206) 398-4412  
badamson@seattleu.edu



**Calvin Pang (Hawaii)**  
(808) 956-7474  
calvinp@hawaii.edu



**Brad Colbert (William Mitchell)**  
(651) 290-6413  
bcolbert@wmitchell.edu



**Kathy Hessler**  
*Case Western Reserve*  
(216) 368-2766  
Fax: (216) 368-5137  
kmh25@po.cwru.edu



**Kate Kruse (UNLV)**  
(702) 895-2071  
kate.kruse@ccmail.nevada.edu



**Bob Kuehn (Alabama)**  
(205) 348-4960  
rkuehn@law.ua.edu



**Mary Helen McNeal (Montana)**  
(406) 243-6753  
mhmcneal@law.syr.edu



**David Santacroce**  
*University of Michigan*  
(734) 763-4319  
dasanta@umich.edu



**Marjorie McDiarmid (West Virginia)**  
(304) 293-6821 Fax: (304) 293-6891  
mcdiarm@wvnm.wvnet.edu



**Conrad Johnson (Columbia)**  
(212) 854-2141 Fax: (212) 854-3554  
cjohnson@law.columbia.edu



**Mike Norwood (New Mexico)**  
(505) 277-6553 Fax: (505) 277-0068  
norwood@law.unm.edu

### Technology

# Section on Clinical Legal Education

## Section Committee Chairs

### Awards Committee

**Carol Suzuki** (*New Mexico*)  
(505) 277-1073  
Suzuki@law.unm.edu



### **Kurt Eggert**

Chapman University  
(714) 628-2584  
keggert@chapman.edu

### **Paulette Williams**

Tennessee University  
(865) 406-5212  
pwilliam#libra.law.utk.edu



### **Maury Landsman**

University of Minnesota  
(612) 625-5515



### **Dina Schlossberg**

University of Pennsylvania  
(215) 898-8044  
dschloss@law.upenn.edu

### Awards Committee

#### **Baher Azmy**

(973) 642-8291  
axmybahe@shu.edu

### Lawyers in the Public Interest (Bellow Scholar)

**Jeanne Charn** (*Harvard*)  
(617) 522-3003  
jcharn@law.harvard.edu



### **Mary Helen McNeal** (*Montana*)

(406) 243-6753  
mhmcneal@law.syr.edu



### **Dean Rivkin** (*Tennessee*)

(856) 974-1481  
drivkin@utk.edu



**Jeff Selbin** (*Boalt Hall*)

(510) 548-4040  
jselbin@ebclc.org

### Annual Meeting Program (Jan. 20076)

**Penny Venetis** (*Rutgers*)

(973) 353-5687  
pennyv@kenoy.Rutgers.edu



**Sandra Babcock** (*Northwestern*)

sandrababcock@earthlink.net



**Deena Hurwitz** (*Virginia*)

(434) 924-4776  
drh9x@virginia.edu



**Beth Lyon** (*Villanova*)

(610) 519-6417  
lyon@law.villanova.edu



### Nominations Committee

**Michael Pinard** (*Maryland*)

(410) 706-4121  
mpinard@law.umaryland.edu



**Russell Engler** (*New England*)

(617) 422-7380  
rengler@fac.nesl.edu



**Warren Jones** (*Pacific-McGeorge*)

(916) 340-6107  
wjones@pacific.edu



**Nina Tarr** (*Illinois*)

(217) 333-2065  
ntarr@law.uiuc.edu



## Section on Clinical Legal Education Standing Committee Chairs

### Resource Group

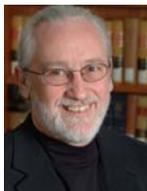
**Sandy Ogilvy**

*Catholic University*

(202) 319-6195

Ogilvy@law.cua.edu

Expertise: Preserve and Chronicle



**Daniel Power**

*Drake University*

(515) 271-3851

Daniel.power@drake.edu

Expertise: Financial resources  
for clinical programs

**Jay Pottenger**

*Yale University*

(203) 432-4800

jpottenger@yale.edu

Expertise: Joint Section / CLEA ABA  
Standards Working Group. Coordinated  
with CLEA on ABA Standards and related  
matters.



**Sally Frank**

*Drake University*

(515) 271-3909

sally.frank@drake.edu

Expertise: Status, Salary,  
Tenure and Promotion

**VACANT**

Expertise: Mentoring

# Section on Clinical Education

## Former Committee Chairs

- 1973—1976 Morton P. Cohen, Wayne State (71-73); Connecticut (74-75); Golden Gate (74-present)
- 1977—1979 David Barnhizer, Cleveland State
- 1980 Joseph D. Harbaugh, Temple
- 1981 Judy R. Potter, Maine (Co-chair) & Dean Hill Rivkin, Tennessee (Co-chair)
- 1982 Elliott S. Milstein, American
- 1983 Kandis Scott, Santa Clara
- 1984 Roy T. Stuckey, South Carolina
- 1985 Susan J. Bryant, CUNY at Queens College
- 1986 Gary H. Palm, Chicago
- 1987 Peter Toll Hoffman, Nebraska
- 1988 William W. Greenhalgh, Georgetown
- 1989 Susan Davis Kovac, Tennessee
- 1990 Graham B. Strong, UCLA
- 1991 Jeffrey H. Hartje, University of Denver
- 1992 Robert D. Dinerstein, American
- 1993 Karen L. Todarz, Washington University at St. Louis
- 1994 Sandy Ogilvy, The Catholic University of America
- 1995 Minna J. Kotkin, Brooklyn Law School
- 1996 Homer LaRue, Howard University School of Law
- 1997 Peter A. Joy, Case Western University School of Law
- 1998 Margaret Marin Barry, The Catholic University of America
- 1999 Kimberly O'Leary, University of Dayton
- 2000 Antoinette Sedillo Lopez, University of New Mexico
- 2001 Mary Helen McNeal, Montana
- 2002 Carol Izumi, George Washington
- 2003 Bryan Adamson, Seattle
- 2004 Calvin Pang, Hawaii
- 2005 Charles D. Weisselberg, University of California—Berkeley
- 2006 Susan Jones, George Washington



# CONTINUING SURVEY OF CLINICIANS WHO HAVE CONSULTED OR TAUGHT IN A FOREIGN COUNTRY

## **Ongoing International Survey Form Now Online**

Roy Stuckey maintains a compilation of clinical teachers who have consulted or taught in a foreign country. This is a great resource for people who want to find people who have worked in particular countries. Everyone who has consulted or taught in a foreign country is encouraged to contribute to the compilation. The compilation is located on-line at:

<http://www.law.sc.edu/clinic/compile.htm>.

Also for the first time, you can go to the site, fill out the survey form to update or submit new information, and email it directly to Roy. Do it today.



## Membership and Dues Information

AALS Clinical Section membership and CLEA membership are all processed through the Section's Treasurer and Database Coordinator, currently David Satacroce from the University of Michigan Law School, with the assistance of staff, currently Cindy Kelley from Michigan. Confidentiality, dissemination and use of Section membership data is governed by the Section's Data Collection and Dissemination Policy.

The Section and CLEA each require the completion of a separate membership form. **Checks for dues *must* also be separate—checks combining Section and CLEA dues will be returned, delaying active member status.** All checks and membership forms should be sent to the address at the very bottom of this page.

**AALS Section Membership:** You can fill out your AALS Membership form on-line at [http://cgi2.www.law.umich.edu/\\_GCLE/Index.asp](http://cgi2.www.law.umich.edu/_GCLE/Index.asp) and mail your check in separately, or you can complete the form on the following page and mail it in with your check payable to the AALS. Membership is \$15 per year.

**CLEA Membership:** To join CLEA, you can download and print the membership form at [http://cgi2.www.law.umich.edu/\\_GCLE/Index.asp](http://cgi2.www.law.umich.edu/_GCLE/Index.asp), complete it and mail it in with your check payable to CLEA. Membership is \$40 per year.

To update or change any portion of your current membership information, please review your current listing in the directory and e-mail changes to Cindy Kelley.

Forms and checks for both the Section and CLEA should be sent to:

### **AALS / CLEA Dues**

c/o Cindy Kelley

University of Michigan Law School

625 South State Street

Room 996 Legal Research Building

Ann Arbor, MI 48109-1251

# AALS SECTION ON CLINICAL LEGAL EDUCATION

2006 Membership Application / Renewal Form

This form is available via internet at:

[http://cgi2.www.law.umich.edu\\_GCLE/Index.asp](http://cgi2.www.law.umich.edu_GCLE/Index.asp)

The AALS Section on Clinical Legal Education is accepting new memberships, renewing memberships, and updating information on its database. Like your taxes, your dues are due April 15th of each year. To ensure the clinical community's continued growth and enhancement, it is vital that you complete *all* fields on this form (even if you are not becoming a member). Confidential data is never released in individual identifiable format according to the Section's data collection and dissemination policy. The policy is viewable at, where you can also check your membership and dues status by searching for yourself in the interactive clinician's directory. Please allow three to four weeks from mailing for your membership information to be updated on the web.

Please check the lines that apply below:

I would like to become a new member of the AALS Section on Clinical Legal Education for \$15.00.

Please pay my 2005 membership for the AALS Section on Clinical Legal Education for \$15.00.

Please pay my 2006 membership for the AALS Section on Clinical Legal Education for \$15.00.

Please change/update my profile below.

Last Name: \_\_\_\_\_ Suffix: \_\_\_\_\_

First and Middle Names: \_\_\_\_\_

Ms./Mrs./Mr./Dr.: \_\_\_\_\_ Title: \_\_\_\_\_

University: \_\_\_\_\_

Law School Name: \_\_\_\_\_

Law School Street Address: \_\_\_\_\_

Building/Suite/Box #: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Country (if other than US): \_\_\_\_\_

University URL: \_\_\_\_\_

Law School URL: \_\_\_\_\_

E-Mail Address: \_\_\_\_\_

Office Phone (voice): \_\_\_\_\_ Extension: \_\_\_\_\_

Office Fax Number: \_\_\_\_\_ Year graduated from Law School: \_\_\_\_\_

Years full-time teaching: \_\_\_\_\_ Years part-time teaching: \_\_\_\_\_

What is your employment/tenure status in the Law School?: \_\_\_\_\_

Decimal fraction working full-time in legal education: \_\_\_\_\_

Decimal fraction that salary is supported by hard money: \_\_\_\_\_

Base salary (exclusive of summer research grants): \_\_\_\_\_

Number of months employment is supported by base salary: \_\_\_\_\_

Name of first clinical course frequently taught: \_\_\_\_\_

**Please continue on reverse side**

Type: \_\_\_\_\_ In-house \_\_\_\_\_ Externship \_\_\_\_\_ Simulation \_\_\_\_\_ Other

Name of second clinical course frequently taught: \_\_\_\_\_

Type: \_\_\_\_\_ In-house \_\_\_\_\_ Externship \_\_\_\_\_ Simulation \_\_\_\_\_ Other

Name of third clinical course frequently taught: \_\_\_\_\_

Type: \_\_\_\_\_ In-house \_\_\_\_\_ Externship \_\_\_\_\_ Simulation \_\_\_\_\_ Other

Name of fourth clinical course frequently taught: \_\_\_\_\_

Type: \_\_\_\_\_ In-house \_\_\_\_\_ Externship \_\_\_\_\_ Simulation \_\_\_\_\_ Other

Average supervision ratio in in-house clinic (if applicable): \_\_\_\_\_

Average supervision ratio in externship clinic (if applicable): \_\_\_\_\_

Name of first non-clinical course frequently taught (if any): \_\_\_\_\_

Name of second non-clinical course frequently taught (if any): \_\_\_\_\_

Name of third non-clinical course frequently taught (if any): \_\_\_\_\_

Are you the overall Director of Clinical Programs at your school? \_\_\_\_\_

Is scholarship a requirement of your job? \_\_\_\_\_

Race/ethnicity with which you identify: \_\_\_\_\_

Gender with which you identify: \_\_\_\_\_

Would you like to be notified of activities of interest to:

Women Clinicians? Yes: \_\_\_\_\_ No: \_\_\_\_\_

Lesbian/Gay/Bi-sexual/Transgender Clinicians? Yes: \_\_\_\_\_ No: \_\_\_\_\_

Clinicians of color? Yes: \_\_\_\_\_ No: \_\_\_\_\_

Are you willing to receive AALS mailings via e-mail, whenever possible? Yes: \_\_\_\_\_ No: \_\_\_\_\_

Mail this form, with a check for \$15.00 payable to AALS (if dues are owed) to:

AALS / CLEA Dues  
C/O Cindy Kelley  
University of Michigan Law School  
625 S. State St.  
Room 996 Legal Research Building  
Ann Arbor, MI 48109-1215



